I. COURSE DESCRIPTION

The primary objective of the course is to foster Hebrew language and exegetical skills necessary for the interpretation of the Old Testament. This will be achieved through translation and exegetical exercises in Hebrew narrative. Lectures will also introduce the theological motifs of conquest texts and provide the historical context in which these events took place. The course covers the following topics:

• Exegetical steps. How to interpret Hebrew narrative texts.
• Historical context. How conquest texts fit within the environment of the Late Bronze Age/Iron I and early Iron II periods.
• Theological context. How Yahweh’s character is revealed in these texts and how this formative period in Israelite history relates to the rest of the Old Testament and the New Testament.
• Practical context. Developing skills to relate OT Hebrew narratives to practical ministry

Additional notes:
• This syllabus may be subject to change upon notice
• Course documents (handouts, Powerpoints, etc.) will be available on CAMS. It is the student’s responsibility to check CAMS for announcements, handouts, etc.
• INTERNET USAGE
  Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.
II. REQUIRED TEXTBOOKS

- *Biblia Hebraica Stuttgartensia*.

III. RECOMMENDED TEXTS

- *NIV Archaeological Study Bible* (Zondervan, 2005)

IV. HEBREW COMPETENCY EXAM

All 600-Level students are required to take a Hebrew competency exam. This exam will be on the first day of class. No particular preparation is required, except to review your Hebrew (from first-year instruction and 600-level exegesis). It is necessary to pass this exam to continue in the course.

V. COURSE REQUIREMENTS

**Mid-Term and Final Tests** (50%):

- **Part I**: Translation and parsing (with exegetical comments) of a set text covered in class (no lexicon allowed).
- **Part II**: Identification and short essay questions based on the required readings (including the glossary) and materials covered in class.

**Hebrew Exegesis Paper** (50% of course grade): This paper (approx. 30 pages) must be based on the Hebrew text. A choice of passages from the corpus of Joshua/Judges and specific guidelines will be made available in class. Students are expected to abide by the academic policies as found in the Student Handbook (re: plagiarism, late assignments, etc.). For style consult *The SBL Handbook of Style*.

**DUE DATE:** September 13 (pdf format)

**Readings:** In addition to specified readings (see schedule below), the expectation is that students will interact (not simply read) relevant sections of the assigned commentary.

**Glossary of Exegetical Terms:** A list of terms relevant to exegetical study (to be learned for tests from Murphy)
Class Participation:  Students need to come to class prepared to discuss (= read, parse, comment on exegetical steps) assigned texts. Note: Lack of preparation will affect course grade. Attendance to all three weekends is required to pass the course.

Hebrew competency for the course:  Hebrew competency must be demonstrated both in terms of the language and exegetical methodology in order to pass the course, regardless of grades on the two tests and exegesis paper. Thus, if a student fails to demonstrate Hebrew and/or exegesis competence in any aspect of the course, he/she will not be able to receive a passing final grade.

VI. Preparation Before First Class (see course schedule below)

- Review First-Year Hebrew
- Read Genesis, Exodus, Numbers, Joshua, Judges, 1, 2 Samuel in translation

In addition, all the required readings for each weekend that are listed below must be completed before the weekend we meet. This is especially important for the Hebrew texts.

VII. Class Schedule

First Weekend June 14-15

Hebrew Competency Exam: First thing in class on Friday night

“Introduction”
- Overview of Hebrew Exegesis
- Steps of Exegesis: The Big Picture of Joshua and Judges
- Begin reading Gundry

“The Promised Land”
- Gen 15
- Steps of Exegesis: Textual Criticism
- “Arad” in Dict of the OT: Historical Books
- Continue Gundry

“First Fruit of Conquest”
- Num 21
- Steps of Exegesis: Translation
- OTC, pp. 17-24; 97-132
• Continue Gundry

“Deuteronomic Imperative”
• Josh 1
• Steps of Exegesis: Grammar and Syntax
• OTC, pp. 25-86
• Ch. Van der Merwe, et al (on CAMS): pages on the verbal system
• Continue Gundry

Deadline to choose a passage for the paper is July 12 (first day of the second weekend)
Finish Gundry

Second Weekend July 12-13
Mid-Term Test (90 minutes): In class, first thing on Friday night

“Salvation”
• Josh 2 (cf. Introduction and ch 1 in Hess)
• Steps of Exegesis: Lexical data
• OTC pp. 87-96

“Judgment”
• Josh 6 (cf. Hess); Josh 11:16-20 (cf. Hess).
• Steps of Exegesis: Structure
• “The Conquest of Canaan,” “The Walls of Jericho,” “Jericho and the Date of the Conquest” in ASB

“Accommodation”
• Judg 2 (cf. Block)
• Steps of Exegesis: OT context
• OTC pp. 167-192
• Additional readings on CAMS

Third Weekend Aug 9-10

“Shifting Identities”
• Judg 4 (cf. Block)
• Steps of Exegesis: Cultural Environment
• Read Judg 5 in translation several times
• Read Block on Judges 5
• Read Petter (on CAMS)
“Competing land claims”
- Judg 11 (cf. Block)
- Steps of Exegesis: NT context

“Conquest of Zion”
- 2 Sam 5:6-9
- Steps of Exegesis: Biblical-Theological Context
- Steps of Exegesis: Contextualization and Application

Final Text (90 minutes): On Campus (date TBD) or via proctor

Exegesis Paper due at 4pm Friday July 10

VIII. BIBLICAL HEBREW SELECT REFERENCE BIBLIOGRAPHY

Dictionaries/Concordances


Hebrew Grammar


**Hebrew Vocabulary**


**Hebrew Text**


**Hebrew Narrative**


**IX. Joshua/Judges Select Bibliography**


Berlin, A. *The Dynamics of Biblical Parallelism*. Bloomington: University of Indiana,
1985.


Dever, W.G. *Who were the Israelites and Where did they Come from?* Grand Rapids: Eerdmans, 2003.


