

# **GREEK EXEGESIS: HEBREWS**

New Orleans Baptist Theological Seminary

Biblical Studies Division

NTGK6316, Summer 2019

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## **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

## **Course Purpose, Core Value Focus, and Curriculum Competencies**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value focus for the academic year 2018-2019 is doctrinal integrity.

## **Course Description:**

This course gives consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis of Hebrews. The course will emphasize sound hermeneutical principles for discovering the meaning of the text and for applying that meaning in teaching and preaching.

## **Student Learning Outcomes:**

Upon completion of this course, the student will:

- Know the structure of the letter and the background and critical issues connected with the letter to the Hebrews
- Understand the central message of Hebrews by reading the text of the letter in Greek and at least four English translations and by reading at least two commentaries on Hebrews in the process of interpreting the text for himself or herself
- Develop and hone exegetical skills that can be applied to the study of other New Testament books by completing a research project drawn from Hebrews

## **Course Teaching Methodology**

The course will involve the following methodologies:

- The material for each lesson will be introduced in a lecture format
- Students will read material in the textbooks and journal articles related to the background of the letter and related to the exegesis of the contents

- Students will participate in class discussion and group exercises during class sessions
- Students will practice the skills and reinforce the content discussed in class through classroom exercises and by completing the assigned research project

### **Required Texts:**

Greek New Testament

DeSilva, David. *Perseverance in Gratitude: A Socio-Rhetorical Commentary on the Epistle to the Hebrews*. Grand Rapids: Eerdmans, 2000.

One additional commentary chosen from the commentaries listed in bold type in bibliography

### **Course Requirements**

A. Pre-Workshop Assignments (Due Beginning of Workshop):

#### Commentary Reading

Each student will be read DeSilva's commentary on Hebrews. Each student will select an additional commentary to read from the commentaries listed in bold type in the bibliography. Email your selection to the professor and teaching assistant. Based on the two commentaries, summarize the issues involved, both evidence within the text and evidence from the Church Fathers, in identifying the author of Hebrews (two-four pages single spaced). Also summarize the evidence listed for the audience and the date of the letter (two-four pages single spaced).

#### Outline of Hebrews

Read Hebrews in four different translations, each time at one sitting. Chose two translations from Group 1 and two from Group 2. As you are reading, note what the letter reveals about the author, the readers, and the situation. Based on these readings, summarize the content of the letter. Compare the paragraph divisions in the four translations you read. Decide where you believe the natural breaks in the text occur. Write a sentence or two summary of each paragraph. Use the summary to build a detailed outline of the letter. Do not consult study Bibles, commentaries, or other tools in constructing these summaries and outlines; the summary and outline should be the student's original work. Include a statement of the translations read at the beginning of the outline.

#### **Group 1**

King James Version

New King James Version

New American Standard Bible (95)

Revised Standard Version

New Revised Standard Version

English Standard Version

Christian Standard Bible

#### Group 2

New International Version

Contemporary English Version

Today's English Version

Living Bible

New Living Translation

New Century Version

New English Translation

## B. Workshop Assignments (Due During the Workshop):

### Translation.

The student will turn in a written translation of the assigned portions of Hebrews at the beginning of each class period. A daily grade will be given on translation and classroom participation.

### Journal Articles

The student will write a one-page, single-spaced abstract of four journal articles. The articles must be from scholarly journals, that is, those indexed in ATLA or a similar scholarly database (check with the library on how to access EBSCO Host, if you don't know how to access these databases). The student will select four articles related to the up-coming reading in Hebrews.

The articles will be due at the beginning of class on Monday through Thursday. An abstract should include the bibliographic information about the article, a sentence or two about the author, a paragraph explaining the thesis and arrangement of the article, a short summary of the major sections, and finally a summary of the author's conclusions.

## C. Post-Workshop Assignments (Due After the Workshop):

### Research Paper Due August 26, 2019

The paper should be 15-20 pages double-spaced. Use the *SBL Handbook of Style* (the *Student Supplement for the SBL Handbook of Style*) or Turabian for footnotes and style or formatting issues. Include a table of contents and a selected bibliography (all works cited, plus selected additional works that are found to be helpful). The content of the paper should be as follows:

#### 1. Describe the problem that you are addressing

Chose a problem that relates to Hebrews. It can either be an exegetical problem within Hebrews or a problem within the seminary, church, or larger society the solution to which can be found in Hebrews (or at least an understanding of Hebrews will advance a solution to the problem).

Be specific rather than general.

#### 2. Outline the existing research

Summarize how other writers have deal with your problem. Be sure to include commentaries, but also include journal articles and other books. Include assigned readings and class lecture/discussion, but do not limit yourself to these sources.

#### 3. Propose a solution

The solution must be your own, though you can show how other writers influenced you. Be specific.

Students must turn in a preliminary research question no later than Friday, July 26.

**Evaluation:**

1. Outline of Hebrews. (15%)
2. Journal Articles. (20%)
3. Commentary Reading. (15%)
4. Translation. (15%)
5. Research Paper. (35%)

**Class Schedule****Monday, July 22**

1:00-4:00

Background and Overview of Hebrews

6:00-9:00

Translation: 1:1-4; 2:1-4; 2:10-18

**Tuesday, July 23**

8:00-11:00

Exegesis: Chapters 1-2

Translation: 3:12-19

Exegesis: Chapters 3-4

1:00-4:00

Translation: 5:1-10

Exegesis: Chapter 5

Translation: 6:4-12

**Wednesday, July 24**

8:00-11:00

Exegesis: Chapter 6

Translation: 7:23-28

Exegesis: Chapter 7

1:00-4:00

Translation: 8:1-7

Exegesis: Chapters 8-9

Translation: 10:26-31

**Thursday, July 25**

8:00-11:00

Exegesis: Chapter 10

Translation: 11:1-4, 39-40

Exegesis: Chapter 11

1:00-4:00

Translation: 12:1-4, 7-13, 25-29

Exegesis: Chapter 12

**Friday, July 26**

8:00-11:00

Translation: 13:1-16

Exegesis: Chapter 13

## Bibliography

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