

Exegesis of the Hebrew Bible

Bible 5110

Spring 2010

Professor McMillion

Tuesday 1-3:45

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Office Hours Monday, Wed.

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Purpose: In order to understand the message of the Old Testament and to apply it correctly in our own lives and ministries, it is important that we learn to read the text in its original setting. We must understand what it meant to its original audience, and then we can better understand what it means for us today. This class will focus on how we can best read and study the Old Testament in order to understand its original meaning. Then we will consider what it still means for us today.

Textbooks:

All the textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu) or phone (800-680-0809) or fax (901-761-1358).

Craig Broyles, Interpreting the Old Testament This collection of essays by some leading evangelical Old Testament scholars introduces the major methods of studying the Old Testament and shows how the application of these methods is important for a proper understanding of the meaning of the text.

Willem A. VanGemeren, A Guide to Old Testament Theology and Exegesis This book presents the introductory articles from the New International Dictionary of Old Testament Theology and Exegesis. Each chapter presents a good introduction into some aspect of current Old Testament scholarship and gives bibliography for further study.

Douglas Stuart, Old Testament Exegesis This is the third edition of this excellent introduction to the basic methods of exegesis. It contains helpful applications as well as additional reference materials.

John Barton, Reading the Old Testament A leading British Old Testament scholar presents the key methods of Old Testament exegesis along with his own careful and sometimes critical analysis of the good and bad aspects of these methods.

Objectives:

1. Students should be able to describe the basic methods of study of the Old Testament used in the exegesis of a text. The variety of methods applied in exegesis can be complicated and even confusing at times. A clearer understanding of the methodology and the purpose of these methods should prepare students to study a passage and to find the key points in a text in the Old Testament.
2. Students should be able to demonstrate how these methods apply to specific passages in Judges. The ultimate test of a method is the application. By using the different methods to analyze specific texts, students should see the usefulness of the methods of study in a concrete setting.
3. Students should be familiar with the major historical and critical problems involved in the study of Judges. Since Judges is used as a model for exegesis, students will be introduced to the major issues in that area. Each area of scripture has its own special issues, but many of the basic questions will be applicable to any section of scripture.
4. Students should be able to apply the methods learned to the wider context of other materials in the Old Testament. With any passage of scripture, some methods will be more useful than others. Students will see how to use the most helpful methods for a particular passage.
5. Students should be able to show how this study is relevant to the church in teaching and preaching. Exegesis should not end in an academic study, but should lead to the discovery of meaning for the community faith. The serious and careful study of scripture should lead to a better understanding of the meaning and application of that scripture for the lives of people today.

These Objectives contribute to M.Div. outcomes 1, 2.

Requirements:

1. Class attendance and discussion. Students need to be actively engaged in the class. Each week will involve discussion and evaluation of the material, and each student's input and participation is important for the overall experience.

2. Reading of assigned materials. Students must be active learners in this class, and reading and interacting with the assigned material is an important element in that process.
3. An exegesis of a passage in Judges presented to the class for discussion. (20 % of grade) Since this class is taught in a seminar format, students will present their material and lead the class discussion on their passage.
4. A final written exegesis of that passage due April 27. (40%) On the basis of the seminar presentation, the student will present their exegesis in the standard written format as their final paper for the class.
5. A final exam April 27. (40%) An exam will cover all readings and class presentations.

STUDENTS WITH DISABILITIES:

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Associate Dean, at (901) 761-1353.

LIBRARY UPDATE

If you have not taken Advanced Theological Research (5990) or took it more than a year ago, go to the HUGSR Web site (www.hugsr.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HUGSR online catalog (called Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

ACADEMIC HONESTY

Academic honesty is expected of all students at HUGSR. Any form of cheating, copying, or dishonesty is unacceptable. Plagiarism is another form of academic dishonesty that can be problematic because students are not always sure what this involves. For a brief explanation with examples see:

www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Exegesis of Hebrew Bible

Weekly Schedule

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| January 6 | Introduction |
| January 13 | What is Old Testament Exegesis? Barton, pp. 1-19, Broyles, 13-62, VanGemenen, 11-47. Write a summary of your understanding of Old Testament Exegesis. No more than a half page. Bring copies to share with class. |
| January 20 | Translation: Stuart, pp. 8-9, 20-22, 41-42, 69-72, 103-107, VanGemenen, 131-168. Translate Judges 6:11-24. |
| January 27 | Text Criticism: Stuart, pp. 5-7, 34-39, 89-102, VanGemenen, 48-64, Broyles, 63-83. Translate Judges 7:1-8 and examine textual problems. |
| Feb. 3 | Literary Criticism: Broyles, 221-244, Barton, pp. 20-29, Stuart, pp. 12-13, 45-46, 73-76, 118-122. reconsider Judges 6:11-24. |
| Feb. 10 | Form Criticism: Barton, pp. 30-44, Stuart, pp. 13-16, 47-51, 76-78, 123-126. Translate and consider Judges 6:25-32. |
| Feb. 17 | Tradition History and Redaction Criticism. Broyles, 221-244, Barton, 45-60. Translate and consider Judges 8:18-21. |
| Feb. 24 | Canonical Criticism: Barton, pp. 77-103, Broyles, 157-175, consider Judges 6-8 in light of the larger context in Judges, and the Deuteronomistic History. |
| March 3 | Short Course Week – No regular classes |
| March 10 | Spring Break |
| March 17 | Narrative Analysis: Barton, pp. 140-197, Broyles, 85-123, VanGemenen, 100-130. |
| March 24 | Structuralism and Beyond, Barton, pp. 104-139, 198-236. |
| March 31 | Historical Backgrounds: VanGemenen, 65-99, Stuart, pp. 9-11, 43-44, 107-117, Broyles, 125-155, and 201-220 |

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| April | 7 | Theology – From Exegesis to Sermon: Barton, pp, 237-246, Stuart, pp. 27-32, 83-87, 160-163, VanGemeren, 169-202, Broyles, 177-199, and 245-264. |
| April | 14 | Student Presentations |
| April | 21 | Student Presentations |
| April | 28 | Final Exam |

Old Testament Exegesis

Bibliography

Dr. Phil McMillion

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