

**NEW TESTAMENT EXEGESIS: HEBREWS (NTGK9446)**  
**2016 SPRING SEMESTER**  
**DR. CHARLIE RAY**

**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 Seminary is emphasizing the core value of mission focus during the academic year 2015-16.

**Course Description:**

This course gives consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis of the letter to the 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:**

By the end of the semester the student should

- be able to explain the critical issues related to the background of and current research in the book of Hebrews
- understand the central message of Hebrews by translation the text of the letter and reading at least three commentaries on Hebrews in the process of interpreting the text for himself or herself
- value the process of intertextual studies as a tool for interpreting the text
- apply information gained through dissertation reading to the development of a research project that can be presented at a professional society

**Course Teaching Methods:**

This course will involve students reading assigned books and journals, preparing assigned reports, participating in scholarly discussion, and writing and presenting assigned papers. The professor will guide the students in completing this process.

**Seminar Requirements:**

1. Attendance at the weekly seminar meeting. There are no unexcused absences. All absences must be cleared with the professor in advance. In the case of emergencies, the professor may be informed of the absence by email, text, or phone call. Any student who is absent more

than once must schedule a meeting with the professor to determine whether he or she will be allowed to continue in the seminar.

2. Required Reading. Each student is expected have read all of the assigned reading for each seminar session and come to the meeting prepared to discuss the relevant material.
3. Dissertation Review. Each student will download from ProQuest a dissertation related to Hebrews. No dissertation may be reviewed by more than one student. The student should select dissertations written within the last seven years at non-SBC institutions. Students will request approval from the professor for their dissertation by e-mail, including in the email the title of the dissertation, the institution, and the date of the dissertation. Dissertations will be approved on a first-come basis. Each student will write an 8-10 page, double-spaced abstract and a critique of the dissertation. Copies of the review will be distributed on the day the dissertation is discussed. Each student will lead the seminar in a 35-40 minute discussion of the dissertation emphasizing the research problem, state of research, methodology, conclusions reached, and contributions to the study of Hebrews.
4. Teaching section. Each student will be in charge of leading class discussion on the translation/exegesis for one passage. About 40-45 minutes will be allotted for each section. The written assignment will be an outline of the passage and a bullet outline for the exegetical issues. The written assignment will be distributed to all students on the day the passage is discussed. (All students will also be responsible for the translation and commentary readings of the assigned portions of Hebrews each day.
4. Major Paper. Each student will prepare and present a major research paper on a topic approved by the professor. A written problem statement and sub-problems must be turned in before a topic can be approved. An exegesis of a section of Hebrews will not be approved. Topics should be selected and papers written with a focus toward presentation in a scholarly society meeting.

Copies of the paper will be distributed to the seminar members via Dropbox.com one week before the paper is to be presented.

5. Paper Responses. Every student will turn in a response to each paper presented, as well as a formal response to one paper, which will be assigned by the professors. The informal responses will be placed in the appropriate Dropbox folder and will be used by the student to guide discussion of the paper. This response will include a point of appreciation, a point of disagreement or concern, a content question (What did you mean?), and a discussion question (What about . . .?).

The formal response will be read to the seminar after the paper presentation. The response will not contain a summary of the content of the paper but will be divided into five sections: what worked in the paper; what didn't work in the paper; what is unclear; what else could have been included; and a comprehensive errata section.

Both the shorter responses and the formal response should be professional, polite, and critical. We learn more from people pointing out our weaknesses than we learn from people telling us how nice we are. Both types of responses must be submitted before the beginning of the seminar at which the paper will be discussed.

**Grading:**

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|------------------------|-----|
| 1. Required Reading    | 10% |
| 2. Dissertation Review | 15% |
| 2. Teaching Project    | 15% |
| 4. Paper Responses     | 20% |
| 5. Major Paper         | 40% |

Any work which is not in the seminar room by the beginning of class on the day it is due will be considered late, and the grade will be dropped one letter. An incomplete paper turned in on the date it is due will also be dropped one letter grade. Work that is over five days late (not distributed to students and professor by Tuesday noon after it is due) will be dropped two letter grades. Any work over one week late will not be considered for a grade.

**Required Texts**

**Commentaries**

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

Koester, Craig R. *Hebrews: A New Translation with Introduction and Commentary.* Anchor Bible 36. New York: Doubleday, 2001.

One additional commentary of your choosing

**Monographs**

Bauckham, Richard, ed. *The Epistle to the Hebrews and Christian Theology.* Eerdmans: 2009.

**Schedule:**

<b>Week 1</b>	<b>January 19</b>	<b>Week 4</b>	<b>February 9</b>
• Introduction to Seminar		<b>Mardi Gras</b>	
• Discussion of background issues in Hebrews: authorship, date, community, structure, etc.		<b>Week 5</b>	<b>February 16</b>
• Read the background information in three commentaries.		Dissertations 9-12	
<b>Week 2</b>	<b>January 26</b>	<b>Week 6</b>	<b>February 23</b>
Dissertations 1-4		Translation	Hebrews 1:1-2:4
			Hebrews 2:5-3:6
			Hebrews 3:7-4:11
<b>Week 3</b>	<b>February 2</b>	<b>Week 7</b>	<b>March 1</b>
Dissertations 5-8		Translation	Hebrews 4:12-5:10

	Hebrews 5:11-6:20 Hebrews 7	Paper 2	Response 8
<b>Week 8</b>	<b>March 8</b>	<b>Week 12</b>	<b>April 12</b>
Translation	Hebrews 8	Paper 3	Response 9
	Hebrews 9	Paper 4	Response 10
	Hebrews 10	<b>Week 13</b>	<b>April 19</b>
<b>SPRING BREAK</b>	<b>March 14-18</b>	Paper 5	Response 11
		Paper 6	Response 12
<b>Week 9</b>	<b>March 22</b>	<b>Week 14</b>	<b>April 26</b>
Translation	Hebrews 11	Paper 7	Response 1
	Hebrews 12	Paper 8	Response 2
	Hebrews 13	<b>Week 15</b>	<b>May 3</b>
<b>Week 10</b>	<b>March 29</b>	Paper 9	Response 3
Discussion of <i>The Epistle to the Hebrews and Christian Theology</i>		Paper 10	Response 4
		<b>Week 16</b>	<b>May 10</b>
<b>Week 11</b>	<b>April 5</b>	Paper 11	Response 5
Paper 1	Response 7	Paper 12	Response 6

### Bibliography

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