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AN INTRODUCTION TO ARAMAIC
CORRECTED SECOND EDITION
by
Frederick E. Greenspahn

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Dolerite wall relief from Sinjerli (Sam'al) showing King Barrekib on his throne with a scribe. Aramean c. 750 B.C.E. Vorderasiatisches Museum, Staatliche Museen, Berlin, Germany. Used with permission of Foto Marburg/Art Resource, NY.

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PREFACE

This book is intended for students who are just beginning to study Aramaic. Seldom is it the language's inherent value which attracts such individuals; more often, they are motivated (if not always directly) by an interest in the Bible, although some may want to explore early Judaism or Christianity as well. This fact has several fairly obvious corollaries for a book such as this. First, it means that those using it already have some familiarity with Hebrew, typically biblical Hebrew. At the same time, however, that knowledge is probably rudimentary, given the stage at which most students are encouraged, or expected, to learn Aramaic. Finally, it suggests that students are likely to proceed to other Aramaic texts or other Semitic languages, whether they realize it yet or not. In other words, although biblical Aramaic is usually introduced as an end in itself, it most often functions as a bridge between the Hebrew Bible and some other, related area.

This text tries to take these facts seriously. Recognizing students' existing knowledge and motivation, it treats Aramaic as if it were a dialect of Hebrew, without trying to cover all of the language's depth and richness. This is a widespread, if seldom acknowledged, approach with a long pedigree. The fourteenth century grammarian Profiat Duran described Aramaic as "the Holy Tongue corrupted" (לשון הקדש שנשחבש).^{*} That, however, is a patently inaccurate and very unfair way to characterize an independent language that has produced several quite separate bodies of literature, each historically and linguistically important in its own right.

Our only justification for this approach is pedagogic utility. Indeed, pedagogic considerations have governed most of the presentation here, which has been kept as non-technical as possible. Thus verb, noun, and pronoun charts include hypothetical forms (unmarked) on the premise that students will find it easier to learn patterns as a whole without trying to distinguish attested from theoretical forms or to remember where direct evidence is lacking. Where several alternative forms exist, only one is presented. The selection of these preferred forms has frequently been difficult, especially in cases of *ketiv* and *qerê*, where the problem of deciding whether it is pre-Christian or masoretic Aramaic that is being taught had to be con-

^{*}*Ma'aseh Efod*, ed. J. Friedländer and J. Kohn (Vienna: Haltsware, 1865) p. 40.



fronted. Our decisions have been somewhat eclectic. Thus the second person masculine singular pronoun is presented as ܐܢܬܐ, in conformity with the *qerê*, rather than the presumably earlier *ketiv* ܐܢܬܐ, while proper names have been presented exactly as they occur in the standard *Biblia Hebraica Stuttgartensia*; thus ܐܕܪܝܫ, despite the obvious anomaly in the placement of the vowel. In order to ensure the consistency of what students encounter, the biblical text has occasionally been normalized to fit the regular patterns taught in the grammar. Students may, therefore, wish to read the original exactly as it appears in the Bible after finishing this course.

Pedagogical concerns have also affected terminology. Thus the conjugations are identified as G, D, and H in order to facilitate comparison among Semitic languages, which would be complicated by terms such as *pe'al*, *pa'el* and *haf'el*, which are appropriate for Aramaic alone.

A word about the terms “conjugation” and “tense” is also in order. The nature of the phenomena which these terms designate is enmeshed in difficult technical issues. We have chosen to use terms that are likely to be familiar from the study of other languages, letting instructors choose whether to describe the problems involved or to leave that for some later stage of study. Similarly, the periodization presented in chapter 2 is only one of several that are possible. Since any such scheme is inherently arbitrary and heuristic, a straightforward one that would facilitate clarity was selected.

It should by now be obvious that this is not intended to be a reference work, although paradigms and a glossary are included at the end. There is already an abundance of advanced and technically proficient resources for those who choose to continue beyond the introductory level. This book is meant to help students take advantage of those tools. It has, therefore, been constructed as a kind of workbook, organized around the Aramaic passages from the Bible. These are at first simplified and abridged, in order to keep the quantity of new vocabulary to within manageable proportions. Daniel 7, the last biblical passage in Aramaic, is read exactly as it occurs in the Bible (chapter 27).

Each chapter introduces a grammatical feature. Vocabulary has been coordinated with the biblical passages and divided into two sections: words that are “To Be Learned” and others that are for “Reference” only. This distinction makes it possible to define all the words that appear in the selected biblical readings without requiring students to learn more than about ten at a time. Definitions of “Reference” words are repeated in any chapter in which they recur. Of course, all vocabulary words are listed in the glossary, which is not a complete lexicon of biblical Aramaic, but contains only words actually used in the passages which appear in this book; for that reason, it also includes the handful of Hebrew terms that occur in some

of the late texts presented in the readings. Both grammar and vocabulary are reviewed in practice exercises.

While there is much about this presentation of the material that may appear idiosyncratic, I am deeply aware of my debt to many scholars whose knowledge and experience of Aramaic far exceeds my own. Experienced teachers will likely recognize the influence of Ethelyn Simon, Irene Resnikoff, and Linda Motzkin's *The First Hebrew Primer* (3d edition, Oakland, CA: EKS Publishing Co, 1992), Isaac Jerusalmi's *The Aramaic Sections of Ezra and Daniel* (Cincinnati: Hebrew Union College-Jewish Institute of Religion, 1972), and Ehud ben Zvi, Maxine Hancock, and Richard Beinert's *Readings in Biblical Hebrew, An Intermediate Textbook* (New Haven: Yale University Press, 1993), a debt gratefully acknowledged. The grammar draws heavily on Franz Rosenthal's *A Grammar of Biblical Aramaic* (Wiesbaden: Otto Harrasowitz, 1963) and Hans Bauer and Pontus Leander's *Grammatik des Biblisch-Aramäischen* (Halle/Saale: Max Niemayer Verlag, 1927). Rather than supplanting these valuable tools, this book is intended to prepare students to use them easily and profitably. Like training wheels, the surest sign of its success will be when it is no longer necessary. For students to outgrow it will, therefore, be a source of pleasure rather than evidence of its inadequacy. Indeed, after finishing this course, students should be encouraged to acquire other tools, primarily Rosenthal's *Grammar*, which is in English and in print.*

Several individuals contributed to this project in a variety of ways. Marvin Sweeney and David Petersen had the confidence to propose that I undertake it in the first place. Barbara Beckman helped with technical elements of preparing the manuscript, while Jeanne Abrams and Diane Rutter provided a supportive environment. Paul Kobelski and Maurya Horgan shared their skill and creativity to bring that manuscript to final form. Paul Flesher, Peter Miscall, Gary Rendsburg, and Seth Ward reviewed an earlier draft, rooting out errors and proposing improvements, while David Ackerman, Scott Althof, Susan Brayford, Gary Collier, Brandon Fredenberg, Arlene Lance, Joy Lapp, Gilberto Lozano, Aquiles Martinez, Andrew Tooze, and David Valeta shared students' perspectives. Special gratitude belongs to those who have shared their observations about earlier editions, particularly, the errors and problems they found in it. Steven E. Fassberg, Richard Hess, Joseph L. Malone, Scott Noegel, Ken Penner, Max Rogland, Antoon Schoors, Eileen Schuller, and Eibert Tigchelaar, provided

*Other grammars which might be helpful are Alger F. Johns, *A Short Grammar of Biblical Aramaic* (Berrien Springs, MI: Andrews University Press, 1972) and Elisha Qimron, *אֲרָמֵית הַבְּקִרְאִית* (2nd ed.; Jerusalem: Mosad Bialik and Ben Gurion University, 2002).



particular assistance in this regard. For all of these contributions I am deeply grateful. Any other corrections or suggestions readers can share with me would be very much appreciated. In the end, the decision of how to use the information they so generously shared was my own along with responsibility for the finished product, which often, but not always, followed their suggestions. I hope it will provide a straightforward introduction to a subject rarely begun in a simple way and a coherent enough presentation to kindle interest in proceeding further.



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ABBREVIATIONS

A	alef (א) stem (<i>ʔaf^cel</i>)
c	common (number)
estr	construct
D	D stem (<i>pī^cel</i> or <i>pa^cel</i>)
f	feminine
G	G stem (<i>qal</i> , <i>pe^cal</i>)
H	H stem (<i>hif^cil</i> or <i>haf^cel</i>)
imf	imperfect
imv	imperative
inf	infinitive
inter.	interrogative
intrans	intransitive
lit.	literally
m	masculine
obj.	object
p	plural
pass	passive
pf	perfect
ptc	participle
s	singular
š	šin (ש) stem (<i>shaf^cel</i>)
sf	suffix
t	conjugation with prefixed <i>t</i> (as in Hebrew <i>hitpa^cel</i>)
trans	transitive



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