

Associated Canadian Theological Schools

BIE 640: Septuagint Exegesis in Exodus

Fall 2009. Wednesdays. 8:30 – 11:10am

3 Credits

Dr. Perkins (perkins@twu.ca; 604-888-7592)

Prerequisites: To fully appreciate the Old Greek translation of the Old Testament requires some knowledge of Greek. So two Greek Courses minimally are required. Since this is a translation from Hebrew texts, some knowledge of Hebrew would also be very helpful, but I will seek to teach the course in a way that does not require Hebrew.

Course Description:

Employing the Septuagint in the course of biblical or theological studies, whether for Old Testament or New Testament studies, requires considerable expertise. Because it is a translation, its interpretation involves a close reading of Hebrew text, which in most cases underlies the Greek text, a careful appreciation for the way the Greek translator did his work, and then a knowledgeable awareness of the way the Greek text subsequently came to be used as a text in its own right in Judaism and Christianity. Complexity abounds in each context. This course introduces the participant to essential methodological elements that interpreters of the Septuagint must master in order to exegete this translation accurately and use it knowledgeably in other hermeneutical applications. The translation of Exodus will be used to illustrate these elements.

Course Objectives:

As a result of this course the participant will be able to:

1. demonstrate moderate competency in the exegesis of selected portions of the Greek Old Testament;
2. articulate the reason why specific aspects of such exegesis are necessary in order to develop a defensible interpretation of selected Septuagint texts, primarily materials from Exodus;
3. explain why evaluating the translator's technique is essential to understanding the Septuagint text;
4. use the various language tools available to interpret the Septuagint text (at least the edited form of that text as best we can reconstruct it today);
5. discern the degree to which the Exodus translator paid attention to literary style in the preparation of his translation;
6. discern the value of the Septuagint as repository of pre-Christian, Hellenistic Jewish hermeneutical understanding of the Old Testament.

Course Texts:

The professor will provide the Greek texts that will be used during the course. Students should have access to a corresponding Hebrew text or, if they do not have that competency, a copy of the New Revised Standard Version of Exodus.

Several articles will be available in the form of a coursepak ((these relate to sessions one to three particularly). It is expected that students will be reading in the range of 1000 pages of material for this course.

A New English Translation of the Septuagint, edited by A. Pietersma and B. Wright (Oxford: Oxford University Press, second printing, 2009). [If published by August 2009.]

Barr, James. *The Typology of Literalism in Ancient Biblical Translations*. *Mitteilungen des Septuaginta-Unternehmens XV* (Göttingen: Vandenhoeck & Ruprecht, 1979).
Dines, Jennifer. *The Septuagint* (London: T & T Clark, 2004).

Wevers, John. *Notes on the Greek Text of Exodus* (Atlanta, Georgia: Scholars Press, 1990).

Course Outline:

September 16 - Session One: Introduction
Exegeting a Translated Text – Significant Assumptions
Working with the Göttingen Edition of Exodus
Introduction to *Notes on Exodus* by John Wevers
Exodus 1:1-5

September 23 - Session Two:
The Nature of Literalism – James Barr’s *Typology*
“Free and Yet Faithful. On Translation Technique of LXX Exod 7:14-11:10,” by
Bénédicte Lemmelijn
Exodus 1:6-10

September 30 - Session Three:
Septuagint Exegesis – Al Pietersma
The Canonical Context of Translation – John Wevers
Exegetical Process
Exodus 1:11-14

October 7 - Session Four:
Special Session – Dr. Hiebert - Genesis

October 14 - Session Five:
Exodus 1: 15-22

October 21 - Session Six:
Exodus 3:1-6

October 28 – Interterm – No class

November 4 - Session Seven:
Exodus 3:7-12

November 11 – Remembrance Day – No class

November 18 - Session Eight:
Exodus 3: 13-17

November 25 - Session Nine:
Exodus 19:1-8

December 2 - Session Ten:
Exodus 19:9-17

December 9 - Session Eleven

It is expected that a student will come to class having read the material pertinent to that session. Where we are discussing Septuagint text the professors expects that the student will work through the Greek text prior to class, doing some comparison with the Hebrew text, either directly or indirectly through the NRSV.

Course Assignments:

1. From Sessions Five to Ten students will be given opportunity to present their exegesis of one of the portions of Exodus we are studying. This will be a 30 minute presentation in which key aspects of the Septuagint text will be discussed, which indicate how the translator was exegeting his Hebrew text and how this exegesis gets translated into Greek form. This will include:
 - a. A basic translation of the Greek text;
 - b. Historical and literary elements considered important for understanding the text;
 - c. An overview of the pluses and minuses in the Greek text in comparison to our existing Hebrew text(s);
 - d. Identify any patterns or structures in the Greek text – parallelism, chiasm, inclusios, quotations, rhetorical devices, etc.;
 - e. Grammatical data – to what degree does the target text reflect the grammatical idioms of the target language, or the source text;
 - f. Lexical data – is there anything noteworthy in the lexical choices the translator is making in this passage?
 - g. Identify any hermeneutical issues that emerge through the translation process?
 - h. If the text is quoted elsewhere in scripture, provide some comment.The student(s) will write up the results of their research and present it to the professor at the last session (December 9). This will be in the form of a verse-by-verse commentary. It will be no longer than 20 pages in length. This is worth 50% of the final grade.
2. The professor will assign to each student a Greek lexeme used in the translation of Exodus. The student will analyze its usage in Greek Exodus. This involve a careful evaluation of the Hebrew term(s) it represents, the semantic value it carries, and a detailed summary of the places in Exodus where this Greek lexeme occurs. If appropriate consideration of usage in other segments of the Septuagint may be noted. The student will investigate the usage of this lexeme in Hellenistic Greek and seek to discern to what degree the Hebrew equivalents are well rendered by these Greek equivalent. The goal is to discern whether this lexical choice has exegetical significance and if so, what that might be. Distribution and equivalents should be shown in chart form.

The final produce will be a paper no longer than 15 pages. It will be due November 18 and is worth 35% of the final grade.
3. The other 15% of the final grade will be assigned based on the professor's evaluation of the student's in class engagement.

All written assignments will follow Turabian format, should be appropriately footnoted and contain necessary bibliography.

Course Grading:

Assignment # 1	50%
Assignment # 2	35%
In Class Engagement	15%
Total	100%

The grading scale normally used in ACTS will be followed.

A+ = 97-100	B+ = 86-89	C+ = 70-74
A = 94-96	B = 80-85	C = 65-69
A- = 90-93	B- = 75-79	C- = 60-64

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.