

## **OT 6R1080/NT 6R1090 Septuagint Studies Seminar (draft)**

McMaster Divinity College

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Fall 2025 (Term 1)

Wednesday 4:00 p.m.–5:50 p.m.

### **Course Description**

This course in Septuagint Studies is a focused seminar on the major issues in contemporary Septuagint (LXX) studies. The field of Septuagint Studies has recently become an area of renewed scholarly interest, with the result that a variety of major issues are emerging as areas of serious debate. These include (but are not confined to) the nature and history of the Septuagint or Old Greek text, the Septuagint as a translation, the relationship between the Hebrew parent text and the Greek rendering, the use of the Septuagint in Hebrew textual criticism, the theological and historical tendencies of the Septuagint, the role of the Septuagint within Judaism and early Christianity, the use of the Septuagint (in relation to other versions) in the New Testament, the translations and various versions of the Septuagint, and the continuing function of the Septuagint in the life of the church, the construction of a diplomatic or eclectic text of the Septuagint, among many others. The course introduces the student to the major issues in contemporary Septuagint study and allows the student to explore other areas of interest, either for their own sake or as part of the Septuagint Studies area within the MDC PhD program. This course is led by both Professors Porter and Boda, with important input from Claude Cox.

### **Course Objectives**

Through required and optional reading, lectures and class discussion, seminar presentations, and the completion of assignments, the student should fulfill the following course objectives:

#### **Knowing**

1. to understand the origins, history, and development of the Septuagint, in relation to the Hebrew Bible and in its own right
2. to understand the development of the Septuagint as a biblical text and as a translated document
3. to use the Septuagint as an important source in textual criticism of the Hebrew Bible
4. to trace the history of scholarship on the Septuagint
5. to evaluate as a whole and with regard to individual books the Septuagint as a translation
6. to understand the Septuagint as a religious document

### Being

1. to be and become a responsible interpreter of the Bible, in light of knowledge of the history and development of the Septuagint
2. to appreciate and apply in suitable ways insights into interpretation gained through the development of study of the Septuagint
3. to become a charitable giver and receiver of critical comments of others, to enhance their own understanding and abilities

### Doing

1. to be able to understand and apply a range of critical perspectives on study of the Septuagint
2. to be able to express one's understanding of issues in Septuagint study in both written and oral form
3. to raise and handle significant interpretive questions that emerge from study of the Septuagint
4. to learn to respond constructively and creatively to the range of issues in Septuagint study
5. to be able to give and accept critical comment from fellow scholars

### Course Prerequisites

Prerequisites: This course may be taken as part of the Septuagint Studies area or it may be taken as a Biblical Studies course within either New Testament or Old Testament studies. Students must be studying within either the MA or PhD programs of McMaster Divinity College, with the appropriate language prerequisites met. Students may focus upon either Hebrew or Greek issues in this course but will need to address both.

### Course Requirements

This is an advanced graduate-level course in Septuagint Studies and will be taught in this way. Therefore, it is assumed that students will perform as advanced-level graduate students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom. We understand that many students may not have any significant introduction to Septuagint studies, and so reading of the books noted below as early as possible is imperative as a basis for this course.

Successful completion of this class requires each of the following assignments to be completed satisfactorily. Failure to make a valid attempt to complete *each* of these requirements may constitute grounds for failure of the course.

1. Active participation in each session of the course, including reading of all assigned materials. The student is expected to come to class having prepared sufficiently by means of primary and secondary reading and reflection to make a significant contribution to the topic of discussion for the course each day. Both preliminary and required reading is listed in the

syllabus, and a bibliography is included for further reference. Students will want to begin building their own bibliographies.

2. Presentation of topic paper and seminar paper. The student is expected to distribute one week in advance and lead discussion of assigned presentation papers.

3. Completion of all written assignments. See below.

## Course Textbooks

### *Prerequisite Reading*

Students are required to possess the following and be able to use them as a prerequisite for this course:

A standard critical edition of both the Hebrew Bible and the Greek New Testament. This means the Nestle-Aland (26th, 27th, or 28th edn) or UBS (3rd, 4th, or 5th ed.) or Westcott-Hort Greek editions, or the Biblia Hebraica Stuttgartensia or Biblia Hebraica Quinta or equivalent. Other editions may not be used without permission.

A literalistic English version of the Bible, such as the New American Standard Bible or RSV (or NRSV if RSV not available). Do not use the ESV.

Students are expected to have mastered the basic knowledge to be found in the following:

Books on Hebrew Bible and/or New Testament textual criticism.

Books on exegesis.

Reference grammars of both ancient Greek (especially New Testament Greek, but Septuagint encouraged) and Hebrew.

Other language, history, and theology books as appropriate (the professors can recommend suitable books in this area).

### *Required Reading*

1. All students are required to read the following:

Jobes, Karen H., and Moisés Silva. *Invitation to the Septuagint*. Grand Rapids: Baker, 2000; 2<sup>nd</sup> ed., 2015.

2. Students are also required to choose and read one of the book-length introductions to the Septuagint listed in the attached bibliography (see Introductions).

3. Students are required to read all of the readings assigned for the topics to be discussed in the individual class sessions.

4. Students are required to read the assigned portion designated by the presenter for each seminar presentation.

5. Students are required to read any further assigned reading.

The quantity of reading that the student does will be assessed at the end of the term.

### *Highly Recommended Reading*

The following volume is highly recommended for those students who wish to learn how to become publishing scholars, as well as learning how to write their dissertations or theses:

Stanley E. Porter. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor University Press, 2010.

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at [books@readon.ca](mailto:books@readon.ca). The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

## Course Assessment

Each student is required to attempt to complete the following requirements, with the indicated weighting of value. Failure to attempt each assignment may constitute grounds for failure of the course.

**1. Participation and assigned readings, including “translation” of Greek and/or Hebrew** (0%—but reduction of up to 10% of final grade for failure to fulfill the requirement). Students are expected to participate actively in the class and to read all of the assigned materials (including preliminary reading) and the Greek and/or Hebrew text assigned for translation. “Translation” does not mean simply creating a duplicate of some other translation, but does mean analyzing the text and identifying the major linguistic issues, for either Greek or Hebrew or both (the focus of each student’s interests will vary depending upon their perspective on the Septuagint), as per the assignment of the day. Students are expected to have insight into all of the passages assigned for translation, but focus upon ten consecutive verses of any given translation assignment for posting through A2L for comment by another student. Instructions for this assignment will be furnished the first day of class and monitored by Dr. Boda.

**2. Topical Paper** (35%). Each student is to select one of the topics from the topics discussed in the class sessions from September 10 to November 5 (or another suitable topic proposed by the student) and write a 5,000 word paper (including footnotes and bibliography) outlining the major issues on the topic. The paper should argue for a definitive solution to the major issues identified. The topic of the paper is to be identified by **September 24** by means of written submission. The paper is to be distributed one week in advance and then discussed (in summary form) and submitted on **November 12**.

**3. Seminar Paper** (50%). Each student is to select one significant biblical book, passage, or issue in Septuagint studies (not treated under 2) and write an 8,000 word paper (including footnotes and bibliography) on the topic suitable for publication in a major academic journal or appropriate collection of essays. This paper forms the basis of the student presentation. Paper topics are to be decided by **October 1**, along with dates for presentation and respondents. The paper is to be distributed to the class one week before presentation, along with suggested reading to encourage discussion. The student is to designate either reading up to 8,000 words or a significant biblical passage for the other students to read in advance of the presentation. This reading is to be indicated two weeks before the presentation. The presentation in class will be no longer than two minutes. One of the professors will make a marked copy of the student’s first draft available for return. If the student chooses to accept the marked copy, the student also

pledges to resubmit the marked copy when the final form of the paper is submitted. Both are required to constitute a complete submission. The revised version of the seminar paper is due **December 10**.

**4. Seminar Response (15%).** Each student is to write and present a 2,000 word seminar response, in which one of the seminar presentations (see 3 above) is critically evaluated. Utilization of primary and secondary sources is expected geared to both method and execution. The response paper is to be distributed two days in advance (by Sunday night before the presentation). The responses will be assigned in conjunction with the presentations. The response in class will be no more than one minute and should incite discussion. Write your response accordingly. One of the professors will make a marked copy of the student's first draft available for return. If the student chooses to accept the marked copy, the student also pledges to resubmit the marked copy when the final form of the paper is submitted. Both are required to constitute a complete submission. You will need to arrange with the author of your paper to get the final version of their seminar paper for your own revisions. The revised version of the response paper is due **December 12**.

The professors assume that students already know how to research, write, and orally present papers. Content, clear thinking, and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses* (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>). Any paper that does *not* conform to the MDC Style Guide, whether a draft submission or final paper, will only be able to earn the highest mark of a C+.

There are no late papers in this course. Late papers are decreased by half a full letter grade (5%) each day or portion of a day that they are late. Papers are due on the day assigned. This applies to drafts distributed for seminar presentation as well as final copies. Do not ask for exceptions to this policy. Failure to submit a written statement of a paper topic, or failure to write on the submitted topic, will result in a failing grade on the assignment.

### **Classroom Behavior and Policies**

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.
2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.
3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.
4. Students should be on time to class or be prepared to offer an explanation after class to the professor.

5. Students are expected to stay for the entire class session, unless arranged in advance.
6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up (one of the professors in particular loves donuts and happily receives these as atonement for a multitude of indiscretions, such as lateness!).
7. Students are not expected to be doing work on any other subject except that of this course according to the outline below and as appropriate.
8. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.
9. No cell phones may be used in any way, and no computers on anything but immediate and direct course business.

**Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.**

### **Academic Honesty**

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents. This is a special issue for those pursuing second and third degrees in theology. It is understood that students will be building on earlier ideas and work, but it is expected that students will not hand in material that is merely "warmed over" previous work. If there is reason for concern speak with the professor about this.

**A special note about AI:** You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty @ <https://mcmasterdivinity.ca/rules-regulations/>

## **Gender Inclusive Language**

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

See further: <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

## **AODA**

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

## **Absence Due to Illness**

If you must miss class due to an illness, you must contact me (via email) as soon as possible to let me know. Likewise, if I should become ill, I will communicate with you via A2L about how we will make up class sessions. Although much of the course content will be made available via A2L, it would still be a good idea to have a friend take notes for you, if possible.

## **Inclement Weather**

If on a class meeting day MDC closes due to inclement weather, I reserve the right to move the lessons and, where possible, class activities for the week to A2L (asynchronous format). This will help to ensure that we stay on target in the course.

## **Course Schedule**

This is a reasonable yet tentative outline of the content of each session's activities. The professors reserve the right to change the content of lectures and topics. The readings listed are a minimum to be read for the day. Students are encouraged to discover their own reading material under each topic, especially in the various introductions to the Septuagint. The tentative professor of the day will be finalized at the beginning of the semester. Most of these lectures will

soon appear as articles in a published volume, so we will provide proofs of these articles for you to read, as well as some related reading.

**September 10: Course requirements; What Is the Septuagint? Its Origins, Nomenclature, and History (Porter)**

**LXX Volume:** Porter, “What Is the Septuagint? Its Origins, Nomenclature, and History.”

**Reading:** *Letter of Aristeeas* (various translations; Greek text by Thackeray in Swete, *Introduction*); Philo, *De Vita Mosis* 2.26–44; Josephus, *Antiquities* 12.2.1–15 §§11–118; Josephus, *Against Apion* 2.4 §§45–47; James K. Aitken, “The Origins and Social Context of the Septuagint,” *The T&T Clark Handbook of Septuagint Research*, ed. William A. Ross and W. Edward Glenny (London: T&T Clark, 2021), 9–20.

**September 17: The Greek and Hebrew Languages of the Septuagint (Porter and Boda)**

**LXX Volume:** Boda, “The Hebrew Language of the Septuagint”; Porter, “The Greek Language of the Septuagint.”

**Reading:** Stanley E. Porter, “History of Scholarship on the Language of the Septuagint,” in *Handbuch zur Septuaginta / Handbook of the Septuagint. LXX.H 3. Die Sprache der Septuaginta / The Language of the Septuagint*, edited by Eberhard Bons and Jan Joosten (Gütersloh: Gütersloher Verlag, 2016), 15–38; Jan Joosten, “Septuagint, Underlying Knowledge of Hebrew,” in *Encyclopedia of Hebrew Language and Linguistics*, edited by Geoffrey Khan (Leiden: Brill, 2013), 542–43, available online [here](#); T. Muraoka, *A Syntax of Septuagint Greek* (Leuven: Peeters, 2016), xxxvii–xlvii, and selected linguistic phenomena of interest; Bruce K. Waltke and M. O’Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake, IN: Eisenbrauns, 1990), 3–30.

**Translation:** Genesis 1:1–31

**September 24: The Manuscript Tradition of the Septuagint: Ancient and Modern (Cox)**

**LXX Volume:** Cox, “The Manuscript Tradition of the Septuagint: Ancient and Modern”

**Reading:** [www.academia.edu/8570565/](http://www.academia.edu/8570565/) [Some Things Biblical Scholars Should Know about the Septuagint Restoration Quarterly 56 2014 pp 85 98 pp 85 98](#)  
<https://www.academia.edu/9585809/> [The Text of Old Greek Job a History of its Transmission](#)

**Translation:** Judges 2:1–10; Jeremiah 25:1–19 (LXX) 25:1–13; 49:34–39 (MT)

**Topic Paper topic to be decided and submitted in written form.**

**October 1: Other Translations (e.g. Aquila, Theodotion, Symmachus, etc.) and Versions of the Greek Bible (Cox)**

**LXX Volume:** Cox, “Aquila, Symmachus, and Theodotion and the Septuagint”; Cox, “The Place of the Secondary Versions in the Study of the Septuagint.”

**Reading:** R. Timothy Lay, *The OG and Th Versions of Daniel*, SCS 43 (Atlanta: Scholars Press, 1996), 1–28; Claude E. Cox, “An Apology for the So-called ‘Daughter Versions’ or Sub-versions of the Bible, with Special Reference to the Armenian Version of the Book of



Job” (unpublished) online: <http://macdiv.academia.edu/ClaudeCox>; Claude E. Cox, “The Septuagint and the Secondary Versions,” *The T&T Clark Handbook of Septuagint Research*, ed. William A. Ross and W. Edward Glenny (London: T&T Clark, 2021), 175–89; James K. Aitken, “The Origins of KAI ΓΕ,” in *Biblical Greek in Context: Essays in Honour of John A. L. Lee*, ed. T. V. Evans and James K. Aitken, *Biblical Tools and Studies* 22 (Leuven: Peeters, 2015), 21–40.

**Translation:** Deuteronomy 25:1–10; Daniel 12:1–13 (both Greek versions); 2 Reigns 1:1–16

**Seminar Paper topic to be decided and submitted in written form.**

### **October 8: The Relation of the Septuagint to the Hebrew Bible and Use of the Septuagint in Textual Criticism**

**LXX Volume:** Konkel, “The Relation of the Septuagint to the Hebrew Bible and Use of the Septuagint in Textual Criticism.”

**Reading:** Anneli Aejmelaeus, “What Can We Know about the Hebrew *Vorlage* of the Septuagint?” in *On the Trail of the Septuagint Translators: Collected Essays* (Kampen: Kok Pharos, 1993), 77–115; Benjamin G. Wright, *No Small Difference: Sirach’s Relationship to its Hebrew Parent Text*, SCS 26 (Atlanta: Scholars Press, 1989), 1–18; Emanuel Tov, *The Text-Critical Use of the Septuagint in Biblical Research* (Jerusalem: Simor, 1981), 29–72.

**Translation:** Isa 38:1–8, 21–22 alongside 2 Kings 20:1–11 (look for differences)

### **Reading Week, so no class meeting on October 15**

### **October 22: The Translation Techniques of the Septuagint and Its Retroversion**

**LXX Volume:** Wolters, “The Translation Techniques of the Septuagint and Its Retroversion.”

**Reading:** Theo A.W. van der Louw, *Transformations in the Septuagint: Towards an Interaction of Septuagint Studies and Translation Studies*, Contributions to Biblical Exegesis and Theology 47 (Leuven: Peeters, 2007), 1–23; Joachim Schaper, “The Concept of the Translator(s) in the Contemporary Study of the Septuagint,” in *In the Footsteps of Sherlock Holmes: Studies in the Biblical Text in Honour of Anneli Aejmelaeus*, edited by Kristin De Troyer, T. Michael Law, and Marketta Liljeström, Contributions to Biblical Exegesis and Theology 72 (Leuven: Peeters, 2014), 31–46.

**Translation:** Isaiah 40:1–11; Joel 3:1–5

### **October 29: Modern Commentary on the Septuagint (Porter and Cox)**

**LXX Volume:** Porter, “Modern Commentary on the Septuagint: The Brill Septuagint Commentary Series”; Cox, “Modern Commentary on the Septuagint: The Society of Biblical Literature Commentary Series.”

**Reading:** Stanley E. Porter, “The Septuagint: A Greek-Text-Oriented Approach,” in *The T&T Clark Handbook of Septuagint Research*, ed. William A. Ross and W. Edward Glenny (London: T&T Clark, 2021), 363–77; Albert Pietersma, “A New Paradigm for Addressing Old Questions: The Relevance of the Interlinear Model for the Study of the Septuagint,” in *Bible and Computer: The Stellenbosch AIBI-6 Conference. Proceedings of the Association*

*Internationale Bible et Informatique “From Alpha to Byte,” University of Stellenbosch 17–21 July, 2000*, ed. Johann Cook (Leiden: Brill, 2002), 337–64 online at <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=388B24D091A9211B33C8AF78D96D6B7F?doi=10.1.1.131.1017&rep=rep1&type=pdf>

**Translation:** Genesis 17:1–14

### **November 5: The Theology of the Septuagint and Questions of Canon (Boda); Septuagint in the New Testament (Porter)**

**LXX Volume:** Boda, “*Trifaria Varietas* in the Textual Traditions of the Old Testament: Variation and Restriction”; Porter, “The Septuagint and the New Testament.”

**Reading:** R. Timothy McLay, *The Use of the Septuagint in New Testament Research* (Grand Rapids: Eerdmans, 2003); Mogens Müller, *The First Bible of the Church: A Plea for the Septuagint* (Sheffield: Sheffield Academic, 1996), 98–123; Steve Moyise, “The Septuagint in the New Testament,” in *The T&T Clark Handbook of Septuagint Research*, ed. William A. Ross and W. Edward Glenny (London: T&T Clark, 2021), 243–54; Martin Hengel, with Roland Deines, *The Septuagint as Christian Scripture: Its Prehistory and the Problem of Its Canon*, translated by Mark E. Biddle (Edinburgh: T&T Clark, 2002), 25–56; W. Edward Glenny, “The Septuagint and Biblical Theology,” *Themelios* 41 (2016) 263–78; Glenny, “The Septuagint and Theology,” in *The T&T Clark Handbook of Septuagint Research*, ed. William A. Ross and W. Edward Glenny (London: T&T Clark, 2021), 313–27.

**Translation:** Psalm 8

### **November 12: Topical Papers**

**LXX Volume:** Porter, “Where Is the Study of the Septuagint Going?”

**Topical Papers Due.**

**ETS/IBR/SBL, so no class meeting on November 19**

### **November 26: Seminar Paper Presentations**

### **December 3: Seminar Paper Presentations**

### **December 10: Final Reflections**

**\*Submission of Revised Seminar Paper on December 10**

**\*Submission of Response Paper to Revised Seminar Paper on December 12**

## Septuagint Bibliography

This bibliography does not include works on the Hebrew Bible and does not include standard works that Greek scholars should know, such as LSJ and BDF. This is a bibliography drawing on contributions by Mark Boda, Claude Cox, Gus Konkel, and Stanley Porter.

### *Bibliographies*

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

Dogniez, Cécile, ed. *A Bibliography of the Septuagint: 1970–1993*. VTSup 69. Leiden: Brill, 1995.

LXX.D bibliography online: <http://www.septuagintaforchung.de/files/WUNT-219-Bibilographie.pdf>

Lust, J. Selective bibliography; online: <http://www.bible-researcher.com/lxx-bibliography.html> Compiled in Feb. 1999.

Ross, William A. “The Past Decade in Septuagint Research (2012–2021).” *CurBR* 21.1 (2022): art. 1, pp. 293–337.

UBS, for LXX, online: <http://www.ubs-translations.org/bibliographies/#c519>

Wevers, J. W. “Septuaginta Forschungen.” *Theologische Rundschau* 22 (1954) 85–138, 171–90; “Septuaginta Forschungen seit 1954.” *Theologische Rundschau* 33 (1968) 18–76.

### *Editions*

Brooke–McLean (incomplete)

Brooke, Alan England, and Norman McLean, eds. *The Old Testament in Greek According to the Text of Codex Vaticanus, Supplemented from Other Uncial Manuscripts, with a Critical Apparatus Containing the Variants of the Chief Ancient Authorities for the Text of the Septuagint*. Cambridge: Cambridge University Press. Volume I, The Octateuch, Part I, Genesis (1906); Part II, Exodus and Leviticus (1909); Part III, Numbers and Deuteronomy (1911); Part IV, Joshua, Judges and Ruth (1917). Online: <https://archive.org/details/OldTestamentGreeklxxTextCodexVaticanus>

Brooke, McLean and Henry St. John Thackeray, eds., *The Old Testament in Greek According to the Text of Codex Vaticanus, Supplemented from Other Uncial Manuscripts, with a Critical Apparatus Containing the Variants of the Chief Ancient Authorities for the Text of the Septuagint*. Volume II, The Later Historical Books, Part I, I and II Samuel (1927); Part II, I and II Kings (1930); Part III, I and II Chronicles (1932); Part IV, I Esdras, Ezra–Nehemiah (1935); Vol. III, Part I, Esther, Judith, Tobit (1940). Online: <https://archive.org/details/OldTestamentGreeklxxTextCodexVaticanus>

Rahlfs, Alfred, ed. *Septuaginta. Id est Vetus Testamentum graece iuxta LXX interpretes*. Stuttgart: Württembergische Bibelanstalt, 1935; repr. 1965; new ed. by R. Hanhart, 2006.

Swete, Henry Barclay. *Greek Old Testament according to the Septuagint*. Cambridge: Cambridge University Press, 1887–94. Online:  
<http://www.ccel.org/ccel/swete?show=worksBy>

Göttingen Edition (eclectic; incomplete)

Septuaginta Vetus Testamentum Graecum, Auctoritate Academiae Scientiarum  
 Gottingensis editum. Göttingen: Vandenhoeck & Ruprecht.  
 J.W. Wevers, ed., *Genesis*, I (1974); *Exodus*, II, 1 (with the help of Udo Quast, 1991);  
*Leviticus*, II, 2 (1986); *Numeri*, III, 1 (with the help of Udo Quast, 1982);  
*Deuteronomium*, III, 2 (1977); Udo Quast, ed., *Ruth*, IV, 3 (2006); Robert Hanhart,  
 ed., *Esdrae liber I*, VIII, 1 (1974); *Esdrae liber II*, VIII, 2 (1993); *Esther*, VIII, 3  
 (1966); *Iudith*, VIII, 4 (1979); *Tobit*, VIII, 5 (1983); Werner Kappler, ed.,  
*Maccabaeorum liber I*, IX, 1 (1936; 2<sup>nd</sup> ed., 1967); *Maccabaeorum liber II*, IX, 2  
 (1959; 2<sup>nd</sup> ed., 1976 by Robert Hanhart); Robert Hanhart, ed., *Maccabaeorum liber*  
*III*, IX, 3 (1960; 2<sup>nd</sup> ed., 1980); Alfred Rahlfs, ed., *Psalmi cum Odis*, X (1931; 2<sup>nd</sup> ed.,  
 1967); Joseph Ziegler, ed., *Iob*, XI, 4 (1982) *Sapientia Salomis*, XII, 1 (1962; 2<sup>nd</sup> ed.,  
 1980); *Sapientia Iesu Filii Sirach*, XII, 2 (1965); *Duodecim Prophetiae*, XIII, 1 (1943;  
 2<sup>nd</sup> ed., 1967); *Habacuc Caput III*, XIII, 2 (1984); *Isaias*, XIV (1939; 2<sup>nd</sup> ed., 1967);  
*Ieremias*, *Baruch*, *Threni*, *Epistula Ieremiae*, XV (1957; 2<sup>nd</sup> ed., 1976); *Ezechiel*, XVI  
 (1952; 2<sup>nd</sup> ed., 1978 with D. Fraenkel); *Daniel*, *Susanna*, *Bel et Draco*, XVI, 2 (1954;  
 2<sup>nd</sup> ed., 1999 by Oliver Munnich).

### **Commentary Series**

There are many other individual commentaries on various books of the Septuagint. These are not listed here, but are worth consulting.

*La Bible d'Alexandrie*, edited by Marguerite Harl et al. Paris: Cerf. (incomplete)

*La Genèse*, 1 (1986); *L'Exode*, 2 (1989); *Le Lévitique*, 3 (1988); *Les Nombres*, 4  
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*Premier livre des Règles*, 9.1 (1997); *Deuxième livre d'Esdras*, 11.2 (2010); *Esther*,  
 12 (2012); *Les Proverbes*, 17 (2000); *L'Ecclésiaste*, 18 (2002); *Les Douze Prophètes*:  
*Osé*, 23.1 (2002); *Les Douze Prophètes*, 23.4–9 (1999); *Malachie*, 23.12 (2011)

*Septuagint Commentary Series (SEPT or SCS)*, edited by Stanley E. Porter, Richard S.  
 Hess, and John Jarick. Leiden: Brill. (incomplete)

*Genesis* (Susan Brayford; 2007); *Exodus* (Daniel M. Gurtner; 2013); *Joshua* (Graeme  
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