



PROVIDENCE
— EST. 1972 —
THEOLOGICAL SEMINARY

B260 Hebrews (Horizon)
NT5310 Hebrews: These Last Days (Providence)
Prerequisites: None

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Course Description

This course examines the letter to the Hebrews from a diversity of perspectives including its literary style and message. We will consider such topics as authorship, date of composition as well as what context this letter may have been written in. The student is challenged to think critically about this letter and begin to discover ways in which it is either synonymous with or disparate from the New Testament canon. The course also provides an opportunity to engage with the theology of the letter in a safe classroom environment that provides an arena for growth in biblical awareness and personal spiritual life.

Learning Outcomes

Upon completion of this course the student should be able to:

1. Describe the basic content of the letter to the Hebrews.
2. Understand the context of the letter to the Hebrews in terms of its relationship to biblical history and Christian faith.
3. Explain diverse aspects of the theology that emerges from the Book of Hebrews.
4. Effectively utilize the tools for historical and New Testament research.

Required Readings:

Attridge, Harold W. *Hebrews: A Commentary on the Epistle to the Hebrews*. Minneapolis, MN: Fortress, 2006.

Bruce, F.F. *The Epistle to the Hebrews*. Grand Rapids, MI: Eerdmans, 1990.

Johnson, Luke Timothy. *Hebrews: A Commentary*. London: Westminster John Knox Press, 2006.

Course Assignments and Evaluation

Guidelines:

All written assignments should:

- Follow the [“Chicago Style”](#) of formatting.
- Be typed, double-spaced and follow appropriate formatting guidelines (e.g. 1 inch margins).
- Use **Times New Roman** font only, *italics* rather than underlining (including in the footnotes and bibliography), and **footnotes** only, not endnotes.
- Not exceed the **maximum length**; papers will receive a grade reduction and may not be graded at all.
- Employ **gender-inclusive language** wherever possible and appropriate.

Failure to follow these simple guidelines warrants a grade reduction. All assignments may be submitted to the professor’s email address (preferred) or by hard copy. I will accept submissions in either **MSWord format** (doc or docx is fine), **Rich Text format** (rtf), or as **PDF files**. If you are not able to do this, please submit a hard copy of your paper. When you submit electronic files, please name them as follows:

Last name, First name – Course Abbreviation - Title of assignment (as given on this syllabus)

Example: Brown, Tim - Hebrews – Research Paper

Assignments:

1. **Online Discussions**: The purpose of this exercise is to allow you opportunity to reflect on the selected bibliography and to engage with it in a critical yet respectful way. You will be graded on how clearly you can express your opinions as well as the variety of the topics you have chosen.
 - a. Use the Discussion section of Populi to enter a response to the assigned course readings. To post on Populi, select “Lessons”, select the appropriate discussion topic, then select “Discussion” on the top right corner. You will not receive credit for late posts. Read the required texts and make **5 posts** with regards to what you have read. As you read through the selected bibliography, take note of any points of interest you have and prepare **a 500 word response** to that point of interest. Make sure to include proper page references, as well as a clear indication of which book you are interacting with.

Value: Each entry is worth 7% for a total of 35% of your final grade.

Date due: To be discussed on the first day of class

2. **Reflection Paper:** Prepare a reflection of your thoughts and answer the following questions in a reflection paper: What is the nature of salvation? As believers, are we able to lose our salvation? What do the evangelical and Pentecostal traditions teach concerning the doctrine of salvation?
- Make sure to reference a passage(s) of scripture to make your argument. Also make sure to reference the course bibliography with regards to the answers you give. Allow the works in the bibliography to shape your understanding of the Holy Spirit, but also remain critical of the claims made in these works. The purpose of this exercise is to help you work through and answer some of the questions that each of you will encounter during your ministry.

Length of Paper: 6 pages.

Value: 20%

Date due: To be discussed on the first day of class

3. **Bible Study or Sermon:** Select a passage of scripture from the book of Hebrews and prepare a Bible study or sermon that you can use in your church. Reference the age group you are ministering to, and clearly state which passage of scripture you will be studying.
- Work through the passage by providing a clearly written exegesis of the passage, as well as making reference to **10 secondary sources**. You are allowed to use the course bibliography, but you must choose **10 secondary sources that are not included in the course bibliography**. In addition to your exegesis, **provide a number of study questions** that will allow a study group to interact with your lesson/sermon. As you write, begin to anticipate the questions you might receive from a study group, and try to fashion your exegesis and questions to address those anticipated questions. Your Bible study should take approximately 30 minutes for your group to work through, so this assignment should be 8–12 pages in length. You have the option of including a power point presentation when you submit your assignment to me, though you will receive no extra credit for doing so. Talk to me for further details on the sermon option.

Length of Paper: 8–12 pages.

Value: 20%

Date due: End of Semester

4. **Research Paper:** Select a passage of scripture different from the one you used for your Bible study and write a fully documented research paper **equaling 14–16 pages in length**. The purpose of this exercise is to allow you opportunity to research and reflect on that research in a sophisticated and thoughtful way. Doing so will help to cultivate your thinking processes as well as familiarize you with current research in biblical studies.

- a. This paper **should include 12 secondary sources**, but these sources can include those listed in the course bibliography. Make sure to observe the proper formatting rules, as **you will lose grades for improper formatting**. After you have chosen your passage, review the relevant sources with regards to that passage, and **craft your paper around a clearly written thesis statement**. A good research paper at the graduate level should include a clear summary of the research that has been done, followed by your clearly expressed and respectful **opinion that reflects your thesis statement**. In addition, your paper should reflect some original thought that shows that you have engaged with the material on a deep level, and that you are prepared to go beyond a simple regurgitation of what is said in the text. Remember to tell me which passage you are writing about.

Value: 25%

Date due: To be discussed on the first day of class

Late Policy:

Assignments are due before midnight on their due-date. Overdue assignments incur the following penalties:

- 1-3 days late: 10% penalty
- 4-6 days late: 20% penalty
- After 6 days: an automatic “F”

Sundays and statutory holidays are not counted in assessing penalties for late submission.

Academic Honesty:

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn.

Horizon College/University of Saskatchewan Grading System:

The College employs the percentage system for marking tests and final examinations. Letter grade equivalents, according to the following scale, may be used in grading assignments. The student’s final grades are given in percentages. A mark of less than 50% is a failing grade.

90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

90-100% [Exceptional] – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89% [Excellent] – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

70-79% [Good] – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69% [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59% [Minimal Pass] – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;

- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

Under 50% [Failure] – an unacceptable performance.

Bibliography

Books:

Bauckham, Richard. *Jesus and the God of Israel: God Crucified and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids, MI: Eerdmans, 2008.

Beale, G. K, and D. A Carson. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids, MI: Baker Academic, 2007.

Buchanan, George Wesley. *To the Hebrews*. AB 36. New York: Doubleday, 1972.

Calvin, John. *The Epistle of Paul the Apostle to the Hebrews and the First and Second Epistles of St. Peter*. Edited by David W. Torrance and Thomas F. Torrance. Translated by William B. Johnston. Calvin's Commentaries 12. Grand Rapids: Eerdmans, 1963.

Cockerill, Gareth L. *The Epistle to the Hebrews*. NICNT. Grand Rapids, MI: Wm B. Eerdmans, 2011.

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Guthrie, George H. *The Structure of Hebrews: A Text-Linguistic Analysis*. Supplements to Novum Testamentum, v. 73. Leiden; New York: E.J. Brill, 1994; republished Grand Rapids: Baker, 1998.

_____. "Hebrews' Use of the Old Testament: Recent Trends in Research," *Currents in Biblical Research* 1.2 (April 2003): 271-94.

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Lightfoot, Neil R. *Jesus Christ Today: A Commentary on the Book of Hebrews*. Grand Rapids: Baker, 1976.

O'Brien, Peter T. *The Letter to the Hebrews*. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2010.

Thompson, James W. *Hebrews*. Paideia. Grand Rapids: Baker Academic, 2008.

Skarsaune, Oskar, and Reidar Hvalvik. *Jewish Believers in Jesus: The Early Centuries*. Peabody, Mass: Hendrickson Publishers, 2007.

Westcott, B. F. *The Epistle to the Hebrews: The Greek Text with Notes and Essays*. Repr. Grand Rapids: Eerdmans, 1951. Wilson, R. McL. *Hebrews*. NCBC. Grand Rapids: Eerdmans, 1987.

Other Bibliography:

Barrett, C. K. "The Eschatology of the Epistle to the Hebrews." Pages 363-93 in *The Background of the New Testament and Its Eschatology*. Edited by W. D. Davies and D. Daube. Cambridge: Cambridge University Press, 1954.

Bateman IV, Herbert W. *Early Jewish Hermeneutics and Hebrews 1:5-13*. American University Studies, Series VII: Theology and Religion 193. New York: Peter Lang, 1997.

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Bauckham, Richard. "The Divinity of Jesus Christ in the Epistle to the Hebrews." Pages 15-36 in *The Epistle to the Hebrews and Christian Theology*. Edited by Richard Bauckham, Daniel R. Driver, Trevor A. Hart, and Nathan MacDonald. Grand Rapids: Eerdmans, 2009.

Blomberg, Craig L. "'But We See Jesus': The Relationship between the Son of Man in Hebrews 2.6 and 2.9 and the Implications for English Translations." Pages 88-99 in *A Cloud of Witnesses: The Theology of Hebrews in Its Ancient Context*. Edited by Richard Bauckham, Daniel R. Driver, Trevor Hart, and Nathan MacDonald. LNTS 387. T&T Clark, 2008.

Bruce, F. F. *Biblical Exegesis in the Qumran Texts*. Grand Rapids: Eerdmans, 1959.

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- Clements, Ronald E. "The Use of the Old Testament in Hebrews." *Southwestern Journal of Theology* 28 (1985): 36-45.
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