



**BL 621 /NT 710 *Advanced Greek Exegesis* (3) Hebrews
Fall 2006
Instructor: R. R. Remin**

Contacting the Instructor

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Class Location: TBA

Course Description

A Greek reading course in the Epistle to the Hebrews. The style of the syntax and the vocabulary of the Greek of this epistle is distinctive within the Greek of the New Testament. The syntax is more complex and reflects more the tastes of Asiatic than Attic. The vocabulary is more sophisticated and incorporates words and expressions found nowhere else in the New Testament. In general the style of the Greek of this Epistle reflects an author with a more Hellenistic education than the other authors of the New Testament.

In addition to the benefits to the student's knowledge and experience in Greek, this study is also advantageous to the student of Greek because of other distinctive characteristics of the Epistle to the Hebrews. The Epistle is in fact far more characteristic of a sermon than an epistle. Moreover the Christology presented in Hebrews is has some found nowhere else in the New Testament. Hebrews also provides a window into the Jewish and Hellenistic milieu in which the initial proclamation of Christ took place.

This study of Hebrews will also pay attention to understanding the flow of the argument of the sermon and how to communicate the same in a relevant manner to our modern audience.

Student Outcomes

1. The student will read the Epistle to the Hebrews in Greek and learn the distinctive style of this author's work.
2. The student will improve his/her understanding of Greek grammar, particularly syntax.
3. The student will identify the argument of Hebrews so as to understand its message.
4. The student will identify the sections of Hebrews in a manner consistent with the argument and yet manageable for teaching and/or preaching.
5. The student will prepare and write a series of five sermons or lesson plans which are based on select texts from Hebrews but which also as a series reflect the whole message of the Epistle. This is the major assignment in the course. At least two of the five will be developed in some detail during the class sessions. These sermons or lessons will be:

- ❖ expository in nature;
 - ❖ based on units of the text which are of a length realistic for teaching or preaching;
 - ❖ consistent with the message and emphasis of the whole of Hebrews;
 - ❖ relevant to a contemporary audience;
 - ❖ and as a whole will reflect the message of Hebrews in such a way that the audience will have an appreciation of the whole message of the whole of Hebrews.
6. The student will examine the thesis of Hebrews so as to be able to demonstrate the unity of the epistle in theme and form. Students will learn the distinctiveness of this epistle's Christology. Students will formulate a thesis as to the identity of the addressees of this epistle and the nature of the heresy (heresies) which were weakening the church. The student will consider the relation of the epistle to the thought of Philo of Alexandria, the Old Testament, Hellenistic Judaism and Greco-Roman paganism and how this affects the meaning of the epistle. Students will be challenged to proclaim this epistle's message of encouragement (*parakhsij*) to our contemporary church in a manner consistent with the epistle itself.

Required Texts

The Greek NT and the standard reference books for Greek exegesis.

Recommended Reading

CARR, Wesley. *Angels and Principalities. The Background, Meaning and Development of the Pauline Phrase hai archai kai hai exousiai*, (SNTSMS 42, Cambridge University Press, 1981).

ARNOLD, Clinton. *Ephesians: Power and Magic. The Concept of Power in Ephesians in Light of its Historical Setting* (Baker, 1989).

NOLL, Stephen. *Angels of Light, Powers of Darkness. Thinking Biblically about Angels, Satan and Principalities* (IVP, 1998).

LANE, William L. *Hebrews: A Call to Commitment* (Hendrickson, 1985).

TROTTER, Andrew H. *Interpreting the Epistle to the Hebrews* (Guides to New Testament Exegesis, Baker, 1997). BS2775.2 T76 1997

LONG, Thomas G. *Hebrews (Interpretation, A Bible Commentary for Teaching and Preaching*, John Knox Press, 1997). Cf. Long's *Preaching and the Literary Forms of the Bible* (Fortress, 1989).

EVANS, Louis H. *Hebrews (The Communicator's Commentary*, Word, 1985).

HURST, Lincoln Douglas. *The Epistle to the Hebrews: its background of thought* (New York, NY: Cambridge University Press, 1990). BS2775.2 .H87 1990

HUGHES, Graham, *Hebrews and hermeneutics: the Epistle to the Hebrews as a New Testament example of biblical interpretation* (Cambridge: Cambridge University Press, 1979). BS2775.2 .H8 1979

KASEMANN, Ernst. *The Wandering people of God: an investigation of the letter to the Hebrews* (trans. Roy A. Harrisville and Irving L. Sandberg; Minneapolis: Augsburg Pub. House, [c1984]). BS2775.2 .K3313 1984.

Nuwe-Testamentiese Werkgemeenskap van Suid-Afrika. Ad Hebraeos: essays on the Epistle to the Hebrews. (Neotestamentica 5, Pretoria, South Africa: Faculty of Theology, University of Pretoria, 1971). BS2775.2 N88 1971

DEAN, William Walter. *A church at risk: the encroachment of American culture upon the church* (Grand Rapids, Mich.: F. Asbury Press, 1990). BS2775.4 .D33 1990

PETERSON, David. *Hebrews and perfection: An examination of the concept of perfection in the Epistle to the Hebrews* (Society for New Testament Studies monograph series 47; Cambridge: Cambridge University Press, 1982). BS2860.H6 .P28 1982.

JEWETT, Robert. *Letter to Pilgrims: a commentary on the Epistle to the Hebrews* (New York: Pilgrim Press, 1981). BS2775.3 .J48

HORTON, Fred L. *The Melchizedek tradition: a critical examination of the sources to the fifth century A.D. and in the Epistle to the Hebrews* (Society for New Testament studies. Monograph series 30; Cambridge [Eng.]; New York: Cambridge University Press, 1976). BS580 .M4 H67.

D'ANGELO, Mary Rose. *Moses in the letter to the Hebrews* (Society of Biblical Literature Dissertation series no. 42, Missoula, Mont.: Scholars Press, 1979). BS580 M6 D33 1979

WILLIAMSON, Ronald. *Philo and the Epistle to the Hebrews* (Leiden, Brill, 1970). BS2775.3 .W5 1970.

LINDARS, Barnabas. *The theology of the letter to the Hebrews* (Cambridge: Cambridge University Press, 1991). BS2775.5 .L55 1991

Course Schedule

This course meets on Mondays from 1:00.to 3:45 p.m. in one of the class rooms of the Canadian Theological Seminary.

Special dates to remember are:

October 9 (Monday) Thanksgiving Day (no CTS classes)
November 9-10 (Thursday/Friday) Mid-semester Break (no CTS classes)

December 13 (Wednesday)
December 15-20
December 20

Last Day of Lectures
Final Examination as scheduled by the Registrar.
The Day beyond which no professor can grant an extension for incomplete work. This is *the Day* by which you must apply to the Dean and/or Registrar's Office for an extension beyond this *the Day*!

Course Requirements

1. Read the Epistle to the Hebrews in Greek so as to be able to translate portions and discuss the grammar of the text as it relates to meaning.
2. Read in conjunction with the Greek text at least one of the two listed major and recent commentaries on the Epistle to the Hebrews and the handouts given in class and in particular the professors compilation of primary sources which illustrate the background of Hebrews.

Each student will read either

(1) Paul Ellingworth, *Commentary on Hebrews* (NIGTC, Eerdmans, Grand Rapids, 1993) and Lane, "Introduction, Genre," and "Introduction, Literary Structure," *Word Biblical Commentary* 47a, (Word, Waco, 1991) pages lxxxiv-ciii.

or

(2) William L. Lane, *Hebrews 1-8*, and *Hebrews 9-13* (Word, Waco, 1991).

3. Read other commentaries, articles, and monographs. Research and dig, dig, dig! Students must show initiative in finding relevant published material.

Recommended commentaries are:

B.F. Westcott, *The Epistle to the Hebrews* (1892, 1970).

F.F. Bruce, *Commentary on the Epistle to the Hebrews* (NICNT, 1964).

G.W. Buchanan, *To the Hebrews* (Anchor Bible, 1972).

P.E. Hughes, *Commentary on the Epistle to the Hebrews* (1977).

H. Montefiore, *A Commentary on the Epistle to the Hebrews* (HNTC, 1964).

C. Spicq, *L'Épître aux Hébreux*, 2 vols. (1952).

4. Read in Greek grammars sections relevant to the Greek text being read. The professor will regularly identify relevant sections. Students should take the initiative to identify the relevant sections in grammars by using the indices of the grammars and Robert Hanna's *A Grammatical Aid to the Greek New Testament* (1983).

5. Write a series of five sermons or lessons which are based on select texts from Hebrews but which also as a series reflect the message of the Epistle. This is the major assignment in the course. At least two of the five will be developed in some detail during the class sessions.

These sermons or lessons will be:

- expository in nature;
- based on units of the text which are of a length realistic for teaching or preaching;
- consistent with the message and emphasis of the whole of Hebrews;
- relevant to a contemporary audience;
- and as a whole will reflect the message of Hebrews in such a way that the audience will have an appreciation of the whole message of the whole of Hebrews.
- As a series the sermons will reflect the message and emphases of the whole Epistle.
- The series is to be relevant to a contemporary audience.
- Each sermon or lesson must be consistent with the unit of text and the grammatical meaning of that text.

The sermon outlines or lesson plans may be submitted as a completed collection or one or more at a time.

note bene: At least one of the sermons must deal with the Christology of Hebrews and the practical relevance of the same for the modern audience. Remember that the humanity of Christ is very important in Hebrews. The sermon must incorporate or make reference to Joan Osbourne's pop rock song entitled One of Us and the Lloyd Webber hit Jesus Christ Superstar.

Each of the sermon outlines or lesson plans must include the following:

- a. a bibliography of items read relating to the passage,
- b. a one page, single spaced and typed, summary of the more technical aspects of the identified unit of Greek text, such as significant points of grammar, interpretation, etc.
- c. a sermon outline or lesson plan of two pages length. The sermon or lesson plan must begin with a clear statement of the purpose of the sermon or the lesson. This statement is not to be part of the sermon or lesson.

5. Keep a list of relevant items read in addition to those specifically stated as required in this syllabus.

6. Attendance. In a course of this nature attendance in class is mandatory because of the interaction which takes place over the text.

Course Grade

25 % -- Demonstration in class of having read the Greek text and attendance.

25% -- Demonstration of having read Ellingworth or Lane, and other relevant materials including handouts in class.

50% -- The series of sermons or lesson plans.

Recommended Activities

1. Listen to a recorded reading of the whole of the Epistle to the Hebrews in one uninterrupted session. Do this twice! Do not follow along in a written text. Do not take notes. Any translation is acceptable.
As an alternative to listening to a recording you may have a second person read to you the entire Epistle in one session. Eugene Peterson's *The Message* (Navpress) is highly recommended.
2. Immediately after hearing the reading of the whole Epistle, without any reference to a written text, write a one page summary of what you were impressed with as the main point(s) of the Epistle. Try as much as possible to write this summary on basis of what you have just heard as opposed to what you remember from previous readings and study of this epistle.
3. Visit at least two bookstores in your area and browse the shelves for books about angels. How many titles are on the shelves? Browse through the books in order to gain a sense of their content, quality, genre, etc. Keep a record of what you discovered.
At least one of the two stores should be a major chain such as Coles or W.H. Smith. The second store should be a store with more depth and quality and typically will not be part of a national chain. If at all possible, make one of your choices a store which specializes in New Age literature.

Important Notes

1. Students will not use interlinear editions (including that by Fribergs') of the Greek NT in class. This rule is absolute. Do not insult the professor or yourselves by bringing these to class.
2. Absences are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely the inductive method. If you must miss a class please work through the lesson(s) missed and then come to the instructor with any problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all.
3. All hand written tests and examinations must be written in ink. All other assignments must be submitted in electronic form via email. These assignments must be MS Word format and must use Greek and/or Hebrew fonts. The fonts will be made available to students.
4. By means of a written examination students may challenge the grade assigned for in class demonstration of preparation of Greek text and reading of the scholarly materials.
5. You may contact your professor by various means.
 - a. Office Hours on campus:

- i. Tuesday When not in class. Over lunch
- ii. Wednesday By Appointment Only
- iii. Thursday When not in class. Over lunch.
- iv. Friday By Appointment Only
- b. Email in the office: rremin@auc-nuc.ca
- c. Voice in the office: 410-2000 ext 7906
- d. Voice at home: 946-4635

6. As the need may arise minor modifications to this syllabus and the class schedule may adopted from time to time.
7. The instructor shall comply with all academic regulations as printed in the current *Catalogue* and *Student Handbook*. *It is the responsibility of all students to become familiar with and adhere to academic policies of CTS as are stated in the Student Handbook and Academic Calendar and Catalogue. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@auc-nuc.ca.*

The following academic policies are particularly relevant.

- a. **Add/Drop Policy:** Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar.
- b. **Course Extensions or Alternative Examination Requests:** Students may not turn in course work after the date of the scheduled final examination for the course unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination times must be submitted to the Registrar’s Office two weeks prior to examination week (noted as the “Last Day for Alternative Exam or Course Extension Requests” on the academic calendar). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”
- c. **Plagiarism and Academic Dishonesty.** The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

