BS 4002 Advanced Hebrew Reading
Dr. Barbara Green, O.P., instructor
Fall 2014  3 units;  DSPT 2;  Mondays 9:40-12:30

course description:  This course, building on what you already know from intermediate Hebrew, offers the opportunity to work with the book of Isaiah: poetry, prose, grammar, rhetoric.

format:  We will spend the first generous half of each class session working on translations of Isaiah 40-55, where you may be expected to be called on at any time to share your prepared work aloud and interact with others doing the same (see details below).  After a break, we will work on Isaiah 56-66 in a slightly less dramatic way, where you will have the opportunity to present to us work you have prepared, knowing you will be called on to share it with us (see details below).  There will be a midterm and a final.  Any NT student anticipating that the course will serve as the satisfactory work for their Hebrew requirement needs to notify the instructor at the start of the term (recalling that you must pass with a B+).

course requirements/outcomes:  By classwork and exam you will demonstrate that you can:

• Read aloud competently work you have prepared: assume 2 chapters a session;

• Translate that prepared material accurately and in consultation with a commentary as we proceed (I recommend Blenkinsopp);

• Parse verbs correctly and completely without prompting;

• Explain syntax, highlight problems pertinent to our texts;

• Discuss issues of poetry (see Robert Alter, The Art of Biblical Poetry [New York: Basic Books, 2nd edition, 2011], chs. 1, 6) and rhetoric (Lundbom [below]);

• Make adequate use of lexicon and grammar aids as you read and translate;

• Take responsibility for knowing the vocabulary we encounter;

• Recognize and navigate editorial cues from the Masoretic text of the HB.

required materials:
• BHS /Biblia Hebraica Stuttgartensia (Bible Society, ISBN 9783438052223, $27);

• a standard reference grammar (Joûon-Muraoka) is generally recommended;

• Please have access to the articles on rhetoric and Jeremiah in the commentary of Jack R. Lundbom, Jeremiah 1-20 (pp.68-92, 121-40) and Jeremiah 37-52 (pp.586-94).
schedule: midterm on October 27; final on December 8; plan to be present for both; genera:
sessions on September 8, 15, 22, 29; Oct 6, 13; Nov 3, 10, 17; Dec 1.

Participation suggestion:
When you are called on in class for Isaiah 40-55, read, translate, and provide as much
information as you can, without being prompted for each piece, as follows:

  parse verbs as follows:
  root letters
  stem
  voice
  conjugation
  person
  number
  gender
  other “hangers-on”

  comment on textual issues as appropriate
  comment on grammar and syntax as appropriate
  comment on rhetoric as best you can; with the handout you get on the key rhetorical
terms ad their use, keep a list of best examples, so you can have as many of these
familiar as possible.

When you present your material on Isaiah 56-66, use this list as well for anything you will have
chosen to share with us, but raise other relevant issues as well, notably structure and theme.

Relevant Policies: Be advised of several:
  • Students are expected to attend every class, prepared and participating helpfully for the
    whole group; if you need to miss a session, please inform the instructor by e-mail either before or
    shortly thereafter; no notification will be construed as an un-excused absence. When you miss a
    session, it is your responsibility to find out what you missed and get any handouts that were
    available; you might have a “buddy” that will do automatically this for you/you for him or her.
  • Be sure you know, understand, and follow the policies on academic honesty that are
    pertinent to GTU, DSPT and your own school.
  • The GTU and DSPT policies relating to disability pertain and are available on websites.

Course Communication:
  • To make an appointment with the instructor, please e-mail: bgreen@dspt.edu or
    telephone (510 883-2076). Brief matters can be handled after class. There are no standard
    office hours but your requests for consultation time will be addressed promptly. In general, I am
    available Mondays through Thursdays but not Fridays. My office is at DSPT, room 208.

  • Assume that you will work collaboratively with the instructor (consultation
    appointments are encouraged), with other students, with a partner or two on assignments (if you
    wish); a list of your names and e-mail addresses will be available once you have released that
    information for us to share.
The plan for working on “Third Isaiah,” 55-66: We will use the chiastic structure offered by Norman Gottwald that suggests the following structure (and we will see that Blenkinsopp agrees generally with these “chunks,” though sometimes subdivides them):

A  56:1-6  Proclamation of salvation to foreigners  
B  56:9-57:13  Indictment of wicked leaders  
C  57:14-21  Proclamation of salvation for the people  
D  58:1-14  Indictment of corrupt worship  
E  59:1-15a  Lament/confession over sins of people  
F  59:15b-20  Theophany of judgment/redemption  
G  60-62  Proclamation of fully redeemed people  
F'  63:1-6  Theophany of judgment/redemption  
E'  63:7-64:12  Lament/confession over sins of people  
D'  65:1-16  Indictment of corrupt worship  
C'  65:17-25  Proclamation of salvation for the people  
B'  66:1-6  Indictment of wicked leaders  
A'  66:7-24  Proclamation of salvation to foreigners

We will start in the middle of the chiasm, the heart of the book and examine it for its useful and most salient features; I will take responsibility for that piece, showing what it is I have in mind for how we can “do” the material though not in quite the same detail we will do chs. 40-55. Then, as indicated below, you will sign up to take a similar responsibility for another part of the material, leading us through it usefully so that we have a solid sense of working on it.

The options work out as follows (with two weeks for longer sets of material, one for shorter):

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<tr>
<th>classes 1-2:</th>
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<th>Barbara</th>
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<tr>
<td>class 3:</td>
<td>FF’</td>
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<td>classes 4-5:</td>
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<td>classes 6, 8:</td>
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<td>class 9:</td>
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<td>class 10:</td>
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<td>class 11:</td>
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What kinds of things to prepare, to help us see: Make a case for or against the sense of the unit, whether the descriptors above are best, whether the piece is really chiastic or not; if your find a good structure, offer it to us; look for who is talking and who is being addressed, noting how that seems to hop around; name genres; look at imagery, how it works, especially over the whole set of Third Isaiah, or over Second and Third; the same with various rhetorical features and strategies. Make grammar and syntax points as pertinent, but in not so labored a way as when we are translating. Above all, as you point out things to us, tell us what you think the effect is, not simply that something “is” present. To make us a handout is probably crucial.
J.R. Lundbom on rhetorics of prophetic speech: I’ve arranged his data as follows, with his terminology and likely effect, leaving you to select examples (he provides many); (see his Jeremiah I: 68-101, 121-40; III: 586-94; Prophets 165-207). Expect overlap.

**REPETITION**

-kinds of repetition: parallelism
superlative
geminatio
accumulatio
multiclinatum
anaphora
epiphora
asynedeton
gradatio/sorites
paronomasia
assonance
alliteration
onomatopoeia
inclusio
chiasmus
key words
hook words

**job/effect of the repetition**

-restate
-emphasize
-suggest structure
-establish units
-suggest relationships
-provide balance
-echo
-reinforce or reverse meaning

**example**

**TROPES**

-kinds: metaphor
abusio
allegory and simile
metonymy, synecdoche
merismus
epithet

**job/effect of the trope**

-suggest meanings beyond the usual
-evoke fresh insight
-trip the imagination into deeper thought,
-provide imaginative visuals
-imply related meaning

**example**
irony
euphemism

**ARGUMENTATION**

**kinds:**
from authority
e nthyme
comparison/contrast
protasis/apodosis
* a minori ad maius
antithesis
oxymoron
descriptio
questions
hypophora
permisso
distributio
aposiopesis
apostrophe
diminution
litotes
irony
epitrophe
pathos

**job/effect of the argumentation**
establish point
show logic of position
undermine another view
move emotions
catch attention

**example**

**DRAMA**

**kinds:**
parable
narrated story
symbolic action
dialogue-simulated
open-ended conclusion

**job/effect of the drama**
prompt insight
prompt further thought
suggest insight
engage alternate perspectives
undermine another view

**example**