

## Hebrew Exegesis OT5150/R

### Course Syllabus

תְּלִלּוּ יְהוָה תְּלִלּוּ-אֱלֹהֵי בְּקִדְשׁוֹ תְּלִלּוּהוּ בְּרִקְיעַ עֲזוֹ:

Psalm 150:1

- **PURPOSE:**
  - To glorify God and enjoy Him! (1 CORINTHIANS 10:31)
  
- **GOALS:**
  1. To enhance student personal devotions in the Holy Scriptures in the original Hebrew
  2. To apply the principles of Biblical Hebrew as learned in previous courses
  3. To expose students to further intricacies of Biblical Hebrew
  4. To introduce students to a rudimentary exposure to text criticism
  5. To prepare students for grammatico-historical exegesis
  6. To prepare students for historical-redemptive exegesis
  7. To introduce students to the critical edition of the Hebrew Scriptures
  8. To aid in student preparations of the teaching ministry of the Holy Scriptures
  9. To read as much Hebrew as possible!
  
- **REQUIRED TEXT:**
  - Hebrew Bible:
    - Elliger, K. and Rudolph, W. *Biblia Hebraica Stuttgartensia* (BHS). Deutsche Bibelgesellschaft: Stuttgart. 1980.
  - Hebrew Dictionaries:
    - Brown, Francis; Driver, S. R.; and Briggs, C. A.. *A Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1907 (BDB)
    - Holladay, William. *A Concise Hebrew and Aramaic Lexicon of the Old Testament: Based on Koehler-Baumgartner Lexicon in Veteris Testamenti Libros*. Grand Rapids: Brill, 1988
  - Other Readings:
    - Scott, William R. *A Simplified Guide to BHS. Third Edition*. BIBAL Press: Berkeley, CA. 1987 (do not buy)
    - Futato, Mark. *Basics of Hebrew Accents*. Grand Rapids. Zondervan. 2020
    - Brotzman, Ellis R. *Old Testament Textual Criticism*. Baker Books: Grand Rapids. 1994
    - Chisholm, Robert R. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Baker Books: Grand Rapids. 1998
    - Arnold, Bill; Choi, John. *A Guide to Biblical Hebrew Syntax*. New York: Cambridge Press. 2003.
    - Lee, Peter Y. “How to Write a Hebrew Exegetical Paper.” Self-published.

- **REQUIREMENTS:**

- *Attendance:* You are required to attend each class. If you know you cannot make it to a class session, notify me in advance.
- *Reading Notes:* Students will be required to prepare various passages from the Hebrew Bible for class discussions. Provided below are the passages that will be discussed. You will download “Reading Notes” on these passages from Canvas and turn them into me on a regular basis.
- *Professor-Student Discussions:* In this Remote-Live format, students are required to have at least five “Professor-Student Interaction” assignments. There are two kinds of “Professor-Student Interactions”: 1) Hebrew “Puzzle” Assignments; 2) “Hebrew is Helpful” entry. You will do submit a Hebrew “Puzzle” assignment every Monday and Wednesday, and a “Hebrew is Helpful” entry every Friday.
- ✓ *Hebrew Puzzle Assignments:* Students will turn in a written report on the “puzzles” below every **Monday and Wednesday**. Each assignment is to be approximately one page (single spaced). I will comment on each assignment via Canvas, then discuss them in lecture. Each assignment presents a particular Hebrew “puzzle.” The purpose of these assignments is to demonstrate competency in the use of Hebrew tools (dictionaries and grammars), not necessarily solving the puzzle.
  - ❑ Sample Assignment: Analyze the meaning of the personal names of the following major characters in Ruth 1—Elimelech, Mahlon, Chilion, Naomi/Mara. Explain how each name offers an exegetical insight into the text.
  - ❑ Assignment #1: Psalm 73:4 differs among the modern translations. What are those differences? Explain what is going on. Which do you prefer and why? **Due June 8 (Wednesday)**.
  - ❑ Assignment #2: What is a *ketib-qere*? In 2 Kings 18:27, there is a *ketib-qere* reading. Analyze it and discuss the reason for this Masoretic notation. **Due June 13 (Monday)**.
  - ❑ Assignment #3: Read the description of the perfect/imperfect in Arnold/Choi, pgs. 54-58. Compare and contrast their description with the following grammars: 1) Mark Futato *Basics of Biblical Hebrew* (Winona Lake, IN: Eisenbrauns, 2003), pgs 32-33, 64; 2) Gary D. Practico, Miles V. Van Pelt, *Basics of Biblical Hebrew Grammar* (Grand Rapids: Zondervan, 2001; second edition 2008), pgs 128-130; 3) Paul Joüon, *A Grammar of Biblical Hebrew* (translated and revised by T. Muraoka; vol. 2; subsidia biblica 14/11; Rome: Editrice Pontificio Istituto Biblico, 1991), §111. What are the issues regarding the verbal system in Biblical Hebrew? **Due June 15 (Wednesday)**.

- Assignment #4: Read the following statement: *“Isn’t [Gen. 3] crystal clear that the thing talking to Eve was a snake? Actually, the vocabulary is clear, but the meaning that traditional interpretation has given it is not....The Hebrew word translated “serpent” or “snake” in Genesis 3 is nachash (pronounced, nakash)....The word nachash is a very elastic term in Hebrew. It can function as a noun, a verb, or even as an adjective. When nachash functions as a noun it means “snake,” and so the traditional translation is possible....when nachash serves as a verb it means “to practice divination”....The third option – the adjectival meaning of nachash – is the solution to the contradiction problem. When nachash serves as an adjective, it’s meaning is “shining bronze” or “polished” (as in “shiny”). By adding the definite article to the word, ha-nachash would then quite easily mean “the shining one”.....Translating ha-nachash as “Shining One” removes the contradiction of seeing a snake versus a supernatural being in Eden.”* Do you agree or disagree with the analysis of the Hebrew? Explain your answer. **Due June 20 (Monday).**
- Assignment #5: Evaluate the following word-study: “The phrase ‘we esteemed him stricken, smitten by God, and afflicted’ occurs in Isa. 53:4. The word ‘afflicted’ is the word מְעַנֶּה, which is from the root ענה. This word can mean ‘to be afflicted,’ thus the suffering servant interpretation of Isa. 53. However, the root can also mean ‘to answer,’ which the servant is portrayed as one answering the call from God the Father. Amazingly, this word can also mean ‘to sing,’ which can portray the servant as one singing songs. The final meaning has its most powerful depiction in Christ on his cross as he lifts up his words of the powerful Psa. 22.” **Due June 22 (Wednesday).**
- ✓ *“Hebrew is Helpful” entry:* Students will submit a one-page description of how understanding the Hebrew texts of the week helped them understand the main message of the passage. This will be submitted every Friday on Canvas. **Due every Friday.**
- *Student-Student Interactions:* Students are required to participate in the “Student-to-Student Interaction” section on Canvas. Each student must contribute at least four entries. Entries can be made under “Discussions” on Canvas. Look for “Student to Student Discussion.” These comments must be substantive. For example, “That lecture was terrible” is not substantive. An acceptable comment would be: “Which side in the discussion on the Hebrew verbal system do you side with?” To comment on a fellow students’ comment counts as an entry. Students must submit two entries by **June 30 (Friday)**
- *Exam:* No Exam

- *Hebrew Exegetical Paper*: Students will write a verse-by-verse Hebrew exegetical paper. Although you are commenting on each verse, you are to focus your thoughts on the central theme that you believe was intended by the author and show how the Hebrew is used to support that theme. Students can dedicate very small portions of the paper to authorship, historical background, or any other introductory matters *that are relevant to the theme*. The bulk of the paper is to focus on the Scriptural passage.
  - ✓ DO NOT PROVIDE A TITLE PAGE!
  - ✓ Your paper should be approximately 15 pages in length.
  - ✓ The first page of the paper is to be **YOUR** translation of the passage (do not copy the ESV, NASB, or any other English translation). Include any comments on textual variants and uses of the *BHS* apparatus when/if necessary. You may comment on your translations in the body of the paper if it is relevant to your thematic spine.
  - ✓ If needed, students may include one brief paragraph on the literary setting of the text.
  - ✓ If needed, students may include one brief paragraph on the historical setting of the text.
  - ✓ Show the relevance of this passage in the place of the history of redemption (**required**).
  - ✓ Final page is your bibliography. You are required to use a minimum of **8 academic sources** (commentaries, monographs, journal articles, Bible encyclopedias: this **does not** include Hebrew or Greek dictionaries, English translations, or *BHS*). Non-academic sources are not to be cited, used, or listed in your bibliography (e.g. websites, blogs, study bibles).
  - ✓ Students are free to use Bible software programs as a tool for their papers.
  - ✓ Use a Hebrew font (and Greek when applicable) for your paper. Hebrew fonts come with any standard Bible software program, or you can find free Hebrew fonts online (see <http://www.sbl-site.org/educational/biblicalfonts.aspx>).
  - ✓ **Due Date for Exegetical Paper: July 29, 2022 (Friday)**
  - ✓ **Passage for the Exegetical Paper: Exodus 17:1-7**
  - ✓ Students may choose a passage other than the assigned with prior approval of the instructor.
  
- *Total Grade*: Grades will be based on the total of points from above.
 

✓ Student-Student Interaction	5% of total grade
✓ Professor-Student #1 Hebrew Puzzles	15% of total grade
✓ Professor-Student #2: Hebrew-Is-Helpful	10% of total grade
✓ Reading Notes	30% of total grade
✓ Hebrew Exegetical Term Paper	40% of total grade

## READING LIST FOR HEBREW EXEGESIS

A quick glance at the reading list below can be overwhelming. The principle that drives this course is the adage “read more, learn more.” In other words, students will gain a better grasp and appreciation for Biblical Hebrew by reading large amounts of the Hebrew Scriptures. That is the driving principle for this course. For that reason, students are highly encouraged to work ahead and **NOT FALL BEHIND** in their preparations.

Each class will have a discussion of the Hebrew puzzle assignment. Then we will read together selections from the **BOOK OF JUDGES**, then various selections from the Old Testament.

	MONDAY	WEDNESDAY	FRIDAY
	June 6 Intro to the class <b>Book of Judges</b> <b>Gen 12:1-3 [sample]</b>	June 8 Puzzle Assignment #1 <b>Book of Judges (cont)</b> <b>Gen 9:18-29</b>	June 10 “Hebrew is Helpful” <b>Book of Judges (cont)</b> <b>Gen 22:1-14</b>
	June 13 Puzzle Assignment #2 <b>Book of Judges (cont)</b> <b>Ex 3:13-17; 6:2-8</b>	June 15 Puzzle Assignment #3 <b>Book of Judges (cont)</b> <b>Ex 12:12-28</b>	June 17 “Hebrew is Helpful” <b>Book of Judges (cont)</b> <b>Num 12:1-8</b>
	June 20 Puzzle Assignment #4 <b>Book of Judges (cont)</b> <b>Deut 30:1-14</b>	June 22 Puzzle Assignment #5 <b>Book of Judges (cont)</b> <b>Hos 1:1-2:3</b>	June 24 “Hebrew is Helpful” <b>Book of Judges (cont)</b> <b>Dan 9:20-27</b>
	Reading Notes for each OT passage	<b>Due at the end of each class</b>	
	Reading Notes for Judges	<b>Due June 27</b>	
	Exegetical Paper	<b>Due July 29</b>	

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