

ACTS

SEMINARIES

Associated Canadian Theological Schools of Trinity Western University Jointly Sponsored by the Wevers Septuagint Institute

BIE 646 – Current Issues in Septuagint Studies

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and other Fellows of the Wevers Septuagint
Institute
Summer - 2013
3 credit hours
Prerequisites: upper level Greek and
introductory Hebrew.

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Course Dates: May 27-31, 2013

Class days and times: Monday (8:30-12am;
Tuesday 8:30-12, 1-4; Wednesday 8:30-12;
Thursday 8:30-12; Friday 8:30-12.

I. Course Description

Septuagint Studies is a burgeoning field of research that has seen the recent publication of modern language translations, lexica, and monographs and series on a wide range of topics. A major project that is currently underway is the Society of Biblical Literature Commentary on the Septuagint (SBLCS). The four Fellows of the John Williams Wevers Institute for Septuagint Studies are preparing commentaries on the first four books of the Pentateuch, and each of them will lead a session in this course that is focused on his area of research. Students will be introduced to foundational principles and methodology of the SBLCS project, and to current, cutting-edge research in the discipline of Septuagint Studies.

II. Objectives

By the end of this course, each student should be able to:

1. Explain the foundational principles and methodology that serve to guide the SBLCS project and to demonstrate that awareness by explicating a brief section of one of the first four books of the Septuagint Pentateuch in the light of those guidelines;
2. Articulate why the profile of a translator's technique must be discerned as clearly as possible in developing commentary on the Greek text;
3. Demonstrate the importance of appropriate lexical investigation to determine the meaning of the Greek text, in relation to the Hebrew text;
4. Explain why "text as produced" not "text as received" is the basis for the SBLSCS.

III. Course Textbooks

Boyd-Taylor, Cameron. *Reading Between the Lines. The Interlinear Paradigm for Septuagint Studies*. Leuven: Peeters, 2011.

Hiebert, Robert, ed. "Translation is Required." *The Septuagint in Retrospect and Prospect*. SBLSCS 56. Atlanta, GA: Scholars Press, 2010.

Pietersma, Albert and Benjamin Wright, eds. *A New English Translation of the Septuagint*. New York/London: Oxford, 2007, 2009.

Pietersma, Albert. "The Seven Voices of the Lord: A Commentary on Septuagint Psalm 28," in *Interpreting Translation. Studies on the LXX and Ezekiel in Honour of Johan Lust*. BETL CXCII (Leuven: Peeters, 2005), 311-330.

Pietersma, Albert. "Exegesis in the Septuagint: Possibilities and Limits (The Psalter as a Case in Point),": in *Septuagint Research. Issues and Challenges in the Study of the Greek Jewish Scriptures*. Ed. by Wolfgang Kraus and R.Glenn Wooden. SBLSCS 53 (Atlanta, GA: Scholars Press, 2006), 33-45.

It is expected that students will have access to the Wevers Göttingen Septuaginta Editions. Where that is not possible, students should be accessing Rahlfs-Hahnhart (2006) Septuagint and the MT (Hebrew text) as published in the Biblia Hebraica Stuttgartensia (1997 or later edition). Additional materials may be provided by faculty presentors.

IV. Course Assignments

1. The major assignment will be the preparation of commentary on a chapter from one of the first four books of LXX Pentateuch. There will be two parts to this assignment. For the first part students will be expected to present at the last session a 30 minute workshop on their chosen chapter. This will include draft commentary on five verses of that text, with notation about key issues related to language use, translation technique,

semantics, religious understanding, etc. The second part will be the presentation of a final paper in which the commentary is formally developed. This will be due 4 weeks after the end of classes and can be submitted electronically (using Unicode fonts). The commentary should be at least twenty pages, not including cover page and bibliography. The student should show familiarity with commentary methodology and approaches to dealing with Septuagint translation issues. This project is worth 70% of the course grade, with 25% dedicated to the in-class presentation and 45% dedicated to the final paper.

2. Each student will prepare a critical review of Cameron Boyd-Taylor *Reading Between the Lines. The Interlinear Paradigm for Septuagint Studies*. Leuven: Peeters, 2011. This review is due two weeks after the end of classes. It is worth 30% of the final grade and should be no less than ten pages in length. This assignment should be submitted electronically.

ACTS does not stipulate a global policy on **late assignments**, but for this course excessive lateness (e.g. submissions more than one week late) will be penalized 15%. Note that if assignments are not submitted by the end of the semester, the student must go through the **Incomplete Grade process** via the registrar's office. This applies in all cases.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Course Outline

Session one: Introductory Issues (Dr. Perkins) (Monday, 8:30 – 12)

Session two: LXX Genesis (Dr. Hiebert) (Tuesday, 8:30 – 12)

Session three: LXX Exodus (Dr. Perkins) (Tuesday, 1- 4)

Session four: LXX Leviticus (Dr. Buchner) (Wednesday 8:30 – 12)

Session five: LXX Numbers (Dr. Flint) (Thursday (8:30-12)

Session six: Summary and Workshop Presentations (Dr. Perkins) (Friday 8:30 – 12)

VI. Other

[Additional information, bibliography, etc., may be added at the faculty member's discretion.]

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 or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

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

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, 6th 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!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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/research/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. 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: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

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://acts.twu.ca/library/plagiarism.ppt>

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

http://acts.twu.ca/library/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.