

ON6106: Septuagint & Scripture

2 Hours – Spring 2020

Professor Dr. William A. Ross (wross@rts.edu)

Class Time Tuesday 1:00–3:00



A. פֶּשֶׁר | ΔΗΛΩΣΙΣ

COURSE GOALS

1. Acquire broader familiarity and competency with postclassical (Koine) Greek.
2. Understand the linguistic, textual, historical, and theological significance of the Greek translation of the Hebrew Bible, commonly known as the Septuagint.
3. Deepen our love for the Word of God in Scripture, in the original languages.

PREREQUISITES

Unless otherwise arranged, students in this course must have completed both Greek I and II (NT5100, 5125) as well as Hebrew I and II (OT5100, 5125).

DAILY CLASS SCHEDULE

Class time will consist of two parts:

1. Sight Translation Quiz (30 min.)
2. Lecture or Student Research Presentations

The first portion of the course will be dedicated to lectures on key research areas in the discipline of Septuagint studies. Then, in the latter portion of the semester, students will present their own work in one of these research areas (of their own choosing), which will form the basis for their final paper.

B. מְשֻׁמָּר | ΔΙΑΒΟΛΑΙ

REQUIRED READING

Jennifer M. Dines, *The Septuagint* (T&T Clark, 2004).

Karen H. Jobes and Moisés Silva, *Invitation to the Septuagint* (2nd ed.; Baker, 2015).

REQUIRED PRIMARY & REFERENCE TEXTS

Gregory R. Lanier and William A. Ross, *A Book-by-Book Guide to Septuagint Vocabulary* (Hendrickson, 2019).

Gregory R. Lanier and William A. Ross, eds. *Septuaginta: A Reader's Edition* (2 vols.; Hendrickson, 2018).

Donald A. Vance, George Athas, and Yael Avrahami, eds. *Biblia Hebraica Stuttgartensia: A Reader's Edition* (Hendrickson, 2015).

CLASS REQUIREMENTS, ASSIGNMENTS, AND FINAL EXAM

Sight Translation Quizzes

Each class will begin with a quiz consisting of a brief sight translation of a passage in the Septuagint, the Hebrew Bible, or a combination of the two. Passages will not be provided in advance. However, the quizzes will be taken using the Reader's Editions for these two corpora. Passages will be increasingly difficult as the semester progresses. The lowest quiz score will be dropped.

In-Class Presentation

In the second portion of the semester, students will give a presentation on a research topic in the field of Septuagint studies, focusing on a particular question or issue of their own choosing. Students will be required to sign up for the date of their presentation during the first class session. The topic of the presentation must be chosen by the sixth week of class, based on the students' interest and growing understanding of the discipline through the lectures and assigned reading.

The presentations are designed to be heuristic and constructive. Although they must be organized and well-developed, presentations *do not* need to represent the substance of the final paper. Rather, they are an opportunity to present preliminary work *towards* the final paper – to ask questions, test ideas, and receive input from the professor and fellow students.

Final Paper

The final paper must be at least 5,000 words, including footnotes but excluding appendices and bibliography. There is no upper limit. The paper must discuss a specific textual, linguistic, or historical issue in depth based on class lectures, assigned reading, and independent research. Priority will be placed upon addressing an open question in the discipline in an original way, rather than simply synthesizing and restating the views of others.

Final Exam

The final examination will consist solely of translation of a passage from the book of Judith using a standard critical edition of the Septuagint. Students *will not* be permitted any lexical or grammatical helps during the exam. In order to prepare for the exam, we will translate portions of the book in class, as scheduling permits. Students should also take the following actions over the course of the semester:

- Memorize the vocabulary lists for the book of Judith provided in *A Book-By-Book Guide to the Septuagint*.
- Read the book of Judith in Greek using *Septuaginta: A Reader's Edition* and an English translation.

Participation, Laptops, and Note-Taking

This course is designed to be closer to a seminar format and will therefore include regular discussion and interaction. Students are permitted the use of a computer in class for note-taking and bible software use, as deemed appropriate by the professor.

C. חקות | NOMOI

GRADING POLICY & SCALE

15%	Sight Translation Quizzes	A	100–97	C	82–80
20%	In-Class Presentation	A-	96–94	C-	79–78
50%	Final Paper	B+	93–91	D+	77–75
15%	Final Exam	B	90–88	D	74–72
		B-	87–86	D-	71–70
		C+	85–83	F	69–0

D. הלכות (Guidelines)

OTHER RECOMMENDED BASIC RESOURCES

a. Primary Texts

- Alfred Rahlfs and Robert Hanhart, eds. *Septuaginta: Id est Vetus Testamentum graece iuxta LXX interpretes* (Deutsche Bibelgesellschaft, 2006).
- Rick Brannan, Ken M. Penner, et al., eds. *The Lexham English Septuagint* (Lexham Press, 2019).
- Albert Pietersma and Benjamin G. Wright, eds. *A New English Translation of the Septuagint and Other Greek Translations Traditionally Included under That Title* (Oxford, 2007).

b. Secondary Texts

- Siegfried Kreuzer, ed. *Introduction to the Septuagint* (Baylor: 2019).
- James K. Aitken, ed. *T&T Clark Companion to the Septuagint* (Bloomsbury T&T Clark, 2015).
- Natalio Fernández Marcos, *The Septuagint in Context; Introduction to the Greek Version of the Bible* (SBL Press, 2000).
- R. Timothy McLay, *The Use of the Septuagint in New Testament Research* (Eerdmans, 2003).
- Timothy M. Law, *When God Spoke Greek: The Septuagint and the Making of the Christian Bible* (Oxford, 2013).
- Emanuel Tov, *The Text-Critical Use of the Septuagint in Biblical Research* (3d ed.; Eisenbrauns, 2015).
- David A. deSilva, *Introducing the Apocrypha: Message, Context, Significance* (2d ed.; Baker, 2018).
- Henry Barclay Swete, *An Introduction to the Old Testament in Greek* (Cambridge, 1900)
- Sidney Jellicoe, *The Septuagint and Modern Study* (Oxford, 1968).

c. Other

- Septuaginta&c. (www.williamaross.com)

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COURSE SCHEDULE

The schedule below is tentative and may change depending on the number of students enrolled, but it provides the main lecture topics that will be covered.

	<i>Date</i>	<i>Lecture Topic</i>	<i>Due</i>	
<i>February</i>	4 th	What (if Anything) is the So-Called Septuagint?	Presentation date sign-up	
	11 th	Who and Where did the Greek Old Testament Come From?		
	18 th	How Was the Greek Old Testament Translated?		
	25 th	How Did the Greek Old Testament Develop?		
<i>March</i>	3 rd	Important Issues for the Hebrew Bible	Reading deadline and research topic due	
	10 th	Important Issues for the Greek New Testament		
	17 th	<i>[Spring Break: No Class]</i>		
	24 th	The Question of Authority		
	31 st			
<i>April</i>	7 th		<i>In-Class Translation & Student Presentations</i>	
	14 th			
	21 st			
	28 th			
<i>May</i>	5 th			
	12 th			

RTS CHARLOTTE CLASSROOM TECHNOLOGY USAGE

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

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In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.



Course Objectives Related to MDiv* Student Learning Outcomes

Course: ON6106 Septuagint & Scripture
 Professor: Ross
 Campus: Charlotte
 Date: Spring 2020

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Emphasis upon original languages, primary texts, and ancient historical context, requiring oral and written presentations of original research
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Advanced work in translation, not only from Hebrew and Greek into English, but also from Hebrew into Greek. Close attention to exegesis, theology, and authority in the ancient and modern contexts.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Engages with the Reformed doctrine of scripture in connection with textual criticism and textual history
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Open class with prayer
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Encouragement to build lifetime habits of reading the OT in the original Hebrew and ancient Greek version
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	Engages in detail with secular scholarship in service of the Church
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	None	