



GR 200 New Testament Greek III (3)

Fall 2012

Instructor: R. R. Remin

Contacting the Instructor

Office: L2081

Class Times: Th 8:15-11:00 a.m.

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Class Location: L2100

Course Description

A reading course involving extensive reading in the Greek New Testament and further study of grammar, syntax, and vocabulary. Prerequisites: GR 101

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

In addition to the benefits of 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 a very good portion of the Christology presented in Hebrews is found nowhere else in the New Testament. Hebrews is also an excellent illustration of early Christian hermeneutics. 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 as a whole and how to communicate the overarching message of Hebrews in a relevant manner to our contemporary audience.

Program Requirement for M.Div. The M.Div. program requires each student to complete at least one of NT 710 or OT 710. The M.Div. does not require BL621 Advanced Greek Exegesis. The MA(BTS) program requires BL 621 in all concentrations. If you already have BL 621 you may take this course as NT 710.

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 flow of the argument of Hebrews so as to understand its overall 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 exegetical projects which are based on selected texts from Hebrews but which also as group reflect the whole message of the Epistle. Each project results in a sermon outline or a lesson/ study plan. 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 projects will require the student to:
 - ❖ research, reflect, synthesize and demonstrate the relevance to their understanding of the passage,
 - ❖ base the projects on units of the text which are of a length realistic for teaching or preaching;
 - ❖ select units of text which are consistent with the message and emphasis of the whole of Hebrews;
 - ❖ select units of text which after exegesis have a message which is relevant to a contemporary audience;
 - ❖ select units which as a whole will reflect the message of Hebrews in such a way that the audience, if they heard all of sermons/lessons, 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 the sermon'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 sermon's message of encouragement (*parakhsij*) to our contemporary church in a manner consistent with the sermon itself and relevant to our context.

Required Texts

The Greek NT and the standard reference books for Greek exegesis are required for this course.

Course Schedule

This course meets on Thursdays from 8:15 to 11:00 a.m. in room L2100 of Ambrose University College.

Special dates to remember are:

September 27	Class Cancelled – Spiritual Emphasis Days
November 29 (Thursday)	Last for this course. (Dec 4 is last day of lectures.)
December 14	The last day to hand in any assignments.

Course Requirements

1. Read the sermon to the Hebrews in Greek so as to be able to translate portions as assigned and discuss the grammar of the text as it relates to meaning. Read the sermon at least three times in various English translations. Each time read it in one sitting.
2. Read in conjunction with the Greek text the required commentary. Read and study all handouts delivered in class and in particular the professor's compilation of primary sources which illustrate the background of Hebrews.

Each student will read:

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.

And,

if you are in the M.Div. or any other program and taking NT 710 *Advanced Biblical Study in Greek, Hebrews*, read

Daniel B. Wallace, *The Basics of New Testament Syntax: An Intermediate Greek Grammar: The Abridgement of "Greek Grammar Beyond the Basics*, (Zondervan, 2000);

OR if you are in the MA(BTS) program and taking BL 621 *Advanced Greek Exegesis*, read

Daniel Wallace, *Greek Grammar Beyond the Basics, An Exegetical Syntax of the New Testament* (Zondervan, 1996).

Please remember read means *read*; reading in this case is not a synonym for memorize.

3. Read other commentaries, articles, and monographs. Research and dig, dig, dig! Students must show initiative in finding relevant published material. Keep a list of relevant items read in addition to those specifically stated as required in this syllabus and submit the list at the end of the semester.

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

BATEMAN, Herbert W. ed., *Four Views on the Warning Passages in Hebrews* (Kregel, 2007).

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

Recommended commentaries are:

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

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. Complete and submit a series of exegetical projects which are based on select texts from Hebrews but which also as a series reflect the message of the whole of the sermon. This is the major assignment in the course. The material for at least two of the projects will be developed in some detail during the class sessions. Each exegetical project consists of five parts as taught in Introduction to Greek exegesis. These exegetical projects will include a summary statement of each of the following. Each summary section will concentrate on the details which most help to understand and explain the text on which the project is based. Each should be approximately one page in length:
 - Contextual Analysis
 - Syntactical Analysis
 - Verbal (Word) Analysis
 - Theological Analysis
 - Sermon Outline or Lesson Plan. The sermon or lesson will treat the text
 - in a manner which is expository (there is an obvious connection between the text and the point of the sermon or less);
 - 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.

note bene: At least one of the projects 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's hit *Jesus Christ Superstar*. In both cases do not be too eager to condemn.

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, and other relevant materials including including the in class handouts.

50% -- Five exegetical projects.

The students who are take BL621 will be held to a higher standard of accountability on Greek grammatical details in their assignments..

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. Eugene Peterson's *Working the Angles* expounds the benefits of *hearing* the text as opposed to *reading* the text.

Immediately after hearing the reading of the whole Epistle, without any reference to a written text, write a one page summary of what impressed you as the main point(s) of the sermon. 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.

2. Complete a Christological inventory. See handout.
3. Visit at least two bookstores in your area and browse the shelves for books about angels, spirit guides and spiritual disciplines (not particularly Christian ones). 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" or postmodern literature.

Important Notes

1. Students will not use interlinear editions in class; this prohibition includes the analysis by Fribergs' or any computer program which is set to the same interlinear format. This rule is absolute. Do not insult the professor or yourself by bringing these to class.
2. By means of a written examination students may challenge the grade assigned for that portion of the final grade relating to in class demonstration of preparation of Greek text and reading of the scholarly materials.
3. As the need may arise minor modifications to this syllabus and the class schedule may adopted from time to time.
4. blepete. All assignments must be submitted in hard copy. (Do not submit electronic copies and expect me to print them.) Follow these guidelines!
 - All printing is in black ink and on white paper. Twelve point font. There are no other colors or shading. No borders around pages.
 - The cover page will have this information in this order, centered on the page, and nothing else at all.
 - The name of the assignment at the top of the page.
 - Student's name two thirds of the way down the page. Student number is optional, but if included should be on the next line immediately below the name.
 - At least three quarters of the way down the page the words "Ambrose Seminary" or "Ambrose University College" must appear and on the next line the date on which the assignment was handed in.
 - The fonts used must be twelve point standard fonts. The basic fonts such as Times New Roman, Arial, etc.
 - Any Greek and/or Hebrew in the assignment must be in a Greek or Hebrew font. Do not put quotation marks around nor italicize any Greek or Hebrew words in Greek or Hebrew fonts. Transliteration is not acceptable except in a direct quotation or a title of a published work. Students will be provided with fonts upon request. However, it is the student's responsibility to ensure that the fonts are correctly printed before the paper is handed in. (Not all printers will correctly print all fonts.) This is the students responsibility. Papers with incorrectly printed fonts will not be read. In the effect of "font printing failure" the Greek or Hebrew words may be hand printed in black ink. (This was how it was done from the time of the invention of the type writer until the passing of the same when the personal computer was invented.)
 - Footnotes and bibliography must be consistent and in an acceptable format which identifies who wrote what, when and where it was published.
 - One (and only one) staple in the upper left corner. Do not use plastic covers, rings, binders, etc. Think "Adam's ale!"

5. You may **contact your professor** by various means.
- a. Office Hours. These Office Hours on campus are subject to meetings called by higher authorities (president, dean, registrar), previously scheduled meetings with other students, the instructor's health (doctors' appointments, medical emergencies), snow storms, ice storms, highway closures, automobile failure, and/or "the crick didn't rise." Book an appointment via email to ensure that I'm here, that you will receive notification of cancelation or you will not be preempted by another appointment (the above notwithstanding) .
 - i. Monday Afternoons
 - ii. Tuesday Not on campus. By appointment only
 - iii. Wednesday Before class; after lunch.
 - iv. Thursday After chapel after my morning block class.
 - v. Friday Before class; after lunch.
 - b. Email in the office: rremin@ambrose.edu
 - c. Voice in the office: 410-2000 ext 7906

6. **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. Too many absences will affect your final grade (either by examination or adjustment by the instructor.)

2. **Classroom Etiquette.** The following activities are considered poor classroom etiquette:

- Coming in late,
- Talking while someone else is talking,
- Disruptive behavior,
- Consumption of meals as opposed to minor snacks,
(Definition. If a knife, fork, spoon or sticks are required it's a meal!)
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Personal grooming,
- Use of electronic devices such as cell phones, *i-pods, etc.*,
- Use of laptops for purposes (*e.g.* watching videos, playing solitaire) not directly connected to the class, and
- The practice of any behaviours considered impolite in adult company or in contravention of the laws of Alberta, specifically those prohibited while driving a motor vehicle.

Depending on the degree and/or frequency of the breach(es) of etiquette, the professor may display his displeasure in any one or more of the following manners:

- Frown, scowl, rolling eye balls (his not yours),
- Utterance of sounds of disgust,

- Sarcastic comments,
- Utterance of specific prohibitions,
- Dismissal of a student from the class,
- Ending the class prematurely, or
- In extreme cases the professor's immediate departure from the classroom.

In extreme cases, in cases where the professor determines that a student's behaviour, attitude or consumables are affecting other student's negatively, the offensive individual and "theirs" will be summarily dismissed from the classroom for a "time out" the length of which will be determined unilaterally by the professor.

7. **Grades for the course.** The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An **appeal for change of grade** on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

8. **Some more very important dates.**

The **last day to enter** a course without permission and /or **voluntary withdrawal** from a course without financial penalty (**drop**) – **Sunday, September 16, 2012** (Fall semester). These courses will not appear on the student's transcript.

*Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to **voluntarily withdraw from a course without academic penalty (*withdraw*) – Monday, November 12, 2012** (Fall semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Extensions and Alternative Examination Dates. Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period **unless they have received permission for a “Course Extension” from the Registrar’s Office.** Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar which is available on line through www.ambrose.edu. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” The deadline this semester is **November 26.**

9. **Plagiarism and Cheating.** We at Ambrose are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

10. It is **the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar.** 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@ambrose.edu .

11. Students are advised to retain this syllabus for their records.

BL 621 (NT 710) *Advanced Greek Exegesis* (3)