



HB602: Hebrew 4

Spring 2011

Due West: Thursdays 8:00-11:00 AM

3 Credit Hours

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Office Hours for Spring 2011

TBA; Other times by appointment. Additionally, for students taking Hebrew 2, I am willing to meet before class from 12:00-12:55 (we could eat lunch together and talk) and immediately after class from 4:00-5:00 on Tuesdays for anyone who wishes to meet. Your participation is recommended but not required. ☺ 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

HB602 Biblical Hebrew Four

Selected readings in the Hebrew Old Testament continue to foster the student's facility in translation and further familiarity with classical Hebrew grammar.

Prerequisites: HB 501, 502, 601 (Biblical Hebrew I, II, and III). In order to receive exegesis credit for this course, students must have successfully completed BI 502 Principles of Exegesis prior to taking this class. *Exegesis/Elective. 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, accurately interpret, and effectively minister with Hebrew Law and Poetry (the major genres of the OT after that of narrative) sensitively and well opens the door to have a deeper, more nuanced, and more faithful understanding of Scripture and Biblical Theology.

Course Objectives

- Further increase your ability to accurately read Hebrew orally.
- Further mastery of Hebrew vocabulary.
- Further increase in your ability to use advanced Hebrew lexicons profitably and with nuance, including genre and subgenre nuance.
- Further increase in your understanding of how morphology, the verbal system and syntax function, including genre and subgenre verbal system and syntax. This will include increased understanding of how syntax and the verbal systems function differently in the genre of poetry and legal texts than they do in narrative prose. Your deepening understanding of these genre-specific grammar and syntax dynamics will be demonstrated by greater insight into the text and increasingly nuanced and accurate exegesis and translation.
- Come to better understand the linguistic, semantic and text linguistic complexities in comprehending, interpreting and translating Hebrew poetry.
- Better understanding and benefitting from the insight that parallelism exists on every level of the Hebrew poem (a la' Adele Berlin).
- Discuss a second intermediate level Hebrew grammar and properly prepare you to use advanced Hebrew reference works in the future.
- Increase your ability to read, comprehend, translate, aesthetically appreciate, exegete, and responsibly hermeneutically appropriate Hebrew legal and poetic texts¹ (practical wisdom, speculative Wisdom, Psalms, including subgenres, erotic love poetry, and prophetic texts) rounding out your knowledge of crucial Hebrew genres and sub-genres.
- Increase your ability to read, comprehend, exegete, translate and personally and ministerially appropriate Hebrew poetic and legal texts by better understanding inter-

¹ This will include a growing appreciation that many of the dynamics and nuance of Hebrew poetry and the communicative efficiency and richness of this major genre disappear in English translation. ☺ The better your Hebrew becomes, the more you will perceive *what has been there all along*. ☺

clause relationships, supra-sentence dynamics, and the significance of sub-genre syntaxes. This will allow you to understand and profitably use all of the Text Linguistics oriented articles, commentaries and reference works that will increasingly be written during your ministry. Your deepening understanding of Discourse Grammar and syntax will be demonstrated by greater insight into the text and increasingly accurate and nuanced exegesis, translation and interpretation.

- To introduce how to interpret Hebrew poetry and legal texts and then both model for the students, and develop and encourage their own ability to read and interpret Hebrew poetry and legal texts in their multiple dimensions.
- Further develop and apply your understanding of textual criticism and further increase your insight and ability to profitably use the textual apparatus of your *Biblia Hebraica Stuttgartensia*.
- To begin to be able to both comprehend and to thoughtfully evaluate discussions, arguments and conclusions made about Hebrew poetry and legal texts in articles, books, commentaries, sermons, etc.
- To further increase the desire to use your Hebrew Bible in *all* ministerial contexts, including your devotional life.
- Gain the ability to increasingly see the exegetical, theological and ministerial value of the competent minister/teacher and his/her Hebrew Bible. The final goal here is that by the time your formal Hebrew instruction in Seminary is over you will be able to be self-training in Hebrew the rest of your life and competent and motivated to use the *very best* dictionaries, grammars, tools and commentaries in a discerning and critical way in order to enable you to value and use Hebrew as a core skill and irreplaceable component of your Gospel ministry. Brothers and sisters, don't settle in ministry in riding a three wheeled tricycle when you can learn to handle a Harley! 😊
- To equip students for their future study and use of legal texts, Poetic and Wisdom books as a personal, theological and ethical resource for their lives and others. For example, it would be difficult to overestimate the contribution that the Psalms have played in the life of the synagogue and the Christian church. It would be wonderful in the future to see the church increasingly benefit from legal texts, poetic texts and the Wisdom literature as well.
- 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 for Masters, MDiv and ThM students

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

In addition to your BHS and lexicon from last semester, the following books will be used in HB602².

Adele Berlin and Lida Knornina, *The Dynamics of Biblical Parallelism*, The Biblical Resource Series, Eerdmans Publishing, paperback, ISBN-13: 978-0802803979.

Jan P. Fokkeleman, *Reading Biblical Poetry: An Introductory Guide*, Trans. I. Smit, paperback, Louisville: Westminster John Knox. 2001, ISBN-13: 978-0664224394.

Wilfred G. E. Watson, *Classical Hebrew Poetry: A Guide to its Techniques*, T & T Clark Biblical Languages, T&T Clark International, December 30, 2004, ISBN 978-0567083883.

Ronald J. Williams, *William's Hebrew Syntax, Third Edition, Revised and Expanded by John C. Williams*, 2007, paperback, University of Toronto Press, ISBN 978-0802094292.

Journal articles will sometimes be distributed and discussed.

Optional Supplemental Reading for Masters and MDiv students

For those who wish enrichment and further discussion on Hebrew poetry more fully informed by text linguistics we can meet while eating lunch for an hour after class or another mutually agreeable time and discuss a solid text linguistic approach to word order variation in Hebrew poetry.

Nicholas P. Lunn, *Word-Order Variation in Biblical Hebrew Poetry: Differentiating Pragmatics and Poetics*, Paternoster Biblical Monographs, Paternoster Press, 2006, ISBN 1842274236.

² If you want to read a book in December and January on the history of attempts to understand Hebrew poetry in order to better understand how we got to where we are in the 1980's and beyond, I recommend reading this excellent book, James Kugel, *The Idea of Biblical Poetry: Parallelism and its History*, The John Hopkins University Press, paperback, June 1998, ISBN 978-0801859441.

Additional Required Textbooks for ThM students

Nicholas P. Lunn, *Word-Order Variation in Biblical Hebrew Poetry: Differentiating Pragmatics and Poetics*, Paternoster Biblical Monographs, Paternoster Press, 2006, ISBN 1842274236.

Course Requirements

Students are to be properly prepared for each class meeting having thoughtfully read all textbook materials and having worked hard and faithfully with the assigned Hebrew text of the day. Two pieces of work will be written. First, a paper on a text, chosen by you and approved by Ome, will be written to demonstrate the skill set learned³ and proficiency gained during the semester. This will *not* be a research paper in the normal sense, but rather to show your increasing ability to do independent work. All you can use for the paper is KB4/HALOT, your textbooks and assigned articles, and works on grammar and syntax as well as books and articles written on poetry that do *not* deal with your chosen text. The class is intended to build sufficient skills in you that you can grow those skills in a lifetime of use of the Hebrew Bible and will therefore be liberated to effectively use *and critique* commentaries and journal articles *after* your direct and focused encounter with the Hebrew Bible for teaching and ministry⁴. Second, a three to five page sermon or Adult Sunday School class paper based on the work done in your original paper and faithfully grounded in your research. Informed and prepared classroom discussion and interaction will be a crucial component of this course.

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 Discussion⁵

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

³ This implies, among other things, demonstrating the increasing ability to not simply attempt to interpret verse by verse, but more importantly, the ability to understand and interpret *the entire poem!*

⁴ I cannot overstate how crucial and necessary the development of this ability is for effective, mature, biblically faithful ministry! ☺

⁵ 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 and allowing me to modify them.

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

Inclusive Language: The Seminary encourages all students to make use of language, in reference to human beings, that is inclusive rather than needlessly exclusive. It is a mark of a good communicator to build bridges rather than barriers; therefore, such language should be used in all written work and oral presentations. The Seminary Catalog stands as an example of recommended usage.

Language about God and Humanity

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 (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards” (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper’s cover page and bibliography are not counted towards page requirements. The font used is to be clear and legible, such as Arial, or Calibri. Students who need help in finding good Hebrew or Greek fonts should ask me for assistance. No papers will be accepted that are not stapled or put in an appropriate binder.

Your paper will be an analysis of a suitably sized Psalms text (consult with me for advice on picking an appropriately sized Psalm that is literarily and theologically rich) that we do not do in class, applying all the techniques that are developed in the course textbooks, discuss and do in class. The second week of class I will distribute a handout entitled “Guidelines for Writing the Hebrew 602 Exegetical Paper.” This handout will present the procedures to follow in writing your paper, some specific additional bibliographic suggestions, discussion of the two approaches you can take and a model paper for the class taken from the best paper written last year. The hard copy of the paper, and its electronic form submitted in both Microsoft Word and Adobe PDF forms will be due at the beginning of class on December 1, 2009. Late papers will not be accepted.

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: the writing of the assigned original work paper 50% and related sermon or Adult Sunday School lesson 15%, reading log 10% and quality of preparation, demonstration of developing skill set and class participation 25%.

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		

Chapel Attendance Policy (FOR TUESDAY-THURSDAY ON-CAMPUS CLASSES)

All morning and afternoon on-campus classes (except for Friday and Saturday courses) carry a chapel attendance requirement. Consult the catalog or registration booklet for the specifics of the chapel attendance policy. There is a per chapel fee if you attend fewer chapels than required. This requirement does not apply to Erskine College students taking this course.

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. Students wishing to take a course which meets four times over the semester *must* attend the first meeting of the course.

Hebrew Class Attendance Policy

Students must attend each class meeting. If a student must be absent they are responsible for all work due and accomplished during that class session. One class period can be missed without penalty. Any additional class period missed, unless it constitutes a genuine emergency (to be determined by the professor) threatens the student's ability to successfully pass this course. Students who miss more than one class period should consult with the professor to see whether they can pass the course.

Drop/Add/and Course 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." All work is to be turned in on time. Any work that is turned in after the due date will be subject to at least a one grade penalty. Work that is significantly late (determined by the professor) can result in failure of the course.

Select Bibliography

This will be added in the December update to this syllabus. This will include bibliographies for legal texts, poetry texts and Text Linguistic works for both of these genres.

Course Outline: Lectures and Assignments

Dear class, I will provide specific reading assignments in the near future with an updated version of this section of the course syllabus in December. In the meantime, feel free to begin reading in the textbooks and in the book of Psalms. We will do poetry for most of the semester, and switch to legal texts for the last three weeks of the semester.