



**NTEN5316 - Hebrews
Israel Travel Course
New Orleans Baptist Theological Seminary
November 18-30, 2019**

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for the 2019-2020 academic year is **Spiritual Vitality**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** To interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological

heritage and Baptist polity for the church.

3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this seminar are **Biblical Exposition** and **Worship Leadership**.

Course Description

A thorough study of selected texts, through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, along with consultation of comprehensive commentaries. The course will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching.

Course Purpose

This course offers a practical study of the book of Hebrews. Using the components of sound biblical exegesis and exposition, the focus of the course is to prepare the participants for effective teaching and preaching.

Student Learning Outcomes

Upon completion of the course, the student will have:

1. Gained an understanding of the critical historical/theological issues in Hebrews.
2. Completed an exegesis of a selected passage from the English text of Hebrews.
3. Developed a broad understanding of the text through exegetical and homiletical commentaries on Hebrews.
4. Learned to appreciate the value of New Testament narrative for teaching and preaching.

Course Teaching Methodology

The lectures by the professor will provide the basis for background and movement from subject to subject within the course. Assigned topics and Scripture passages will be designed to sharpen the student's knowledge and skills in important areas of study in Hebrews. Dialogue and discussion during the course will enhance the learning experience. Individual presentations and small group interaction also may be employed.

Textbooks

DeSilva, David A. *Perseverance in Gratitude: A Socio-Rhetorical Commentary on the Epistle to the Hebrews*. Eerdmans, 2000.

Requirements

1. Book Review on Textbook

Each student will read the **textbook**. Students are expected to complete reading the textbook prior to the trip. A written review on the book is due by **January 22, 2018**. The book review should be 2-3 single-spaced pages and include the following elements:

- 1) Bibliographic Entry
- 2) Statement of the Author's Purpose
- 3) Summary of the Author's Approach (can be in the same paragraph as #2, Purpose)
- 4) Summary of the Contents (selected portions only, such as special insights into passages that drew the student's attention)
- 5) An Evaluation of the book, including consideration of the most suitable readership, the scope of the book (comprehensive? or lacking in major areas), the viewpoints presented (multiple viewpoints when pertinent, or only one), and your overall evaluation of the book.

The summaries should be general in nature, covering the broad topics and several specific texts or topics as examples of the author's approach. **(30% of the grade)**

2. Each student will keep a **Travel Log (journal)** with notes on the sites, lectures, and personal impressions. This journal (or a copy) is to be submitted by **January 20th. (30% of the grade)**
3. Students are expected to **participate** and take notes in the class sessions and participate in the travel lectures and discussions. **(5%)**
4. Each student may make **presentations** of site information, with the presentation schedule to be communicated to the group by the professor during the trip. The time-frame for each presentation is about 5 minutes. **(10%)**
5. Each student will prepare a **Background Study** on a topic. The student will select a topic of their choice in consultation with the professor and will write a Background Study on the topic. See the Background Study Guide for instructions on writing the paper. The grading of the paper will be based on the following considerations: Form/Style/Grammar = 10%; Bibliography = 15%; Organization of the paper = 10%; Logic Flow = 15%; Content (coverage of viewpoints, details, solid analysis of the historical background, etc.) = 50%.
The Background Study is due on Feb. 10th and should be submitted via e-mail to the professor at jparker@nobts.edu (25%)

Background Study

Each student will prepare a **Background Study** on a Critical Issue or Major Theme from the book of Hebrews. A Background Study Guide is attached to the syllabus for your use. Follow the format for the Background Study that is given in the Study Guide. **The Background Study is due at the beginning of Spring Semester, February 10, 2019.**

(See the Background Study Guide Below)

COURSE EVALUATION:

Class and Trip Participation	5%
Travel Log (Journal)	30%
Presentation	10%
Background Study	25%
Book Review	30%

CLASS SCHEDULE AND ASSIGNMENTS:

Book Review of DeSilva – Due January 22, 2019

Israel Trip- November 18-30, 2019

- a. Student Presentations
- b. Special Lectures and Meetings
- c. Travel Journal compiled during the trip

Background Study – Due by February 10, 2019

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

BACKGROUND STUDY GUIDE

Dr. Jim Parker

BACKGROUND STUDY REPORT

Minimum two pages, maximum five pages, stapled, left corner—NO COVERS (plastic, binders, etc.). Use 1-inch margins, 12-point type, headed with the following information. Use in text citations for notes, such as (Ferguson, 560). Provide a bibliography at the end (not part of total page count). Most background studies have at least ten (10) resources *at a minimum*.

Name
Biblical Hermeneutics
Professor Name

Background Study
Old or New Testament
(Date Due)

Topic: (your topic here)
Text: (your text here)

1. General Historical Background

[your discussion here]

2. Immediate Background of Book

[your discussion here]

3. Social and Cultural Background

[your discussion here]

Bibliography

(See 1-3 below for instructions on what to include in the Three Component Background Study)

1. Research the GENERAL HISTORICAL BACKGROUND in general.

Technique: Study the general world setting and historical developments that create the background for your text.

Old Testament. The background for the OT extends from at least 2000-1800 BC to 400 BC and possibly later. Consequently, students must become conversant with the broad sweep of OT history and the major segments of that history (e. g., Pre-exilic and

Post-exilic; Pre-exilic obviously includes other divisions such as United Monarchy, and Divided Kingdoms. Within the second, the reigns of certain kings, etc.) The study will begin with the effort to identify which broad period provides the background for the book and text under consideration, since each of these different periods may have widely varying political, economic, social, and religious factors. Here you are gathering general information about your topic. Begin with general historical sources, such as Bright, Hallo and Simpson, etc.

New Testament. The background for the NT extends from at least 400 BC to 4 BC, that is, the intertestamental period. Potential topics would include the return from exile (Persians, Cyrus), the reformation of the Jewish nation politically and religiously (Nehemiah, Ezra), the impact of world empires (Greeks, Romans), the changing regional powers (Egypt and the Ptolemies, Syria and the Seleucids), Hellenization, Maccabean Revolt, Hasmonean Dynasty, Herod the Great. Also, one would want to follow changes in Judasim, including literature, groups, and movements. Begin with general resources, such as Ferguson or Russell.

Basically, for this step one should read the text asking historical questions. For example, if the text mentions Sennacherib, ask, Who is he? What power does he represent? When did he live? How is he connected to Israel's history? Or again, if the text mentions Sadducees, ask, Who are they? What do they do? Be curious: why are Sadducees never mentioned in the Old Testament? Thus, one might want to ask, Where do they come from? If they seem to have some type of power or to function politically, ask, Whom do they represent? What is their base of power?

2. **Research the IMMEDIATE BACKGROUND of the book that contains your passage.**

Technique: Study the composition of the document containing the text in question, asking questions such as authorship, date, and audience.

Old Testament. Because of broad background, establishing a particular date and setting will involve varying considerations. For example, the books of Samuel provide within them clear information on original settings of events, as does Deuteronomy. However, students must also consider the context of the putting of the materials into final written form, and use of those materials in later settings. In the case of Deuteronomy, it is now part of a larger whole (the Pentateuch) which apparently was put into final written form perhaps as late as the exilic/post-exilic period. As another example, the book of Psalms contains materials from several time periods apparently brought together as smaller collections at different times, then into one large collection at a later time. Use sources that help with this type of information, such as dictionaries, encyclopedias, introductions, and comprehensive commentaries.

New Testament. First, ask specific historical questions about the book that contains your passage. The most immediate questions are those of authorship, recipients, date, and occasion. Second, ask *literary* questions about this book. For example, what is the genre of the material? How does this genre affect the way the material is written? Use the same resources for this step as for OT: dictionaries, encyclopedias, introductions, and comprehensive commentaries.

3. **Research the specific SOCIAL AND CULTURAL BACKGROUND within the text that affect your passage.**

Technique: Study the specific social and cultural issues within the text in question that impact the original setting as determined in Step 2 above.

Old Testament. For example, in Genesis 9, how one views Noah's condition is related to what concepts of sex and sexuality are in view; in Psalm 15, the psalmist mentions loaning money at interest and that topic is related to conceptions current in the larger economic system; In Ecclesiastes, the author's views on his own life experience are partly reflective of the common view of afterlife in his day. So being aware of such matters, in many cases, will help one to understand the text more clearly. With these examples in mind, students should note that treatment might have to *begin* with topical study along broad historical lines. For this step one would use specialized resources, such as Matthews and de Vaux for OT.

New Testament. Ask specific *social* and *cultural* questions. The most immediate sociological questions are those of honor/shame, patronage, and dyadic personality. Cultural questions relate to way of life, daily living, economy, work, and family. Ask, what ancient customs and practices enlighten our understanding of a text? For example, what were Jewish marriage customs of the first century that set the context for Joseph's relationship with Mary? What clothing styles are behind the image gird up the loins of your mind in 1 Pet. 1:13? What was the world of the traveling businessman behind James 4:13? How does the patronage system between the Roman emperor and social elites in Asia Minor affect our understanding of the social pressures brought to bear on the seven churches in Revelation? Use specialized resources, such as Jeremias, Barrett, or Vermes, for example.

Resources—Old Testament

Primary Sources

Archaeological Finds

Beyerlin, W. Near Eastern Religious Texts Relating to the Old Testament.

Dead Sea Scrolls

LXX

Pritchard, J., ed. Ancient Near Eastern Texts Relating to the Old Testament. 3rd. ed.

_____. ed. The Ancient Near East. Vols. 1 and 2.

Secondary Sources

Dictionaries and Encyclopedias

Anchor Bible Dictionary (ABD), Encyclopedia Judaica, Interpreter's Dictionary of the Bible (IDB), International Standard Bible Encyclopedia, Rev. ed. (ISBE), Mercer Dictionary of the Bible (MDB), New International Dictionary of Old Testament Theology & Exegesis (NIDOTTE), Zondervan Pictorial Encyclopedia of the Bible (ZPEB)

Old Testament Introductions

Cate, Robert. An Introduction to the Old Testament.

Childs, Brevard. Introduction to the Old Testament as Scripture.

Dillard and Longman. An Introduction to the Old Testament.

Eissfeldt, Otto. The Old Testament: An Introduction.

Harrison, R. K. Introduction to the Old Testament.
Hill and Walton. A Survey of the Old Testament.
LaSor, Hubbard, and Bush. Old Testament Survey. Rev. ed.

Biblical Backgrounds Books

Aharoni, Y. and M. Avi-Yonah. The Macmillan Bible Atlas. 3rd rev. ed.
Albertz, Rainer. A History of Israelite Religion in the Old Testament Period. Volumes 1 and 2.
Bright, John. A History of Israel. 3rd ed.
Hallo, W. and W. Simpson. The Ancient Near East: A History.
Hoerth, A., et. al., eds. Peoples of the Old Testament World.
Kitchen, K. Ancient Orient and Old Testament.
Matthews, Victor H. Manners and Customs in the Bible. Rev. ed.
Overholt, T. W. Cultural Anthropology and the Old Testament.
Roaf, M., and N. Postgate, eds. Cultural Atlas of Mesopotamia and the Ancient Near East.
Shanks, H., ed. Ancient Israel: A Short History from Abraham to the Roman Destruction of the Temple.
von Soden, W. Introduction to the Ancient World. The Background of the Ancient Orient.
de Vaux, R. Ancient Israel.

Comprehensive Commentaries

Consult Bibliographies in KBH and F & S

Resources—New Testament

Step One

Primary Resources (in English)

Barrett, *The New Testament Background*
Charles, *The Apocrypha and Pseudepigrapha of the Old Testament in English*
Danby, *The Mishnah*
Goodenough, *An Introduction to Philo Judaeus*
Hennecke and Schneemelcher, *The New Testament Apocrypha*
Lightfoot, *The Apostolic Fathers*
Robinson, *The Nag Hammadi Library in English*
Vermes, *The Dead Sea Scrolls in English*
Whiston, *Josephus: Complete Works*

Secondary Resources

Achtemeier, *Harper's Bible Dictionary*
Beitzel, *The Moody Atlas of Bible Lands*
Blaklock and Harrison, *The New International Dictionary of Biblical Archeology*
Bromily, *International Standard Bible Encyclopedia*
Bruce, *New Testament History*
Butler, *Holman Bible Dictionary*
Charlesworth, *Jesus Within Judaism*
Ferguson, *Backgrounds of Early Christianity*
Freedman, *Anchor Bible Dictionary*

House, *Chronological and Background Charts of the New Testament*
Jeremias, *Jerusalem in the Time of Jesus*
Kee, *The New Testament In Context: Sources and Documents*
Reicke, *The New Testament Era*
Russell, *Between the Testaments*
Wilken, *The Christians as the Romans Saw Them*

Resources—New Testament

Steps Two and Three

General Resources:

New Testament introductions, commentaries, dictionaries

Various *critical commentaries* could be helpful, especially *introductory material*. A commentator may summarize distinctive ideas of the author being studied in the introductory section. For helpful commentary information, consider suggestions from:

Carson, *New Testament Commentary Survey*; Fee and Stuart, Appendix, *How To Read The Bible For All Its Worth*, pp. 219–24; Klein, Blomberg, Hubbard, *Introduction to Biblical Interpretation, Commentaries*, pp. 487–91

Other Resources:

Aland, *Synopsis of the Four Gospels, English Edition*
Aune, *The New Testament in Its Literary Environment*
Bailey and Broek, *Literary Forms in the New Testament*
Bruce, *Paul: Apostle of the Heart Set Free*
Carson, Moo, and Morris, *An Introduction to the New Testament*
Green, McKnight, Marshall, *Dictionary of Jesus and the Gospels*
Hawthorne, Martin, Reid, *Dictionary of Paul and His Letters*
Kümmel, *Introduction to the New Testament*
Ladd, *A Theology of the New Testament*
Polhill, *Paul and His Letters*
Ryken, *Words of Life: A Literary Introduction to the New Testament*
Stein, *The Method and Message of Jesus' Teaching*

Social Resources:

Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period*
Keener, *Bible Background Commentary*
Malina, *The New Testament World: Insights from Cultural Anthropology*
Mathews, *Manners and Customs in the Bible*
Meeks, *The First Urban Christians: The Social World of the Apostle Paul*
Stambaugh and Balch, *The New Testament in Its Social Environment*
Thiessen, *Sociology of Early Palestinian Christianity*
Tidball, *The Social Context of the New Testament: A Sociological Analysis*

Commentaries on Hebrews

William L. Lane — *Hebrews 1-8; Hebrews 9-13*(Word Biblical Commentary, 1991).

Philip Edgcumbe Hughes — *A Commentary on the Epistle to the Hebrews* (1977).

R. T. France — “*Hebrews*” in *The Expositors Bible Commentary, Revised Edition* (2006).

Paul Ellingworth — *The Epistle to the Hebrews*(New International Greek Testament Commentary, 1993).

F. F. Bruce — *The Epistle to the Hebrews, Revised Edition* (New International Commentary on the New Testament, 1990).

David A. DeSilva — *Perseverance in Gratitude: A Socio-Rhetorical Commentary on the Epistle to the Hebrews*. Eerdmans, 2000.