

FALL TERM 2017
COURSE SYLLABUS
COURSE TITLE: HEBREW EXEGESIS
COURSE NUMBER: OT 700 (ONLINE)
CREDIT HOURS: 3
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COURSE DESCRIPTION

This is an exegesis course in Biblical Hebrew. Texts will be selected from different portions of the OT in order to expose students to some of the various genres in the Hebrew Bible.

We will read Hebrew narrative (the book of Ruth), legal material (selected portions of the Pentateuch), prophetic narrative (the book of Haggai), and poetry (Proverbs 31:10-31).

Emphasis will be on responsibly applying exegetical principles to the various OT genres and on expanding working knowledge of vocabulary and syntax.

COURSE GOALS, OBJECTIVES, and OUTCOMES

GOALS: By the end of this class, students will:

1. Increase understanding of the morphology and syntax of the weak verbs, defective verbs, numerals, and use of prepositions on verbs.
2. Acquire competency in using standard reference grammars and advanced lexicons.
3. Acquire an understanding of the textual history of the Hebrew Bible including the Masoretic contributions and the textual apparatus.
4. Increase working vocabulary by refining the nuances of meaning of current vocabulary words and learning new words.
5. Gain a greater working knowledge of Hebrew syntax, grammar, and the exceptions to grammatical rules.

OBJECTIVES: In order to achieve these goals, students will:

1. Review knowledge and skills mastered in Introduction to Hebrew.
2. Responsibly translate and exegete representative examples of Hebrew texts including narrative, legal material, poetry, prophetic material, and wisdom literature.

OUTCOMES: AS A RESULT OF THIS CLASS, STUDENTS WILL:
BE ABLE TO RESPONSIBLY MOVE FROM EXEGESIS TO CHRISTOCENTRIC UNDERSTANDING
AND CONTEMPORARY IMPLICATIONS OF OT PASSAGES.

The general set of learning outcomes Trinity School for Ministry desires for each of our graduates includes the following:

1. THE STUDENT WILL RECOGNISE AND IDENTIFY THE BIBLICAL THEOLOGY EVIDENT IN THE COURSE WORK.
2. THE STUDENT WILL BE ABLE TO ARTICULATE AN ANGLICAN UNDERSTANDING OF BIBLICAL, HISTORICAL, SYSTEMATIC, AND PASTORAL THEOLOGY.
3. THE STUDENT WILL BE ABLE TO EFFECTIVELY COMMUNICATE THE CHRISTIAN MESSAGE TO A DIVERSITY OF PEOPLE IN ORDER TO ADVANCE THE MISSION OF GOD.
4. MDiv: The student will be prepared to effectively lead in a variety of Christian communities.
MAR: The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline.
STM: The student will be equipped to successfully pursue further independent research and post-graduate study in his or her chosen theological discipline.

This course furthers all four of these goals, but it will make a particular contribution in helping students to articulate a biblical theological understanding of the OT (1) and effectively communicate an often ignored and/or misunderstood portion of Scripture (the OT) to a diversity of people in diverse ministry settings (3,4).

Assessment of Learning Outcomes:

- 1) Participate in weekly online discussions on exegesis, translation, and interpretation
- 2) Teaching Outline OR Exegesis Project
- 3) Weekly Study Guides

COURSE TEXTS AND AIDS

Required:

1. *Biblia Hebraica Stuttgartensia* (Philadelphia: Fortress Press, 1990). 978-34380-52186, \$79.99, Tan Cloth Large Print or 978- 15985-61623, \$39.99, Paperback.
NB: Even if you have *Bibleworks* 10, you will still need a copy of *BHS* since *Bibleworks* 10 does not include the text critical apparatus.
2. Lexicon (*HALOT*, *Holladay* or *BDB* is preferred).
 - a. *The Hebrew and Aramaic Lexicon of the Old Testament (HALOT)*, 978-90041-

00763, \$282.00 [expensive but important if student plans on pursuing a PhD in OT Studies]

NB: *Bibleworks* 10 makes use of Holladay's grammar, so if you have that software you will not have to purchase the book.

- b. *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Holladay), Holladay, William L. (Grand Rapids: Eerdmans, 1971.) 978-08028-34133, \$40.00 (the lexicon I suggest for students planning on parish ministry)
- c. *The Brown-Driver-Briggs Hebrew and English Lexicon (BDB)* 978-15656-32066, \$34.95 (helpful as a supplement if you purchase Holladay ['b' above])
3. Ronald Williams. *Hebrew Syntax: An Outline* 3rd ed. (Toronto: University of Toronto, 2007) 978-08020-94292, \$27.95.
4. Bill T. Arnold and John H. Choi. *A Guide to Biblical Hebrew Syntax* (Cambridge: University Press, 2003) 978-05215-33485. \$21.99.
5. Douglas Stuart. *Old Testament Exegesis: A Handbook for Students and Pastors* 4th ed. (Westminster/John Knox, 2009) 978-06642-33449 \$25.00. Publisher: Westminster John Knox Press.
6. J. Weingreen, *A Practical Grammar for Classical Hebrew* (London: Oxford University Press, 1978). ISBN: 978-0-1981-5422-8, \$59.95 (list). Can be downloaded for free: www.scribd.com/doc/21219644/Weingreen-J-Practical-Grammar-for-Classical-Hebrew. Is also available under "Resources" on Google Classroom.

Strongly Recommended (if student plans on pursuing doctoral work in the OT):

W. Gesenius. *Gesenius' Hebrew Grammar*, ed. E. Kautzsch (Oxford: Clarendon Press, 1910) tr. A.E. Cowley.

Paul Jouon. *A Grammar of Biblical Hebrew* (2 vols.) (Roma: Editrice Pontificio Istituto Biblico, 1991), tr. T Muraoka.

T. Muraoka. *Emphatic Words and Structures in Biblical Hebrew* (Jerusalem and Leiden: Magnes Press, The Hebrew University, E.J. Brill, 1985).

Christo H.J. Van der Merwe and Jackie A. Naude and Jan H. Kroeze. *A Biblical Hebrew Reference Grammar*. Biblical Languages: Hebrew 3 (Sheffield: Sheffield Academic Press, 1999).

Bruce Waltke and Mike O'Connor. *An Introduction to Biblical Hebrew Syntax*. (Winona Lake: Eisenbrauns, 1990) 978-09314-64317 \$59.50.

COURSE REQUIREMENTS AND GRADING SYSTEM

General Approach: The course will include lecture and discussion. We will meet in real time (TBD once enrollment has closed for the course) using Google Hangouts (instructions will be emailed to you). Each week I will post an audio lecture (approximately 1½ hrs in length) in which I discuss the salient features of that week's text. You are to listen to the lectures before our weekly meetings. If you have questions about an assignment, email me or call me. **NB: Participation in the weekly real time discussion is mandatory. Any student who misses 3 or more discussion times will be dropped from the class.**

For technical assistance you should contact Russ Warren at rwarren@tsm.edu

Study Guides: Each week students will be expected to complete a study guide on that week's Hebrew assignment. **For example, for the Study Guide assignment listed for Tuesday September 5, a copy is to be posted in the appropriate drop box on Google Hangouts before the beginning of our online discussion that evening. The document you post must be labeled with YourLastName-ShortNameofAssignment-Course-Term. For example, if your last name is Jones then your first Hebrew worksheet will be named:**

Jones-HebrewWorksheet1-OT700-Fall2017.doc

The study guides focus on Arnold and Choi's *Hebrew Syntax*, and Williams' *Hebrew Syntax*. The point of this exercise is to familiarize the student with several of the standard Hebrew tools. **The first question on the weekly Study Guides is: "What percentage of this week's lecture did you listen to?" The percentage indicated will be factored into your weekly Study Guide grade. The second question on each Study Guide is, "What percentage of the translation and parsing of the assigned passage did you complete for this week?"** Students are expected to include a *brief* discussion of the significant grammatical, syntactical, or lexical points of the passage gleaned from reading three commentaries/journal articles/ each week. Be sure to note the author and title of the sources that were used. (50%)

Exegesis Paper: (20-25 pages, double-spaced). The paper should focus on a passage from the book of Ezekiel. Students should submit a passage for consideration to the professor no later than Tuesday October 10, 2017. Paper is due Tuesday, December 19, 2017 at midnight. (50%)

The following is a checklist designed to help you write your exegetical paper on a passage from Ezekiel. Your paper should include evidence of research in each of the following features of the passage you selected.

1. Translation (1-3 pages)

- Provide your own translation of the passage
- Review the external and internal evidence for each variant reading
- How do the variant readings effect the interpretation of the passage?
- Explain what you believe to be the original reading and why

- Check the standard grammars and comment on any unusual or significant grammatical forms or syntactical issues

2. Literary Context (1-2 pages)

- What is the evidence for considering this passage as a complete unit?
- What boundary markers are there at the beginning and end of this passage that suggest it is a complete integrated unit?
- Determine the evidence for dividing the passage into subunits

3. Main Point (10-12 pages)

- This is the heart of an exegetical paper.
- Identify in a few sentences what you think is the main point of the passage.
- Summarize the interpretation of the passage. In what ways does the author communicate his message? Why should a Christian be interested in learning about this passage? What issues does it raise? What difficulties does it present?

N.B.: This section should flow smoothly and synthesize the *following* research:

- Word Studies
 - Choose 3-6 words that are unfamiliar, obscure, significant, repeated for in-depth analysis. Determine each word's semantic domain. Determine what you think is each word's meaning in the passage, and why.
- Historical/Cultural Background
 - Summarize the historical setting. Include (where possible) author, recipients, time, place and circumstances. Identify briefly any people, places, events, institutions, customs that are significant and/or unclear. What are the foundational worldview ideas underlying the passage? How are these ideas similar/different to contemporary views?
- Genre
 - What is the macro-genre of the passage? Are there sub-categories of genre in the passage? What is the significance of the passage's genre? Does it lend itself to a literal or figurative interpretation?

4. Biblical Theology (3-4 pages)

- What is the place of this passage in redemptive history and what are its contributions to biblical theology?
- Does the passage quote or allude to other passages in Scripture? If so, what is the significance for the passage?
- Is the passage quoted or alluded to in other passages of Scripture? If so, how is it used?
- Identify any major biblical themes in the passage and how the passage contributes to our overall understanding of these them.

- How does this passage point to Christ?

5. Implications (3-4 pages)

- Identify the original implication(s) of the passage
- Are the specific implication(s) directly transferable today? Are there limitations?
- What are the broader cross-cultural principles reflected in the implication(s) of the text?
- Determine appropriate implication(s) for contemporary Christians that reflect those principles
- How does this passage point forward to and how is it fulfilled in the Person and Work of Jesus?

6. Appendix (This *does not* count as part of your page total): Sentence Flow and Discourse Analysis (2-3 pages)

- Construct a detailed prose outline that represents the major units of information and summarizes the flow of thought.
- Are there any points of grammar that are significant for understanding the passage? Summarize, in your best judgment, the overall logical structure of the passage.

Additional Comments:

Students must use SBL style of writing. See:

1. Patrick H. Alexander, et al. *The SBL Handbook of Style: for Ancient Near Eastern Biblical and Early Christian Studies*. Peabody, Mass.: Hendrickson, 1999. ISBN 978-1-56563-487-9. See also: <http://www.scribd.com/doc/44040953/SBL-Sample-Paper>
2. Late papers will be assessed a penalty of one full letter grade.
3. **Incompletes** are not normally given and are given only in the most serious of cases. They are not granted as a way to extend the semester due to incomplete work. In order to request an incomplete, student must obtain the necessary form online and bring to the professor who will list the specific assignments to be completed with due dates. The due date cannot be beyond six weeks from the last day of class. The form will be submitted to the Academic Dean for final approval.
4. Samples of student work may be used as part of an on-going ATS assessment of courses and degree programs. Students' names will be removed from any work used for this purpose.
5. **Plagiarism** is a violation of an author's/artist's intellectual property rights and is a serious offense. Please see the [Academic Catalog](#) for a full explanation of Trinity's plagiarism guidelines and note, as stated there, that every student is expected to be fully aware of the guidelines. A student who plagiarizes will automatically receive a failing grade on the assignment and risks failing the course. If a student does not know whether or not they may

be engaging in plagiarism, they are encouraged to speak to [Leslie Thyberg](#), our Learning Skills Coordinator.

Additional Research Expectations:

1. Demonstrate that you have used **at least five commentaries** in your paper.
2. Demonstrate that you have used **at least four monographs or journal articles**.
3. Demonstrate that you have **used at least two biblical dictionary/encyclopedia articles**.

Grading System:

The following is offered as a guide, rather than a set of rules.

B: Work will demonstrate broad (sufficient information is covered) and deep (supporting material is offered) coverage of the material. Information will be accurate and there will be a clear and coherent structure. Coverage of the material and comments will be reasonably competent without being exceptional.

C: Work will demonstrate reasonable coverage of the material but will lack breadth and depth of analysis. There will not be serious inadequacies in the information presented, but the overall structure will be characteristically unclear, narrow, and shallow and void of imaginative and interesting analysis.

D: Work will be notably defective according to the criteria outlined above.

F: Work will demonstrate a complete failure on the part of its author to interact with the material in accordance with criteria outlined above.

A: Work will demonstrate exceptional coverage of the material. What distinguishes work in this category from a “B” is the author’s ability to develop the material in breadth and depth beyond what is necessary for a good understanding of it. The author will engage with the material in a way that is often though not always marked by creativity, exceptional insight, and/or extensive research.

NB: As per The Association of Theological Schools (ATS) requirements, several samples of student work may be randomly selected, the student’s name removed, and the anonymous work may be used as a class artifact for course evaluation. For more information, you may contact the Academic Dean.

CLASS SCHEDULE:

September 4:

Topic: Introduction to the Class and to Hebrew Narrative. The Book of Ruth. Weak Verbs

Read: Weingreen, pp.123-127; 242-245; My Grammar Supplement (on Google Classroom), pp. 39-41

Study Guide: Ruth 1: 1-10

September 11:

Topic: Ruth 1:11-22

Read: Robert Alter, *The Art of Biblical Narrative* (on Google Classroom), 23-46; V. Philips Long, *The Art of Biblical History* (on Google Classroom) 27-87. Recommended, but not required reading: Erika Moore “Ruth” in *Dictionary of Wisdom, Writings, and Poetry*, IVP, 2008 [on Google Classroom]; My Grammar Supplement, pp. 26-27; 38

Study Guide: Ruth 1:11-22

September 18:

Topic: Hebrew Narrative (cont.); Weak Verbs (cont.): `Ayin guttural verbs; Middle Weak Verbs

Read: Stuart, *OT Exegesis*, pp. 1-32; My Grammar Supplement, pp.31-34

Study Guide: Ruth 2:1-11

September 25:

Topic: Hebrew Narrative (cont.); Weak Verbs (cont.)

Read: Stuart, *OT Exegesis*, pp. 33-65; My Grammar Supplement, pp. 28-29; 34

Study Guide: Ruth 2:12-23

October 2:

Topic: Hebrew Narrative, (cont.); Weak Verbs (cont.)

Read: Stuart, *OT Exegesis*, pp. 67-87; My Grammar Supplement, pp. 35-37; Weingreen, pp. 184-185; 224-227

Study Guide: Ruth 3:1-8

October 9:

Topic: How We Got to Where We Are Today/ How to Use What We Have; Weak Verbs, (cont.)

Read: Stuart, *OT Exegesis*, pp.89-163; My Grammar Supplement, pp.29-31; Weingreen, pp. 148-151

Study Guide: Ruth 3:9-18

October 16: Reading Week No Class

October 23:

Topic: Discussion of Stuart's Book

Read: Weingreen, pp. 237-238

Study Guide: Ruth 4

October 30:

Topic: Finish the Book of Ruth

Read:

November 6:

Topic: Introduction to the Prophetic Literature

Read: TBA

Study Guide: Haggai 1

November 13:

Topic: Prophetic Literature, (cont.)

Read: TBA

Study Guide: Haggai 1 (cont.)

November 20:

Topic: Prophetic Literature, (cont.)

Read: None

Study Guide: Haggai 2

November 27: No Class Thanksgiving Break

December 4:

Topic: Introduction to the Legal Material in the Pentateuch

Read: TBA

Study Guide: Exodus 21:28-36; Deuteronomy 24:14-22

December 11:

Topic: Introduction to Poetry: Proverbs 31:10-31

Read: Alter, *The Art of Biblical Poetry* (pp. 3-26) [on Edv360]; Longman, *How To Read Proverbs*, pp. 13-58 [on Google Classroom]

Study Guide: Proverbs 31:10-31

