



Queensland
Theological College

An aerial photograph of a city skyline at dusk, with a mix of modern skyscrapers and older buildings. The sky is a mix of purple, pink, and blue. The image is framed by a teal arch at the top and bottom.

NT422/NT432/NT622/NT632

The Epistle to the Hebrews

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Epistle to the Hebrews**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2018

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Information about this unit

Unit description

The Epistle to the Hebrews has played a central role in the life of the Church historically, from its use in debates around the divinity of Jesus in the Fourth century, through to its teaching concerning the priesthood of Jesus and the relationship of the Old and New covenants, both of which figured highly in the thought of Reformation and Post-Reformation theologians.

This unit will investigate the Epistle to the Hebrews, focusing on the exegesis of key texts and studying certain themes which are central to its thought, with the intention that the course will both further develop the student's skills in exegesis, whether of the Greek or English text, and develop the student's understanding of the thought, argument and pastoral design of the Author, which serve such a rich part of the New Testament witness to the person and work of the Son.

This is one of the exegetical units available in the New Testament field. For those who are studying this unit as a follow up to the study of New Testament Greek, you will find it very satisfying to put into practice what you have learned and to see the fruit of all that Greek study. For further information on the issues covered, see the Learning Outcomes and Unit Timetable in this unit outline.

Learning Outcomes

Each unit code for this Hebrews unit has a distinct set of learning objectives, with some overlap.

NT422 Learning Outcomes

On successful completion of this unit, students will

Know and understand

1. The Epistle to the Hebrews: authorship, date, destination
2. The themes and theology of Hebrews
3. The English text of Hebrews
4. The nature and methods of New Testament exegesis

Be able to

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources
2. Recognise literary form, genre, structure and rhetorical conventions
3. Compare and contrast translations
4. Evaluate matters relating to authorship, date and purpose
5. Utilize the historical, social and cultural contexts
6. Assign passages to their literary and canonical contexts
7. Establish the meaning of significant words and phrases in the context of the epistle
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and theological teachings
10. Exegete the English text of Hebrews

Be in a position to

1. Exegete the text of Hebrews for personal understanding and for use in ministry contexts
2. Integrate perspectives from Hebrews into biblical interpretation and Christian thinking
3. Apply the teaching of Hebrews to situations and issues in contemporary Christianity and society

NT432 Learning Outcomes

On successful completion of this unit, students will

Know and understand

1. The Epistle to the Hebrews: authorship, date, destination
2. The themes and theology of Hebrews
3. The Greek text of Hebrews
4. The nature and methods of New Testament exegesis

Be able to

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Recognise literary form, genre, structure and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Assign passages to the literary and canonical contexts
8. Establish the meaning of significant words and phrases in the contexts of the epistle and other epistles
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and theological teachings
11. Translate and exegete the Greek text of Hebrews

Be in a position to

1. Exegete the Greek text of Hebrews for personal understanding and for use in ministry contexts
2. Integrate perspectives from Hebrews into biblical interpretation and Christian thinking
3. Apply the teaching of Hebrews to situations and issues in contemporary Christianity and society

NT622 Learning Outcomes

On successful completion of this unit, students will

Know and understand

1. The Epistle to the Hebrews: authorship, date, destination.
2. The themes and theology of Hebrews.
3. The English text of Hebrews.
4. The nature and methods of New Testament exegesis.
5. A selection of historic and contemporary interpretations and uses of Hebrews.

Be able to

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources.
2. Recognise literary form, genre, structure and rhetorical conventions.
3. Compare and contrast translations.
4. Evaluate matters relating to authorship, date and purpose.
5. Utilize the historical, social and cultural contexts.
6. Assign passages to their literary and canonical contexts.
7. Establish the meaning of significant words and phrases in the context of the epistle.
8. Trace inter-textual references and allusions.
9. Discuss the main themes, arguments and theological teachings.
10. Exegete the English text of Hebrews.
11. Discuss interpretations of Hebrews.

Be in a position to

1. Exegete the text of Hebrews for personal understanding and for use in ministry contexts.
2. Integrate perspectives from Hebrews into biblical interpretation and Christian thinking.
3. Apply the teaching of Hebrews to situations and issues in contemporary Christianity and society.
4. Evaluate interpretations of Hebrews.

NT632 Learning Outcomes

On successful completion of this unit, students will

Know and understand

1. The Epistle to the Hebrews: authorship, date, destination.
2. The themes and theology of Hebrews.
3. The Greek text of Hebrews.
4. The nature and methods of New Testament exegesis.
5. A selection of historic and contemporary interpretations of Hebrews.

Be able to

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources.
2. Identify the authorship, date and purpose.
3. Translate into English.
4. Evaluate textual variants and issues in the history of the text.
5. Recognise literary form, genre, structure and rhetorical conventions.
6. Utilize the historical, social and cultural contexts.
7. Assign passages to the literary and canonical contexts.
8. Establish the meaning of significant words and phrases in the contexts of the epistle and other epistles.
9. Trace inter-textual references and allusions.
10. Discuss the main themes, arguments and theological teachings.
11. Translate and exegete the Greek text of Hebrews.
12. Discuss interpretations of Hebrews.

Be in a position to

1. Exegete the Greek text of Hebrews for personal understanding and for use in ministry contexts.
2. Integrate perspectives from Hebrews into biblical interpretation and Christian thinking.
3. Apply the teaching of Hebrews to situations and issues in contemporary Christianity and society.
4. Evaluate interpretations of Hebrews.

How this Unit Contributes to the Course

The unit counts towards the ACT Diploma of Theology, Bachelor of Theology Degree, Bachelor of Ministry Degree, Associate Degree in Theology, Graduate Diploma of Divinity, and Master of Divinity degree. It has been chosen by QTC as a suitable unit to balance the unit on the synoptic gospels, and thus prove a wider understanding of the gospels.

This unit caters for students studying for the following ACT courses:

DipTh/ BTh/ BMin/ AssocDegTh:

NT422 The Epistle to the Hebrews (English Text)

NT432 The Epistle to the Hebrews (Greek Text)

MDiv / GradDipDiv:

NT622 The Epistle to the Hebrews (English Text)

NT632 The Epistle to the Hebrews (Greek Text)

Pre-requisites and Co-requisites

The pre-requisites for NT432/632 are successful completion of NT302/502 plus LA004A & LA004B.

The pre-requisite for NT422/622 is successful completion of NT302/502.

Students enrolled in NT432 may not also take NT422. Students enrolled in NT632 cannot also take NT622.

Students enrolled in NT422 may not also take NT432. Students enrolled in NT622 cannot also take NT632.

Exclusion

Students who have taken NT428/438/628/638 *Other Writings with the Letter to the Hebrews* included in that unit may **not** enrol for NT422/432/622/632 *The Epistle to the Hebrews*, because of overlap of unit content.

How this unit is organized & what we expect of you

See the **TOPIC TIMETABLE** in this unit outline for details of class content each week.

TRANSLATION: Students are expected to come to class having made a “reasonable attempt” to translate the assigned verses (e.g., all Greek words translated, some understanding of how the syntax of the sentences work to produce meaning).

LECTURE CONTENT: The unit outline (below) lists which aspects of Hebrews will be dealt with in each lecture. Students are expected to take notes from the lectures and required reading.

READING: Students are expected to read through the Epistle to the Hebrews before the first lecture, and again at least once throughout the thirteen week semester.

WEEKLY STUDY COMMITMENT: The Unit is worth 4 credit points towards your qualification. At Diploma or Bachelor level, a 4 credit point unit is considered to require a total time commitment of 6-8 hours per week, and 7-9 hours at Master of Divinity level. Those taking the unit based on the Greek text may require more. Students are required to attend all lectures, complete any set pre-reading and complete assessment tasks by the relevant due dates.

Teaching staff

LECTURER AND UNIT COORDINATOR:

Rev Nick Brennan

E nbrennan@qtc.edu.au

P 07 3062 6939

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E registrar@qtc.edu.au

P 07 3062 6939, extension 2

Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E registrar@qtc.edu.au

P 07 3062 6939, extension 2

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E library@qtc.edu.au

P 07 3062 6939, extension 3

Unit timetable: topics & teaching and learning activities

	Translation <i>Greek students only</i>	Exegesis lecture <i>All students</i>	Tutorial hour <i>All students</i>	English class <i>English students only</i>
WEEK 1	Greek Heb 1:1-14	Course outline Intro to Hebrews and 1:1-4	Heb 1:5-14	EHCC Ch 1
WEEK 2	Heb 2	Heb 2	The Person of the Son	EHCC Ch 4
WEEK 3	Heb 3:1-6	Heb 3:1-6	The Use of the Old Testament in Hebrews	EHCC Ch 6
WEEK 4	Heb 3:7-19	Heb 3:7-19	Divine Speech in Hebrews	EHCC Ch 14
WEEK 5	Heb 4:1-16	Heb 4:1-16	The People of God in Hebrews	EHCC Ch 17
WEEK 6	Heb 5:1-10	Heb 5:1-10	Soteriology and Warnings in Hebrews	Heb 9
WEEK 7	Heb 5:11-6:12	Heb 5:11-6:12	Priesthood in Hebrews	Heb 9
WEEK 8	Heb 6:13-20	Heb 6:13-20	Sacrifice in Hebrews	Heb 10
WEEK 9	Heb 7:1-10	Heb 7:1-10	Tabernacle, City and Rest in Hebrews	Heb 10
WEEK 10	Heb 7:11-28	Heb 7:11-28	Covenant Concepts in Hebrews	Heb 11
WEEK 11	Heb 8:1-13	Heb 8:1-13	Eschatology and Cosmology in Hebrews	Heb 11
WEEK 12	Heb 12:1-17	Heb 12:1-17	Worship in Hebrews	Heb 13
WEEK 13	Heb 12:18-29	Heb 12:18-29	Ethics in Hebrews	Heb 13

EHCC = The Epistle to the Hebrews and Christian Theology, Ed. Bauckham, Richard et al. Grand Rapids, MI: Eerdmans, 2009.

NT422 (English Text) Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Critical Book Review 1800 words 25%</p>	<p>A paper on an aspect of the structure, thought or background of Hebrews. Write a paper of 1800 words reviewing and critiquing ONE of the following books:</p> <ol style="list-style-type: none"> 1. Whitlark, Jason A. <i>Enabling Fidelity to God: Perseverance in Hebrews in Light of the Reciprocity Systems of the Ancient Mediterranean World</i>. Carlisle, UK: Authentic Media, 2008. 2. Käsemann, Ernst. <i>The Wandering People of God: An Investigation of the Letter to the Hebrews</i>. Minneapolis: Augsburg Pub. House, 1984. 3. Peeler, Amy L. B. <i>You Are My Son: The Family of God in the Epistle to the Hebrews</i>. LNTS 486. London; New York: Bloomsbury Publishing, 2014. 4. Peterson, David. <i>Hebrews and Perfection: An Examination of the Concept of Perfection in the "Epistle to the Hebrews"</i>. SNTSMS 47. Cambridge: CUP, 1982. 5. Griffiths, Jonathan I. <i>Hebrews and Divine Speech</i>. LNTS 507. London: Bloomsbury Publishing, 2015. 6. Vanhoye, Albert. <i>The Structure and Message of the Epistle to the Hebrews</i>. Subsidia Biblica 12. Gregorian and Biblical Press, 1989.
<p>Exegesis Major Paper 2500 words 50%</p>	<p>A paper on a passage within the selected passages in Hebrews: Write an exegetical essay (2500 words) on ONE of the following passages based on the English Text:</p> <ol style="list-style-type: none"> 1. Heb 1:1-4 2. Heb 1:5-14 3. Heb 5:1-10

Take Home Exam

1500 words

25%

Take Home Exam: Three compulsory questions, 500 words each (Total of 1500 words.) Students will receive the exam questions via QTC Moodle **THREE** days before the due date.

These questions will be on topics covered in the weekly one-hour lecture specifically for students who are taking this unit based on the English Text.

Topics will include studies of Hebrews 9, 10, 11, 13, and the assigned readings and discussions based on *The Epistle to the Hebrews and Christian Theology*. Ed. Bauckham et al. Eerdmans, 2009.

NT432 (Greek Text) Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Critical Book Review 1800 words 25%</p>	<p>A paper on an aspect of the structure, thought or background of Hebrews. Write a paper of 1800 words reviewing and critiquing ONE of the following books:</p> <ol style="list-style-type: none"> Whitlark, Jason A. <i>Enabling Fidelity to God: Perseverance in Hebrews in Light of the Reciprocity Systems of the Ancient Mediterranean World</i>. Carlisle, UK: Authentic Media, 2008. Käsemann, Ernst. <i>The Wandering People of God: An Investigation of the Letter to the Hebrews</i>. Minneapolis: Augsburg Pub. House, 1984. Peeler, Amy L. B. <i>You Are My Son: The Family of God in the Epistle to the Hebrews</i>. LNTS 486. London; New York: Bloomsbury Publishing, 2014. Peterson, David. <i>Hebrews and Perfection: An Examination of the Concept of Perfection in the "Epistle to the Hebrews"</i>. SNTSMS 47. Cambridge: CUP, 1982. Griffiths, Jonathan I. <i>Hebrews and Divine Speech</i>. LNTS 507. London: Bloomsbury Publishing, 2015. Vanhoye, Albert. <i>The Structure and Message of the Epistle to the Hebrews</i>. Subsidia Biblica 12. Gregorian and Biblical Press, 1989.
<p>Exegesis Major Paper 2500 words 50%</p>	<p>A paper on a passage within the selected passages in Hebrews: Write an exegetical essay (2500 words) on ONE of the following passages based on the Greek Text:</p> <ol style="list-style-type: none"> Heb 2:5-18 Heb 6:13–20 Heb 12:1-11

<p>Greek Translation and Significance for Meaning Tests 25%</p>	<p>You will take 6 Translation Tests on Moodle, each of one hour, between Weeks 2 and 12 of the semester. You will write about 250 words for each test, which will assess your understanding of the Greek text studied that week. The average of your quiz marks will be used to calculate a mark out of 25% of your total mark for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later, and will receive 0. The date for each quiz will be advised by the lecturer at the end of the relevant lecture.</p> <p>These tests are to encourage you to complete the Greek homework each week and to actively and consistently learn in the weekly Greek class times.</p>
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NT622 (English Text) Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Research Essay 2200 words 30%</p>	<p>A paper on an aspect of Hebrews theology or scholarship: Write a paper of 2200 words on ONE of the following topics.</p> <ol style="list-style-type: none"> 1. Discuss the relationship and integration of doctrinal and paraenetic material in the Epistle to the Hebrews. 2. Outline debate over the nature of perfection language in Hebrews and argue for your view of its meaning and significance in the Letter. 3. Discuss why issues of location and timing are significant within debates over atonement in Hebrews. Argue for your own understanding of these issues. 4. In 2:5 the Author claims he is speaking about "the world to come." Demonstrate and discuss the meaning and significance of this concept in the Epistle. 5. Discuss the figure of Melchizedek in Hebrews and explain the Author's use of him in developing the concept of Christ's priesthood. 6. The concept of warning is frequently noted as a key aspect of Hebrews' thought, but the theme of assurance (or re-assurance) is often overlooked. Outline this latter theme from the Epistle and explain how it connects in the text to the character of God and the person and work of the Son.
<p>Exegesis Major Paper 3000 words 45%</p>	<p>A paper on a passage within the selected passages in John: Write an exegetical essay (3000 words) on ONE of the following passages in the English Text:</p> <ol style="list-style-type: none"> 1. Heb 3:7-19 2. Heb 5:11-6:12 3. Heb 7:1-10

<p>Take Home Exam 1800 words 25%</p>	<p>Take Home Exam: Three compulsory questions, 600 words each (Total of 1800 words). Students will receive the exam questions via QTC Moodle THREE days before the due date.</p> <p>These questions will be on topics covered in the weekly one-hour lecture specifically for students who are taking this unit based on the English Text.</p> <p>Topics will include studies of Hebrews 9, 10, 11, 13, and the assigned readings and discussions based on <i>The Epistle to the Hebrews and Christian Theology</i>. Ed. Bauckham et al. Eerdmans, 2009.</p>
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NT632 (Greek Text) Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your assessment pieces must be within 10% of the prescribed word limit. Assessment pieces that are more than 10% longer than the prescribed word limit will be returned to students for reduction in length and resubmission. A Late Penalty of 3% per day will apply, commencing on the day that the assessment piece is returned to you for correction.

ASSESSMENT TASK	DESCRIPTION
<p>Research Essay 2200 words 30%</p>	<p>A paper on an aspect of Hebrews theology or scholarship: Write a paper of 2200 words on ONE of the following topics.</p> <ol style="list-style-type: none"> 1. Discuss the relationship and integration of doctrinal and paraenetic material in the Epistle to the Hebrews. 2. Outline debate over the nature of perfection language in Hebrews and argue for your view of its meaning and significance in the Letter. 3. Discuss why issues of location and timing are significant within debates over atonement in Hebrews. Argue for your own understanding of these issues. 4. In 2:5 the Author claims he is speaking about "the world to come." Demonstrate and discuss the meaning and significance of this concept in the Epistle. 5. Discuss the figure of Melchizedek in Hebrews and explain the Author's use of him in developing the concept of Christ's priesthood. 6. The concept of warning is frequently noted as a key aspect of Hebrews' thought, but the theme of assurance (or re-assurance) is often overlooked. Outline this latter theme from the Epistle and explain how it connects in the text to the character of God and the person and work of the Son.
<p>Exegesis Major Paper 3000 words 45%</p>	<p>A paper on a passage within the selected passages in Hebrews: Write an exegetical essay (3000 words) on ONE of the following passages in the Greek Text:</p> <ol style="list-style-type: none"> 1. Heb 4:1-13 2. Heb 7:11-28 3. Heb 9:1-10

<p>Greek Translation and Significance for Meaning Tests 25%</p>	<p>You will take 6 Translation Tests on Moodle, each of one hour, between Weeks 2 and 12 of the semester. You will write about 300 words for each test, which will assess your understanding of the Greek text studied that week. The average of your quiz marks will be used to calculate a mark out of 25% of your total mark for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later, and will receive 0. The date for each quiz will be advised by the lecturer at the end of the relevant lecture.</p> <p>These tests are to encourage you to complete the Greek homework each week and to actively and consistently learn in the weekly Greek class times.</p>
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Guide to Assessments

All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Manual.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

All Greek and Hebrew cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Greek Hebrew and Roman Unicode ranges, but is not required. It is freely available from the SBL website: <http://www.sbl-site.org/educational/biblicalfonts.aspx>.

The Learning Resources listed in this outline provide a beginning point for research for assessments for this unit. Students are expected to engage with the works listed there, but are not limited to these resources. The literature on Matthew's Gospel is massive, and you are encouraged to consult widely.

Do note carefully the *number of words required* for each assessment item, depending on whether you are enrolled for NT420 (based on the English Text) or NT430 (Greek Text) or NT620 (English Text) or NT630 (Greek Text).

NT422/432 Assessment 1: Critical Book Review

This paper is essentially a book review, however with an emphasis on being critical. The primary aim of the assessment is to evaluate the assigned book's treatment of The Epistle to the Hebrews. Before the semester starts you will be assigned one of the listed books to read and review. The essay requires you to briefly summarise the book, and, in particular, to analyse its strengths and weaknesses as a reading of Hebrews. While the essay is not asking you to read far beyond the assigned text and Hebrews, you would be wise to consult published reviews of the book, in order to compare your own impressions with those of others. A normal book review will cover material which you do not need to, e.g. print quality, typographical errors, lengthiness etc. What you do need to focus on is whether and why you feel the author's primary thesis or theses represent an accurate reading and interpretation of the issues it addresses in reading Hebrews.

Because of the need to have access to the books for review, a student's allocation of which book to review must be spread across the six options. You are encouraged to make known to the lecturer your first, second and third choice for which book you would prefer to review as early as possible.

NT622/632 Assessment 1: Research Essay

The paper should be written in standard essay format. Show that you have read widely and deeply on the specific aspect of Hebrews' scholarship you have selected and thoroughly considered the text of Hebrews. Make sure your essay covers all aspect of the question posed, including: noting the range of views in scholarship, critically interacting with the arguments of others, engaging with the full range of pertinent texts in Hebrews related to your question, and making a well-ordered and substantiated argument for the position you take.

NT422/432/622/632 Assessment 2: Exegesis Major Paper

Purpose:

1. To assess your ability to exegete the chosen passage in detail and critically interact with scholarship on that passage.
2. To assess your ability to build a sustainable argument for how you believe the passage should be interpreted.

There are *potentially* two parts to this task:

- A. Introduction, Setting and Structure; and
- B. Translation, Analysis and Synthesis

HOWEVER, you need only include material from A if it makes a significant contribution to your interpretation of the passage. The only necessary aspect of A required is to situate the chosen text within the Letter and its immediate context.

A Introduction, Setting and Structure:

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship*, and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and recipients).
- Discuss the *canonical setting* of the passage (where it fits into John, and perhaps where it fits in the wider framework of the NT).
- Describe the *immediate context* of your passage, and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying Hebrews in Greek.
- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, parable, discourse, poetry, etc.).

B Translation, Analysis and Synthesis: This is the heart of your task.

Translation and Grammatical Remarks:

- *Translate* the passage, taking textual variants into account.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

Analysis of the Passage:

- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

Synthesis and Conclusion:

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

Your paper should include a **bibliography** in the usual SBL format. See the SBL Handbook of Style in the Library and as an eBook.

Assessment 3:

Take Home Exam (NT422/622 English Text)

Weekly online tests (NT432/632 Greek Text)

See the assessment tables above for details. The key to success is to learn as consistently and actively in class as you can each week, and to keep on top of any homework given.

In the case of students studying Hebrews in the Greek Text, translation and study of the Greek-text passages allocated each week is critical.

Learning Resources

ESSENTIAL REFERENCES

STUDENTS SHOULD BUY BOTH OF THE FOLLOWING:

Cockerill, Gareth L. *The Epistle to the Hebrews*. NICNT. Grand Rapids, MI: Eerdmans, 2012. \$74.50 also avail as eBook through Library.

Lincoln, Andrew. *Hebrews: a guide*. London: T&T Clark, 2006. \$55.50

Recommended Introductory works:

Ed. Bauckham, Richard et al. *The Epistle to the Hebrews and Christian Theology*. Grand Rapids, MI: Eerdmans, 2009.

Ed. Bauckham, Richard and Daniel Driver, Trevor Hart and Nathan MacDonald. *A Cloud of Witnesses: The Theology of Hebrews in Its Ancient Contexts*. LNTS 387. London; New York: T. & T. Clark, 2008.

Ed. Griffiths, Jonathan I. *The Perfect Saviour*. Nottingham, UK: IVP, 2012.

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Modern Commentaries: (recommended on the basis of a good conversation partner, rather than theology)**

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Thomas Aquinas. *Commentary on Epistle to the Hebrews*.

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Chrysostom's Homilies on Hebrews in *Nicene and Post-Nicene Fathers Series 1 Vol.14*

Owen, John. *An Exposition of the Epistle to the Hebrews*. 8 vols. Grand Rapids, MI: Baker Books, 1980.

Students exegeting from the Greek text will also require the following:

The Greek New Testament (4th or 5th ed, United Bible Societies)

Danker, *Greek English lexicon (BDAG)* (University of Chicago)

OTHER USEFUL REFERENCE BOOKS

Daniel B Wallace, *Greek Grammar beyond the basics*. (Zondervan, 1996). Anyone interested in continuing to grow in his or her understanding of NT Greek needs access to a book of this kind and this one will be used during the unit.

John Alsup, *An index to the revised Bauer-Arndt-Gingrich Greek Lexicon*, (Zondervan, 1981). A great time saver and help. If a Greek word is mentioned in BAGD, this index takes you to the place where it is cited for that verse.

Nathan E Han, *A parsing guide to the Greek New Testament*, (Herald Press, 1971). Gives a verse-by-verse parsing of all verbs and related words. It is a bit simpler than an *Analytical concordance*, but does not include non-verb forms.

Bruce M Metzger, *A textual commentary on the Greek New Testament*, UBS 1971. This gives the reasoning behind the choice of textual variants in the UBS Greek NT and students will need to consult it for textual comment. There is no need to buy a copy, as multiple copies are available in the library.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4