

Associated Canadian Theological Schools of Trinity Western University

BIB 761A: The Septuagint in Early Jewish and Christian Traditions

Robert J. V. Hiebert, PhD
Professor of Old Testament
Fall - 2017
3 credit hours

Prerequisites: 2 Greek courses or professor's
permission; some knowledge of Hebrew.

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Course Dates: Sept. 6 – Dec. 5, 2017

Class Day: Tuesday

Class time: 11:30 a.m. – 2:10 p.m.

Note: this course will be delivered with a live-stream option. Students may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

I. Course Description

This course will focus on the reception history of the Septuagint in both Jewish and Christian canonical contexts, and in the works of early Jewish and Christian translators, revisors, and authors. The evidence for the transmission and interpretation of the Scriptures will be explored against the backdrop of this history, and selected texts will be studied.

II. Objectives

By the end of this course, each student should have:

- 1) become more familiar with both the textual history and the history of interpretation of the Greek Jewish Scriptures;
- 2) come to a greater understanding of the relationships among the Semitic source texts of the Jewish Scriptures and the dependent Greek translations and recensions;
- 3) tracked key developments that took place within these textual traditions;
- 4) come to appreciate the significance of these versions for our understanding of current versions of the Bible.

- 5) gained an appreciation for the significance of the Septuagint within the Jewish and Christian faith traditions;
- 6) studied selections from the works of early Jewish and Christian authors who cited, commented on, and/or were influenced by the Greek Jewish Scriptures;
- 7) gained practical experience in Septuagint papyrological research through work on an ancient Psalter text.

III. Course Textbooks and Other Readings

1. Fernández Marcos, Natalio. *The Septuagint in Context: An Introduction to the Greek Versions of the Bible*. Translated by Wilfred G. E. Watson. Leiden: Brill, 2000 [= NFM]. (365 pages)
2. *Frederick Field's Prolegomena to Origenis Hexaplorum Quae Supersunt sive Veterum Interpretum Graecorum in Totum Vetus Testamentum Fragmenta*. Translated and annotated by Gérard J. Norton, with collaboration of Carmen Hardin. Cahiers de la Revue Biblique 62. Paris: J. Gabalda et Cie Éditeurs, 2005 [= FN]. *NOTE: A photocopy of this text will be supplied since we have been unable to get additional copies from the publisher.* (204 pages)
3. Hengel, Martin. *The Septuagint as Christian Scripture: Its Prehistory and the Problem of Its Canon*. London: T & T Clark, 2004 [= MH]. (130 pages)
4. Eric G. Turner, *Greek Papyri: An Introduction* (Princeton: Princeton University Press, 1968; Oxford: Clarendon, 1999) [= EGT]. *NOTE: This book is available through the TWU library in e-book format.* (153 pages). If you have read Turner's book, see professor for alternative readings.
5. *Rahlfs, Alfred, ed. *Septuaginta: Societatis Scientiarum Gottingensis*, vol. 10: *Psalmi cum Odis*. Göttingen: Vandenhoeck & Ruprecht, 1931.
6. *Pasquale Orsini and Willy Clarysse, "Early New Testament Manuscripts and Their Dates: A Critique of Theological Palaeography," *Ephemerides Theologicae Lovanienses* 88/4 (2012): 443-474. (32 pages)
7. *Larry W. Hurtado, "The Origin of the *Nomina Sacra*: A Proposal," *Journal of Biblical Literature* 117/4 (1998): 655-673. (19 pages)
8. *Albert Pietersma, "Septuagint Research: A Plea for a Return to Basic Issues," *Vetus Testamentum* 35 (1985): 296-311. (16 pages)
9. *Albert Pietersma, "Messianism and the Greek Psalter: In Search of the Messiah," in M. A. Knibb, ed., *The Septuagint and Messianism* (Leuven: Peeters, 2005): 49-75. (27 pages)

*NOTE: PDFs of items 5-9 above will be supplied to students.

IV. Course Assignments

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, so unexcused absences will result in grade reductions. If a student is absent from more than two classes for any reason, s/he will either be required to do make-up work to avoid further grade reductions or will have to retake the course to receive credit for it, depending on the number of absences. For full credit, assignments must be completed on time. Grades for late written work will be reduced 5% per day (weekends = 1 day) to a maximum reduction of 35%. All assignments must be completed in order to receive credit for this course. Those that have not come in by November 29, 2017 will not be accepted.

Several kinds of assignments have been created to help the student work through the required material in a meaningful way and to understand the basic issues involved in the study of this subject.

1) Readings

Students will be expected to read all of NFM, FN, MH, and EGT†, as well as additional materials specified in section III above. Students will submit a signed Reading Statement (see p. 12 of syllabus) by November 29.

2) Class Participation

Class sessions will often involve reading, translating, and discussing short selections of Greek text that will be provided to participants (e.g., Demetrius the Chronographer, Ezekiel the Tragedian, Greek Minor Prophets Scroll, Papyrus Bodmer XXIV [Psalms], New Testament, Justin Martyr, John Chrysostom, Theodore of Mopsuestia). Students will be evaluated by the professor with respect to their preparedness for, and participation in, classroom discussions. This will count for 10% of the overall grade.

3) Special Presentation

Students will be asked to attend the following special presentation:
September 14, 2:30 – 5:10 pm, Prof. Alison Salvesen (Oxford University) and Dr. Dorothy Peters (TWU/ACTS), “Israel in Egypt.”

More information will be provided in class. Students will write a 750 word response paper in which they discuss how what they have heard informs their understanding of the reception history of the Septuagint within Hellenistic Judaism in particular. The paper is due on September 27 and will count for 5% of the total course grade.

4) Psalms Papyrus Assignment

The agreement concluded in 2012 between the Scholars Initiative (the research arm of the Museum of the Bible) and TWU has created a unique opportunity for students and scholars to work with primary source materials. Currently available from this antiquities collection are digital images of an important papyrus text of Septuagint Psalms (Papyrus Bodmer XXIV = Rahlfs 2110), the focus of a multi-year research and publication venture known as the Greek Psalter Project that is headquartered at this university. For this assignment, decipher, transcribe, and reconstruct an assigned portion of the text (column 39, which will be supplied), and collate it to Rahlfs’ edition of *Psalmi cum Odis* (vol. 10 of the *Septuaginta: Vetus Testamentum graecum* series). This assignment is due on October 11 and will count for 20% of the overall grade.

5) Class Presentation and Paper

The student will prepare a 2500 word paper on one of the luminaries who have played a role in the early reception history of the Septuagint (e.g., Demetrius the Chronographer, Eupolemus, Artapanus, Philo of Alexandria, Josephus, the New Testament authors, Clement of Rome, Aquila, Symmachus, Theodotion, Irenaeus of Lyons, Origen, Gregory Thaumaturgos, Lucian of Antioch, Eusebius Pamphilius of Caesarea, Athanasius of Alexandria, Basil of Caesarea [Basil the Great], Gregory of Nazianzus, Gregory of Nyssa, John Chrysostom, Theodore of Mopsuestia, Cyril of Alexandria, Theodoret of Cyrus/Cyrrhus). This paper should provide some background information on the individual selected but should focus mostly on how that person made use of, and interpreted, the Greek biblical text, and how he fits within the history of the transmission and interpretation of the Greek Bible. The student will present this paper in class, providing copies for the others in the seminar. This will count for 25% of the total grade.

6) Research Paper

The student will write a 4000 word paper on an aspect of the reception history of the Greek Bible within either the Jewish or the Christian tradition. Potential subject areas include the distinction between the production and the reception history of the Septuagint, the reception history of a specific passage in the Septuagint, a study of one of the non-Septuagintal translations or one of the recensions of the Septuagint, or an analysis of the use and interpretation of the Greek Jewish Scriptures by one of the early Jewish or Christian interpreters (different from the one chosen for the class presentation). The student should clear the topic on which s/he would like to write with the professor before embarking on her/his research. This paper is to be carefully researched, well written, properly formatted and footnoted, and it is to include an outline / table of contents (the headings of which appear in the body of the paper as well) and a bibliography of works consulted and cited. Only reputable books and journals/periodicals should be consulted, and at least ten such sources should be used in this paper. Citation or other use of sources must be scrupulously documented. NB: Be advised that plagiarism for this or other assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course. The paper is due on November 22 and will count for 40% of the total grade.

Grading Scale

Letter Grade	Assessment	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

Grade Allocations

1. Class Participation	10%
2. Special Presentation and Response Paper (Sept. 14, 27)	5%
3. Psalms Papyrus Assignment (Oct. 11)	20%
4. Class Presentation and Paper	25%
5. Research Paper (Nov. 22)	40%
6. Reading Statement (Nov. 29). <i>NB: Marks are lost for late or incomplete readings.</i>	

V. Submission of Assignments

Students should submit assignments in Word format.

VI. Course Outline

- Sept. 6 Introduction: Linguistic and Cultural Context of the Septuagint
The Scholars Initiative and Papyrus Bodmer XXIV (= Rahlfs 2110)
Read NFM, ch. 1-2; MH, pp. xi-xiii, 1-17; EGT, ch. 1-4†.
- 13 Septuagint Origins: Early Traditions and Recent Theories
Read NFM, ch. 3-4; MH, pp. 19-56; EGT, ch. 5-6†; Demetrius.
- 14 Special Presentation: Prof. Alison Salvesen (Oxford University),
Dr. Dorothy Peters (TWU/ACTS) – Israel in Egypt (2:30 – 5:10 pm).
- 20 Septuagint Origins: the Hebrew Text; Double Texts; Targumism
Read NFM, ch. 5-6; MH, pp. 57-74; Orsini/Clarysse and Hurtado articles;
Ezekiel the Tragedian.
- 27 The Septuagint in Jewish Tradition: Aquila; Symmachus
Read NFM, ch. 7-8; FN, ch. 2-3; EGT, ch. 7-9 (to p. 156)†;
Pietersma’s “Septuagint Research” article; Greek Minor Prophets Scroll.
- Oct. 4 The Septuagint in Jewish Tradition: Theodotion and *καίτε*
Read NFM, ch. 9; FN, ch. 4; MH, pp. 75-103.
- 11 The Septuagint in Jewish Tradition: Other Ancient Versions
Read NFM, ch. 10-11; FN, ch. 5, 8; Pietersma’s “Messianism” article;
Transcribe column 39 of Papyrus Bodmer XXIV and collate it to Rahlfs’ text.
- 18 The Septuagint in Christian Tradition: Origen’s Hexapla
Read NFM, ch. 12-13; FN, Prefaces, ch. 1, 6-7, 10-11.
- 25 NO CLASS (Reading Week and Modular Courses)
- Nov. 1 The Septuagint in Christian Tradition: Lucian; Hesychius
Read NFM, ch. 14-15; FN, ch. 9; Justin Martyr.
- 8 The Septuagint in Christian Tradition: Other Revisions; Quotations
Read NFM, ch. 16-17; John Chrysostom.
- 15 The Septuagint in Christian Tradition: Interpretative Genres
Read NFM, ch. 18-19; Theodore of Mopsuestia.
- 22 The Septuagint & Christian Origins: Hellenism; NT
Read NFM, ch. 20-21; MH, pp. 105-127. Research paper due.

Nov. 29 The Septuagint & Christian Origins: Church Fathers
 Read NFM, ch. 22; Submit Reading Statement.

†NOTE: If you have previously read Turner's book, see professor for alternative readings.

VII. Select Bibliography

A Dictionary of Christian Biography. 4 vols. Edited by William Smith and Henry Wace.
 London: John Murray, 1877-87.

A New English Translation of the Septuagint. Edited by Albert Pietersma and Benjamin Wright.
 New York / Oxford: Oxford University Press, 2007. [NETS]

Brock, Sebastian P., Charles T. Fritsch and Sidney Jellicoe. *A Classified Bibliography of the Septuagint*. ALGHJ 6. Leiden: Brill, 1973.

Bulletin of the International Organization for Septuagint and Cognate Studies. 1968–2010.

Conybeare, Frederick C. and St. George Stock. *A Grammar of Septuagint Greek*. Grand Rapids: Zondervan, 1980.

Danker, Frederick W., rev. and ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Dogniez, Cécile. *Bibliography of the Septuagint = Bibliographie de la Septante: (1970-1993)*. Leiden: Brill, 1995.

Hatch, Edwin and Henry A. Redpath. *A Concordance to the Septuagint and the Other Greek Versions of the Old Testament*. 3 vols. Oxford: Clarendon, 1897-1906. One-volume reprint including Takamitsu Muraoka's *Hebrew/Aramaic Index to the Septuagint*. Grand Rapids: Baker, 1998.

Hiebert, Robert J. V. *The "Syrohexaplaric" Psalter*. SBLSCS 27. Atlanta: Scholars Press, 1989.

Hiebert, Robert J. V., Claude E. Cox and Peter J. Gentry, eds. *The Old Greek Psalter*. Journal for the Study of the Old Testament Supplement Series 332. Sheffield: Sheffield Academic Press, 2001.

Holladay, Carl R. *Fragments from Hellenistic Jewish Authors*. 2 vols. SBL Texts and Translations Pseudepigrapha Series. Chico: Scholars Press, 1983 [vol. 1]. Atlanta: Scholars Press, 1989 [vol. 2].

Jellicoe, Sidney. *The Septuagint and Modern Study*. Ann Arbor: Eisenbrauns, 1978; Oxford: Oxford University Press, 1968.

———, ed. *Studies in the Septuagint: Origins, Recensions, and Interpretations*. Library of Biblical Studies. New York: Ktav, 1974.

Jobs, Karen H. and Moisés Silva. *Invitation to the Septuagint*. Grand Rapids: Baker Academic, 2000.

Journal of Septuagint and Cognate Studies. 2011–.

Kasser, Rodolphe and Michel Testuz, eds. *Papyrus Bodmer XXIV: Psaumes XVII – CXVIII*. Coligny-Genève: Bibliotheca Bodmeriana, 1967.

Lampe, G. W. H. *A Patristic Greek Lexicon*. Oxford: Clarendon, 1961-68.

Liddell, Henry G., Robert Scott, and Henry S. Jones. *A Greek-English Lexicon*. 9th ed. with Supplement. Oxford: Clarendon, 1996.

Louw, Johannes P. and Eugene A. Nida, eds. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2nd ed. New York: United Bible Societies, 1988, 1989.

- Lust, J., E. Eynikel and K. Hauspie. *A Greek-English Lexicon of the Septuagint*, rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2003.
- McLay, R. Timothy. *The Use of the Septuagint in New Testament Research*. Grand Rapids: Eerdmans, 2003.
- Moulton, J. H. and G. Milligan. *The Vocabulary of the Greek Testament: Illustrated from the Papyri and Other Non-Literary Sources*. Grand Rapids: Eerdmans, 1985.
- Müller, Mogens. *The First Bible of the Church: A Plea for the Septuagint*. Sheffield: Sheffield Academic Press, 1996.
- Muraoka, T. *A Greek-English Lexicon of the Septuagint*. Louvain: Peeters, 2009.
- Pietersma, Albert. "The Edited Text of P. Bodmer XXIV," *Bulletin of the American Society of Papyrologists* 17.1-2 (1980): 67-79.
- . "Ra 2110 (P. Bodmer XXIV) and the Text of the Greek Psalter," in D. Fraenkel, U. Quast, and J. W. Wevers, eds., *Studien zur Septuaginta—Robert Hanhart zu Ehren* (MSU 20; Göttingen: Vandenhoeck & Ruprecht, 1990), pp. 262-286.
- . "Origen's Corrections and the Text of P. Bodmer XXIV," *Journal of Northwest Semitic Languages* 19 (1993): 133-142.
- Septuaginta: Vetus Testamentum Graecum auctoritate Academiae Litterarum Göttingensis editum*. Göttingen: Vandenhoeck & Ruprecht, 1966—.
- Smyth, Herbert W. *Greek Grammar*. Gordon M. Messing, rev. Cambridge, MA: Harvard University Press, 1956.
- Society of Biblical Literature Septuagint and Cognate Studies [SBLSCS] monograph series, 1972—.
- Stone, Michael E., ed. *Jewish Writings of the Second Temple Period: Apocrypha, Pseudepigrapha, Qumran Sectarian Writings, Philo, Josephus*. CRINT 2.2. Philadelphia: Fortress, 1984.
- Swete, Henry B. *An Introduction to the Old Testament in Greek*, 2d ed. Richard R. Ottley, rev. New York: Ktav, 1968; Cambridge: Cambridge University Press, 1902.
- Thackeray, Henry St. John. *A Grammar of the Old Testament in Greek according to the Septuagint*, vol. 1: *Introduction, Orthography and Accidence*. Cambridge: University Press, 1909.
- Thesaurus Linguae Graecae*. [Accessible online via the TWU library website]

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://www1.twu.ca/services>

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. The student's 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 the student does not know his/her account or password, there is a link at the login area called "I forgot my password." When one clicks on that link, one will be walked through the process of retrieving one's 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/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

Paper Formatting

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

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page www.twu.ca/library - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students 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/. In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) 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 can be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should 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. More information is given to incoming students in the fall.

Please check with your professor to see which style he/she recommends you use!!

Course Evaluations

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during 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 Director'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

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for seminary students. Though some features in the handbook are focused on the university's undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<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

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within

the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at <http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able to do so may attend class in person when possible if he/she wishes.)

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
 - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
 - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Webex link fails.)
 - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

Reading Statement
The Septuagint in Early Jewish and Christian Traditions
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Note: Readings are to be completed by the dates indicated below.

- Sept. 6 NFM, ch. 1-2; MH, pp. xi-xiii, 1-17; EGT, ch. 1-4†.
- 13 NFM, ch. 3-4; MH, pp. 19-56; EGT, ch. 5-6†; Demetrius.
- 20 NFM, ch. 5-6; MH, pp. 57-74; Orsini/Clarysse and Hurtado articles; Ezekiel the Tragedian.
- 27 NFM, ch. 7-8; FN, ch. 2-3; EGT, ch. 7-9 (to p. 156)†; Pietersma’s “Septuagint Research” article; Greek Minor Prophets Scroll.
- Oct. 4 NFM, ch. 9; FN, ch. 4; MH, pp. 75-103.
- 11 NFM, ch. 10-11; FN, ch. 5, 8; Pietersma’s “Messianism” article; Column 39 of Papyrus Bodmer XXIV and relevant part of Rahlfs’ text.
- 18 NFM, ch. 12-13; FN, Prefaces, ch. 1, 6-7, 10-11.
- Nov. 1 NFM, ch. 14-15; FN, ch. 9; Justin Martyr.
- 8 NFM, ch. 16-17; John Chrysostom.
- 15 NFM, ch. 18-19; Theodore of Mopsuestia.
- 22 NFM, ch. 20-21; MH, pp. 105-127.
- 29 NFM, ch. 22.

†NOTE: If you have previously read Turner’s book, see professor for alternative readings.

Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. Due: November 29.

I completed _____% of the assigned readings by the due dates.

I completed _____% of the assigned readings after the due dates.

I failed to complete _____% of the assigned readings.

NB: The total of the preceding percentages cannot exceed 100%!!

Signed: _____ Date: _____

Please print your name (in English!) _____