

Providence Theological Seminary
Proposed Course Syllabus
Exegesis of Hebrew Poetry OT 6102/163.42

Winter Term, 2012
Wednesdays, 8:30-11:05; January 11 to April 11, 2011
Professor Lissa M. Wray Beal
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Office hours: Wednesday and Thursday afternoons

I. Course Description

The genre of Hebrew Poetry will be explored, focusing on selections from the Psalms, the prophets, and wisdom literature. Students will develop recognition of the characteristics of this genre, with the outcome of becoming better readers of Hebrew Poetry. Students will develop skills to exegete, preach, and teach the Psalms.

II. Course Objectives

In this course we shall seek to:

- develop facility in reading Hebrew poetry; and
- gain an increased knowledge of biblical Hebrew morphology and syntax, including an awareness of the complexities of the Hebrew verbal system; and
- give extensive experience in using various tools (lexicons, word books, intermediate and advanced grammars, concordances, parsing guides, computer software) for textual criticism, translation, and exegesis; and
- demonstrate a responsible exegetical and homiletical methodology for future pastoral, preaching, and scholarly endeavors

III. Course Texts

Required Texts

Mark Futato. *Interpreting the Psalms: An Exegetical Handbook*. Kregel, 2007.

Ronald J. Williams. *Hebrew Syntax: An Outline (3rd edition)*. University of Toronto Press.

William R. Scott. *A Simplified Guide to BHS*. Bibal Press.

Biblia Hebraica Stuttgartensia. This is the standard critical edition of the Masoretic text.

Recommended Texts

Students are encouraged to evaluate the various advanced grammars introduced throughout the course, and select one for purchase before the end of the semester. Recommended:

- (a) Kautzsch & Cowley, eds. *Gesenius' Hebrew Grammar*. Oxford University Press, 1910.
- (b) Jouon & Muraoka, *A Grammar of Biblical Hebrew (Rev'd ed.; 2 vols)*. Editrice Pontificio Istituto Biblico, 1993.
- (c) Waltke & O'Connor. *Introduction to Biblical Hebrew Syntax*. Eisenbrauns, 1990.

Brown, Driver, Briggs, eds. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Hendrickson, 1996.

Page H. Kelley and Daniel S. Mynatt. *The Masorah of Biblia Hebraica Stuttgartensia: Introduction and Annotated Glossary*. Eerdmans.

IV. Summary of Course Requirements:

Assignment	Suggested Hours	Percentage of Grade	Due Date
Classroom Hours	33		
Preparatory reading: Futato; see course outline	5		
Translation preparation and notes	5 hours/week = 55	60%	End of each class or Psalm
Exegetical Work on Psalm 24:1-10	10 - 15	40%	Monday, April 16, 2011
Totals	103 - 108 hours	100%	

V. Requirements

1. Translation preparation and notes. Students are expected to come to class with the passage for that day fully translated and parsed, including pertinent Mp notes, and all BHS notes. Unusual constructions should be noted; interaction with intermediate/advanced grammars is encouraged. Students will hand in their translation and notes at the end of each class or passage. Students need not hand in notes for Psalm 24:1-10 as these will form the basis of your paper. 60%.
2. This assignment is designed to help you interact with the approach to proclaiming the Psalms provided in Futato, chs. 5-6. The instructions below do not follow Futato in every detail; where they differ, follow the instructions below (40%).
Working with Psalm 24:1-10 and Futato, prepare a paper as follows:
 - Provide a full translation
 - i. Include all parsing
 - ii. Include translation of Mp and BHS notes pertinent to your translation
 - iii. Note any unusual constructions, and citations from any interaction with intermediate/advanced grammars or text-critical work in commentaries (provide a bibliography in Turabian style for these resources)
 - How do you categorize the psalm's genre, and why? (Students may consult library resources for this question; provide a bibliography in Turabian style if you do)
 - Provide an outline of the psalm, showing its lines, strophe(s) and stanza(s)
 - Discuss the psalm's parallelism, showing examples.
 - Discuss any imagery you find; what is its effect in the psalm?
 - Provide both an exegetical outline, and an expository outline (see Futato pp. 221-25)
 - Finally, indicate:
 - i. What is the main point of the psalm (one sentence)
 - ii. What is the main point of your sermon (one sentence)
 - iii. What is your aim for the sermon's effect upon your listeners? (e.g., an affective response? A cognitive response? An action? State this briefly)

VI. Class Schedule

1. Jan 11	Jeremiah 23:9-15
2. Jan 18	Jeremiah 23:16-24
3. Jan 25	Proverbs 3:13-26
4. Feb 1	Qoheleth 1:1-11
5. Feb 8	Song 3:1-11
Feb 15	NO CLASS; Read Futato ch. 3 & 4
6. Feb 22	Psalm 1:1-6; Read Futato ch. 2
7. Feb 29	Psalm 2:1-12; Read Futato ch. 1
Mar 7	INTERSESSION; NO CLASS; Prepare Psalm 89
8. Mar 14	Psalm 89:20-38 (MT)
9. Mar 21	Psalm 89:39-52 (MT)
10. Mar 28	Psalm 24:1-10; Read Futato ch. 5
11. Apr 4	Psalm 19:1-15; Read Futato ch. 6
12. Apr 11	Psalm 100:1-5