

Erskine Theological Seminary

HB601: Hebrew 3

Fall 2008

Due West: Thursdays 6:00-9:00 PM

3 Credit Hours

Professor: Terry L. Eves, Ph.D.

Office: Bowie Divinity Hall B3

Telephone (Work) (864) 379-8864

Telephone (Home) (864) 379-3395

Fax (864) 379-3171

Email eves@erskine.edu

Office Hours for Fall 2007: Tuesday 10:00-11:00; Wednesday 3:00-5:00; Thursday 10:00-11:00; Friday 3:00-5:00. My normal office hours are printed in this syllabus. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. Other times by appointment. Breakfast or lunch discussions are also encouraged. Scheduling appointments is recommended but not required. Scheduling an appointment may be advantageous for those traveling a distance.

Course Description

HB601 Biblical Hebrew

Selected readings in the Hebrew Old Testament provide the basis for fostering the student's facility in translation and further familiarity with classical Hebrew grammar.

Prerequisites: HB501, HB502 (Biblical Hebrew 1 and 2). In order to receive exegesis credit for this course, students must have successfully completed BI102 Principles of Exegesis prior to taking this class.

Exegesis/Elective. Offered annually. Three hours.

Course Purpose

The mission of Erskine Theological Seminary is to educate persons for service in the Christian church. As one component of preparing for that mission, increased competence in Biblical Hebrew is a powerful resource for Gospel preaching, teaching and ministry. The ability to read Hebrew narrative (the major genre of the OT) sensitively and well opens the door to have a deeper and more nuanced understanding of Scripture and Biblical Theology.

Course Objectives

Review your Hebrew paradigms from Hebrew 1 and 2.

Increase your ability to read Hebrew orally.

Further mastery of Hebrew vocabulary.

Increase your ability to use Hebrew lexicons profitably and with nuance.

Increase your understanding of how morphology, the verbal system and syntax function.

Use an intermediate level Hebrew grammar and prepare you to use advanced Hebrew reference works in the future.

Increase your ability to read, comprehend, exegete and translate Hebrew narrative texts by better understanding inter-clause relationships¹. Your deepening understanding of grammar and syntax will be demonstrated by greater insight into the text and increasingly nuanced exegesis and translation.

Gain an increased aesthetic appreciation for Hebrew prose.

Begin to understand the importance of textual criticism and be able to begin to profitably use the textual apparatus of your *Biblia Hebraica Stuttgartensia*.

To give students the opportunity for significant input regarding questions, content and issues that they want us to think through together and sustained opportunities for discussion as we read texts together.

To aid students in continuing to develop biblical and theological analysis, research skills, rhetorical skills in leading discussions, critical thinking and evaluation, reading, writing and conversational skills.

Required Textbooks

¹ Hebrew 4 will increase your vocabulary, exegesis and understanding of syntax by training you to read legal texts and poetic texts (wisdom, Psalms, and prophetic texts) rounding out your knowledge of Hebrew and ability to interpret poetic texts. I encourage each of you to take it.

Karl Elliger and Willhelm Rudolph , *Biblia Hebraica Stuttgartensia*. American Bible Society. This comes in three recommended choices: Hardcover Large Format 1987 ISBN: 3-438-05218-0, \$79.95 list, \$49.47 at Westminster Bookstore <http://www.wtsbooks.com>; Hardcover Small Format 1987 ISBN: 3-438-05219-9 64.95 list, 40.27 at <http://www.wtsbooks.com>; Hardcover Wide Margin Edition 2007 ISBN: 1-59856-1995, \$ 69.95 list, \$44.07 at Westminster Bookstore <http://www.wtsbooks.com>.

Frederic Clarke Putnam, Hebrew Bible Insert: A Student's Guide to the Syntax of Biblical Hebrew Second Edition, Stylus Publishing, ISBN 1887070036, \$5.95 list, \$5.95 at Westminster Bookstore <http://www.wtsbooks.com>.

Ellis R. Brotman, Old Testament Textual Criticism: A Practical Introduction, Baker Books 1994, 0801010659, \$21.99 list, \$14.51 at Westminster Bookstore <http://www.wtsbooks.com>.²

Larry A. Mitchell, *A Student's Vocabulary for Biblical Hebrew and Aramaic: Frequency Lists with Definitions, Pronunciation Guide, and Index*, Academic Books Zondervan Publishing House, 1984, ISBN 0-310-45461-1, \$12.99 list, \$11.04 at Eisenbrauns <https://www.eisenbrauns.com>, or \$10.39 at www.amazon.com.

William L Holladay, *A Concise Hebrew and Aramaic Lexicon of the Old Testament*, 1971, Eerdmans Publishing Company 0802834132, \$35.00 list, \$23.94 at Westminster Bookstore <http://www.wtsbooks.com>.

Or invest in a lexicon you'll never outgrow, namely³,

Ludwig Koehler and Walter Baumgartner. The Hebrew and Aramaic Lexicon of the Old Testament, 2 volume set, ISBN ISBN: 90-04-12445-4, \$249 list, \$189.00 at www.amazon.com , \$199.20 at Eisenbrauns <https://www.eisenbrauns.com>.

Some journal articles will be distributed and discussed.

Course Requirements

Weekly quizzes on the Hebrew text translated the previous session, vocabulary, verbal forms and grammatical function. A midterm and final exam will be given. Students are to be properly prepared for each class meeting. A paper on an assigned text will be written to show skills learned and proficiency gained during the semester. Classroom discussion and interaction will be a crucial component of this course.

² For those who wish to dig deeper into textual Criticism the best work on the topic is Emanuel Tov, *Textual Criticism of the Hebrew Bible* Second Edition, 2001 (Hardcover), list \$54.00, \$34.02 at Amazon www.amazon.com.

³ This book is strongly recommended for any second year Hebrew student who wants to understand Hebrew well in their ministry.

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Rules of Engagement in Class Discussion⁴

You are invited and encouraged to intellectually engage one another and your professor in this class! Thoughtful and vigorous discussion is crucial to this class. Learning Biblical Hebrew involves thoughtful and disciplined inquiry about the language in which 76% of Scripture was written in. Such learning and inquiry is best done in community, and there is no greater potential for productive interaction – interaction that is mutually beneficial and productive of real, valid, and worthwhile answers – than in a community of Christian scholarship. Recognizing that together we form a small community of truth-seekers devoted to Christ, his Kingdom and Scripture, let us commit ourselves to work together in a spirit of mutual respect and love. The following guidelines are proposed as some ground rules, or “rules of engagement,” for our class discussions and interaction:

- Deepening one’s understanding of another language requires being willing to make mistakes in learning the language. Try to remember this and relax. 😊
- Be humble, courteous, and respectful.
- Work hard to correctly understand the day’s assignments, the biblical text and one another.
- Try to articulate your thoughts as clearly as possible.
- Avoid personal attacks.
- Keep clearly in mind that our mutual goal is Truth, not personal gain or ego.
- Avoid monopolizing the conversation.
- Try to stay on topic.
- Welcome criticism and questions.
- Expect disagreement at times, and deal with it constructively when it arises.
- Be quick to apologize if you offend someone.
- Be equally quick to forgive if you are offended by someone.

Seminary Policies Related to Research Papers

Language about God and Humanity

⁴ These rules represent a slightly modified version of Dr. John Wingard’s rules. I’d like to thank my generous friend and former colleague for sharing them with me.

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Style and Bibliographical Formatting Requirements: For the research paper, students are required to follow the form and style guidelines found in Turabian, *Manual for Writers* (7th edition). These guidelines are summarized in the Erskine Seminary document "Style and Form Standards for all Masters Level Programs," (Erskine Seminary). All papers must be typed/processed (twelve point type, double spaced, one-inch margins) and fully documented. In this course, footnotes and an appropriate bibliography are required in each paper. The paper's cover page and bibliography are not counted towards page requirements.

Your paper will be an analysis of a suitably sized text (consult with me) of a passage in the Joseph Story (Genesis 37-50) that we do not do in class applying all the techniques that we discuss and do in class.

Official Seminary Plagiarism Policy:

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. *Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.*

2. *Paraphrasing. Any material that is paraphrased or summarized must also be specifically*

acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

Failure of the course(s) in which plagiarized or stolen work is submitted

Dismissal from the Seminary for a minimum of one semester

Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

Grading Policy:

Percentage of Work: weekly quizzes at the beginning of each week's class 20%, one midterm exam 25%; comprehensive final exam 25%, the writing of an assigned paper 20% and quality of preparation and class participation 10%.

Grading Scale

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C	69-0	F
92-91	B+	79-78	C-		
90-88	B	77-76	D+		
87-86	B-	75-72	D		

Official Seminary Class Attendance Policy

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of unexcused absence without penalty.

Policy Regarding Absences

Students are required to attend all class sessions. If students have to be absent for any reason, they are still responsible for all work missed and all work due. A student who misses more than three class sessions for any reason will automatically fail the course.

Drop/Add/Withdrawal

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course and full tuition charges will apply. No exceptions will be made to this policy.

Incompletes

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or

email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Class Schedule

Week One September 4

Translate Genesis 37:1-18

Brotzman pages 9-46

Week Two September 11

Translate Genesis 37:19-36

Brotzman pages 47-62

Putnam pages 3-7a (1.1-1.3.2)

Mitchel Section 1 A. 25 words (page 1)

Week Three September 18

Translate Genesis 38:1-15

Brotzman pages 63-85

Putnam pages 7b-9 (1.4-1.4.3j)

Mitchel Section 1 B. 27 words (pages 1-2)

Week Four September 25

Translate Genesis 38:16-30

Brotzman pages 86-96

Putnam pages 10-15a (topics 1.5-1.6.2)

Mitchel Section 1 C. 28 words (pages 2-3)

Week Five October 2

Translate Genesis 39:1-18

Brotzman pages 97-106

Putnam pages 15b-20 (topics 1.7-1.8.3)

Mitchel Section 1 D. 26 words (page 3)

Week Six October 9

Translate Genesis 39:19-40:13

Brotzman pages 107-121

Putnam pages 22-27 (topics 2.1-2.1.8)

Mitchel Section 2 A. 28 words (page 4)

Week Seven October 16

Midterm Exam

Week Eight October 23

Presbytery No Class Work on your research paper.

Week Nine October 30

Translate Genesis 40:14-41:5

Brotzman pages 123-132, 167-170

Putnam pages 28-32a (topics 2.2-2.2.3c)⁵

Mitchel Section 2 B 29 words (pages 4-5)

Week Ten November 6

Translate Genesis 41:6-20

Putnam pages 32b-39 (topics 2.2.4-2.4.4)

Mitchel Section 2 C. 26 words (pages 5-6)

Week Eleven November 13

Translate Genesis 41:21-38

Putnam pages 41-45a (topics 3.1-3.2.2c)⁶

Mitchel Section 2 D 31 words (pages 6-7)

Week Twelve November 20

Translate Genesis 41:39-57

Putnam pages 45b-49 (topics 3.3-3.4)

Mitchel Section 2 E 29 words (page 7)

Week Thirteen November 27

No Class Thanksgiving Break ☺

Week Fourteen December 4

Translate Genesis 42:1-15

Putnam pages 51-52 (topics 4.1-4.4)

⁵ Although the entire Putnam book is good, I consider pages 28-32 and 42-45 the most important pages in this book. They are gold! ☺

⁶ Although the entire Putnam book is good, I consider pages 28-32 and 42-45 the most important pages in this book. They are gold! ☺

Mitchel Section 3 A. 24 words (page 8)