

Introduction to Hermeneutics Syllabus

ON5100 (3 Credit Hours)

Tuesdays, 1:00-4:00pm

Reformed Theological Seminary

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I. Introduction: Purpose and Goals of the Course

The course is designed to introduce the student to the methods, tools and interpretative principles necessary for doing independent exegetical study in the Greek New Testament. This course attempts to teach the student how to begin to interpret the NT, especially in the original Greek, and to understand the NT as literary art. A mastering of the material in this course will also enable a student to begin to evaluate the work of others (i.e., commentaries, books, articles). In this respect, the student should become familiar with the various kinds of interpretative problems, grammatical and syntactical analysis, a discourse analysis approach, word study methods, historical background material, approaches to the various literary genres of the NT, and other elements necessary for inductive, analytical exegesis. The course is also designed to discuss hermeneutics in an introductory manner: e.g., (1) what presuppositional framework undergirds our exegetical method, (2) the relationship of the OT to the NT, and, to some degree, (3) how does the meaning of the first century NT text apply to the contemporary church and world? The course should also serve as a general introduction to NT studies. The data of this course are assumed in all other NT and OT exegesis courses which fulfill the M. Div. and M.A. in Exegesis degree requirements and is therefore required of all students in the program.

This course is crucial in accomplishing the following general goals of the M. Div. program, which are:

1. Biblical and biblical-theological based on the original languages of the Bible;
2. Academic skills and scholarly reflection;
3. Christian life and service in the academy or church (or para-church ministries) for the advancement of the gospel through the church and the world for God's glory.

The specific goals of the course are:

- to advance with confidence and ability to the original language exegetical courses of the program;
- to work as responsible participants within the best of the Christian tradition in faithful interpretation of the Scriptures;
- to serve the church and the world through the modeling and practice of the skillful interpretation of the Bible, with the effect that they themselves and those they serve will be biblically grounded and theologically formed;
- to advance successfully in the field of biblical studies to be able to pursue advanced degrees or serve effectively in church, parachurch or mission settings.

The course focuses on hermeneutical theory and exegetical method. Students will develop a method that will furnish them with an ability to interpret Scripture. The course is a survey of the principles, methods, and history necessary for a proper interpretative approach to biblical literature and its various literary genres. Though the course will provide a broad introduction for interpreting the whole Bible, the actual assignments of the course will be based primarily on the Greek New Testament. The course itself is necessary to complete all exegetical courses in Old and New Testament.

II. The Nature of the Course Assignments

There has been a circulating story for a long time about a wise man who wanted to help a hungry beggar. Instead of giving him a meal or money to buy food, he gave him a fishing pole. When he was asked why, he answered and said, "If you give a man a fish, you feed him for a day, but if you teach a man to fish, you feed him for a life-time." The assignments of this course are built around this principle. Indeed, the entire graduate biblical education should be built upon this principle (with the assumption of an orthodox theological framework), as should all of our ministries. The course is not merely intended to convey information for your memories but to impart methods, tools, and skills so that you may be able to mine information from the biblical text for yourself, while understanding how one properly builds on the shoulders of the past Church. Therefore, the student will be given opportunity to practice each important tool and method introduced in the course. Such practice will come through both daily and major assignments. Class sessions will typically be given over to analyzing assignments due for that day and discussing methods and tools necessary for completing the next assignment. Usually, assignments will focus on a study of some aspect of a biblical text.

III. Textbooks

1. It is assumed that all MA students will have the following:

- W. Bauer, et al., A Greek-English Lexicon of the New Testament and Other Early Christian Literature, 3rd ed., Chicago and London: University Press, 2000.
- Novum Testamentum Graece, eds. E. Nestle and K. Aland, 28th ed., Stuttgart: Deutsche Bibelgesellschaft, 1993.

2. The following texts are required:

- G. D. Fee, New Testament Exegesis, A Handbook for Students and Pastors. Third Edition. Philadelphia: Westminster John Knox Press, 2002.
- G. K. Beale, A packet entitled "Packet of Handouts on New Testament Exegetical Methods."
- G. K. Beale, An Interpretative Lexicon to the Greek New Testament (Grand Rapids: Zondervan, 2014)
- D. A. Carson, Exegetical Fallacies. Grand Rapids: Baker, 1984.
- R. H. Stein, The Synoptic Problem, An Introduction. Grand Rapids: Baker, 1987
- Laminated "Logical Relationships Card" by R. Tansill.
- Accordance Bible Software (I recommend the "Green Level 1" bundle; this is highly, highly recommended).
- Daniel B. Wallace, New Testament Greek Syntax Laminated Sheet (Grand Rapids: Zondervan, 2009).

3. The following books, which should have considerable usefulness for NT exegesis, are available in the library (but these need not be purchased in order successfully to complete this course):

- G. K. Beale, The Right Doctrine from the Wrong Texts? Essays on the Use of the Old Testament in the New Testament. Grand Rapids: Baker, 1994.
- R. E. Brown, An Introduction to the New Testament. New York: Doubleday, 1997.
- D. A. Carson and D. J. Moo, An Introduction to the New Testament. Grand Rapids: Zondervan, 2005.
- R. F. Collins, Introduction to the New Testament. Garden City, NY: Doubleday, 1983.
- F. W. Danker, Multipurpose Tools for Bible Study, 3rd ed. St. Louis: Concordia, 1970.
- G. D. Fee and D. Stuart, How to Read the Bible for All Its Worth. Grand Rapids: Zondervan, 2003.
- S. Greidanus, The Modern Preacher and the Ancient Text. Grand Rapids: Eerdmans, 1988.
- S. Greidanus, Preaching Christ from the Old Testament. Grand Rapids: Eerdmans, 1999.
- I. H. Marshall, ed., New Testament Interpretation: Essays on Principles and Methods. Grand Rapids: Eerdmans, 1977.

- B. M. Metzger, A Textual Commentary on the Greek New Testament. London/New York: United Bible Societies, 1994.
- H. Robinson, Biblical Preaching. Grand Rapids: Baker, 1981.
- T. R. Schreiner, Interpreting the Pauline Epistles. Grand Rapids: Baker, 1990.
- M. Silva, Biblical Words and Their Meaning. Grand Rapids: Zondervan, 1983.
- R. N. Soulen, Handbook of Biblical Criticism, 2nd ed. Atlanta: John Knox, 1981.
- R. H. Stein, Difficult Passages in the Gospels. Grand Rapids: Baker, 1983.
- R. H. Stein, Difficult Sayings in the Gospels: Jesus' Use of Overstatement and Hyperbole. Grand Rapids: Baker, 1985.
- P. Cotterell and M. Turner, Linguistics and Biblical Interpretation. Downers Grove: IVP, 1989.
- K. J. Vanhoozer, Is There a Meaning in This Text? Grand Rapids: Zondervan, 1998.
- N. T. Wright, The New Testament and the People of God. Minneapolis: Fortress, 1992.
- N. T. Wright, Jesus and the Victory of God. Minneapolis: Fortress, 1996.
- One of the Gospel Synopses listed in Fee, Handbook, at section 6.1 (Aland's Synopsis is to be preferred).

** For useful grammatical aids, concordances, commentaries, etc., consult the "A packet entitled "Packet of Handouts on New Testament Exegetical Methods," by G. K. Beale, during the course of the semester and see Fee, *Handbook*, 137-150 (1st ed.); 165-188 (2nd ed.); 73-75, 159-162 (3rd ed.).

4. Other suggested books:

- F. F. Bruce, The English Bible: A History of Translations from the Earliest English Versions to the New English Bible. Rev. ed. New York: Oxford University Press, 1970.
- J. Barr, Semantics of Biblical Language. Oxford: University Press, 1961.
- E. P. Clowney, Preaching and Biblical Theology. Nutley: Presbyterian and Reformed, 1977.
- J. A. Fitzmeyer, An Introductory Bibliography for the Study of Scripture. Subsidia Biblica 3. Rome: Biblical Institute Press, 1981.
- G. Hasel, New Testament Theology: Basic Issues in the Current Debate. Grand Rapids: Eerdmans, 1978.
- E. D. Hirsch, Validity in Interpretation. New Haven: Yale University Press, 1967.
- J. P. Louw, Semantics of New Testament Greek. Phil.: Fortress, 1982.
- J. E. Stambaugh and D. L. Balch, The New Testament in Its Social Environment. Phil.: Westminster, 1986.
- D. Tidball, The Social Context of the New Testament, A Sociological Analysis. Grand Rapids: Eerdmans, 1984.

5. Syntax:

- D. B. Wallace, *Greek Grammar Beyond the Basics*. Zondervan, 1996.
- The intermediate level outlines of Brooks-Winbery or Dana-Mantey are also helpful. Advanced work requires Robertson, BDF, Zerwick, Turner, *et al*.

6. Annotated Surveys of NT Commentaries

- D. A. Carson, *New Testament Commentary Survey*. Grand Rapids: Baker, 1986.
- J. Glynn, *Commentary and Reference Survey*. Kregel, 2003. A relatively full bibliography. Very good for checking on bibliography for canonical books and a range of areas related to biblical scholarship.

7. Of more long-term interest for any serious work with the Greek text:

- NT Concordance: You may already have a searchable Greek text on your computer. If so you are set. If you need or desire a printed edition, I would recommend the following: Either I. H. Marshall, ed., *Moulton and Geden: A Concordance to the Greek New*

Testament, 6th ed., T&T Clark, 2002 (unlike the earlier editions, this edition of Moulton-Geden is based on UBS⁴/NA²⁷); or H. Bachmann and W.A. Slaby, eds., *Computer Concordance to the Novum Testamentum Graece*, de Gruyter, 1985. See Hagner, *New Testament Exegesis*, for others.

- LXX Concordance: Again, you may already have a computer version. The standard printed edition is E. Hatch and H. Redpath. *A Concordance to the Septuagint*, 2nd ed., Baker, 1998.
- LXX Lexicon: J. Lust, E. Eynikol, K. Hauspie, eds., *A Greek-English Lexicon of the Septuagint*, 2 vols. Available through the American Bible Society on-line.
- NT Textual Criticism: J. H. Greenlee, *Introduction to New Testament Textual Criticism*, rev. ed., Hendrickson Publishers, 1995. The standard introductions are: B. M. Metzger, *The Text of the New Testament*, 4th ed., Oxford Press, 1992; and Kurt and Barbara Aland, *The Text of the New Testament*, rev. and expanded ed., Eerdmans, 1989. You will also want to have, B. M. Metzger, *A Textual Commentary on the Greek New Testament*, 2nd ed. (corresponds to the UBS⁴); available through the American Bible Society on-line.

8. OT in NT textual comparisons, citations, and allusions see:

- G. Archer and G. Chinichigno, *OT Quotations in the NT: A Complete Survey* (Chicago: Moody, 1983).
- R. G. Bratcher, *Old Testament Quotations in the New Testament* (London: United Bible Societies, 1984).
- H. Hübner, *Vetus Testamentum in Novo* Vol. 1,2 (Johannesvangelium); Vol. 2 (Corpus Paulinum) (Göttingen: Vandenhoeck & Ruprecht, 2003 and 1997 respectively).
- E. Hühn, *Die alttestamentlichen Citate und Reminiscenzen im Neuen Testament* (Tübingen: Mohr [Paul Siebeck], 1900).
- C. H. Toy, *Quotations in the N.T.* (New York: Scribner's, 1884).
- D. M. Turpie, *The O.T. in the New* (London: Williams & Norgate, 1868).
- See the outer margins of the NA²⁸ and the appended list of OT quotations and allusions in the NT. Likewise, consult the various marginal references in various English translations of the Bible, though one has to be discerning about the validity of allusions, both in NA²⁸ and in the other marginal references.

IV. Course Requirements

1. **Reading:** Reading requirements are given in the class schedule. *Take special note: starred (*) items are required to be read by class time on the scheduled day. Other items are not required, but are useful for a better understanding of the material.*
2. **Daily class assignments:** There will be, at least, **six daily assignments** which are to be completed in conjunction with the reading for the day on which they are assigned. These assignments are to be completed *before class*; they possibly may be marked or corrected in class with a different colored pen or pencil. They will be collected at the conclusion of the class period for which they are assigned. These assignments are required as the foundational workload of the course. Failure to turn in this work will likely result in failing the course. Much of the material necessary for the doing of these assignments is to be found in the "Packet of Handouts on New Testament Exegetical Methods," by G. K. Beale. The student should review the outline of materials in this packet (found at the front) throughout the semester.
3. **Class participation:** Class participation is essential to the success of each class session, especially when daily assignments over the interpretation of biblical passages are being discussed (if the student has not completed an assignment for the day which it is due, then the student should leave class during the time the professor goes over the assignment). Attendance at and participation in class discussions will positively or negatively affect your grade (depending on the degree of attendance and the quality of the participation).
4. **Attendance Policy:** students are expected to come to all classes. Failure to attend the majority of the classes will likely lead to failure in completing the assignments of the course successfully,

since the skills needed to complete these assignments sufficiently are explained and practiced in class.

5. Major Written Assignments.

a. The Word Study

- i. **Due:** Monday, April 3, at 9:00 a.m. (outside the professor's office).
- ii. **Limit:** four pages, double-spaced (approx. 1200 words).
- iii. **Content:** Choose one of the following words:
 1. **κόσμος** in Gal. 6:14
 2. **κεφαλή** in Ephesians 5:23
 3. **ώρα** in John 5:25
 4. **πνεῦμα** in Ephesians 5:18
 5. **ἡσυχία** in 1 Timothy 2:11-12

b. The Exegesis Paper

- i. **Due:** Friday, May 12 (5:00 p.m.; to be submitted outside the professor's office).
- ii. **Limit:** ten pages, double-spaced (3,000 words) including footnotes (which are to be placed at the bottom of the page!). The 1 Timothy 2 paper can be 3,800 words. No photocopies of papers allowed to be turned in. Computer prepared papers must be legible, otherwise they will be returned immediately.
- iii. **Content:** The assignment is to write an exegetical essay on one of the following texts:

<u>Assigned Text</u>	<u>Focus Verses</u>
Ephesians 5:15-21	vv. 16, 18
Gal. 6:11-17	vv. 15-16
John 5:24-29	vv. 25, 28-29
1 Timothy 2:9-15	vv. 11-15

The paper is to be a verse-by-verse commentary on the entire assigned text; the "focus" verses are noted above only to alert students to the presence of some of the key exegetical problems in the passage assigned. In addition to class instructions, the student should consult "model" exegesis papers (on reserve in Beale's office) in order to get a clearer idea about the form in which the paper is to be written. See "Further Comments on Preparation for Writing of the Exegesis Paper" in the supplemental syllabus, "Notes on the 'Mechanics.'"

- iv. ****Appendix to the Exegesis Paper:** A sentence flow of your passage that incorporates abbreviations of logical relationships ("Discourse Analysis" [with bracketing]). The flow should be in Greek and then you should have a Discourse Analysis in your own English translation (including the translational significance of the logical relationships in italics).
 1. Another appendix may also be added: e.g., if you wish to make a summary statement in the exegesis paper of your word study, you may do so, but you will need to append this study at the end of your exegesis paper (and indicate in a footnote in the exegesis paper that you are doing so; if you append your word study, it must be the original, with my comments on it).
- v. ***** Unexcused late Major Written Assignments** will be penalized: ten points per day. At the discretion of the professor the same penalty may be applied to daily class assignments (excuses pertaining to serious illness, death of a relative, and other similar circumstances are obviously valid; however, computer breakdowns and printer breakdowns are not considered valid excuses, so make sure always to "backup" separate from your hard disk drive, and make sure you do not print at the last minute, leaving sufficient time to print in case of a printer breakdown).

- vi. **** There will be penalties on Major Written Assignments exceeding the required length. A penalty of 3 points per extra page (= 300 words) over the required limit will be assigned.
6. **Final Exam:** There is **NO FINAL EXAMINATION** in this course.
7. **Submission Requirements:**
- a. All assignments must be typed
 - b. All assignments must be submitted on 8-1/2 x 11" paper.
 - c. All assignments should follow standard SBL format.
 - d. All assignments must a cover sheet/title page with the following information:
 - i. Institution
 - ii. Title of Assignment
 - 1. Including Assignment Number and Text (if applicable)
 - iii. Students Name
 - iv. Professor's Name and Class Number
 - v. Date Submitted

V. Grading:

- a. Major Assignment 1 (Word Study): 30%
- b. Major Assignment 2 (Exegesis Paper): 40%
- c. Daily Class Assignments (of which there will be 6-10): 30%
 - i. Class participation will also factor in here.

VI. Academic Honesty

- Plagiarism will result in failure in the course.

Course Outline and Proposed Schedule

*Take special note: **starred (*) items are required to be read by class time on the scheduled day.** Other items are not required but are useful for a better understanding of the material. So, not everything listed under each scheduled class lecture is a required reading or homework assignment.*

Lecture 1 - (Tues, Jan. 31st)

A. Introduction

pt. 1) Introduction to the Course

pt. 2) Presuppositions of Biblical Exegesis

- *Fee, Handbook, 21-23 (1st ed.); 27-30 (2nd ed.); xi-xix, 1-4 (3rd ed.); most students will have the 3rd edition.
- *Fee-Stuart, 11-27 (17-31, 3rd ed.).
- *Marshall, NT Interpretation, 60-69.
- *R. Bultmann, "Is Exegesis Without Presuppositions Possible?" Existence and Faith: Shorter Writings of Rudolf Bultmann, ed. S. M. Ogden, New York: Meridian Books, 1960, 289-296.
- *Read the three-page article titled "The Student, the Fish, and Agassiz" at the conclusion to the "Notes on the 'Mechanics.'" Marshall, NT Interpretation, 21-59, 220-251.
- E. Krentz, The Historical-Critical Method, Phil.: Fortress, 1975.

- G. E. Ladd, The New Testament and Criticism (Grand Rapids: Eerdmans, 1967), 19-53.

B. General Concerns of Contextual Exegesis: Introduction to Textual Observation and Interpretation

- pt. 3) Textual Observation, Interpretation and Logical Analysis
- *Jensen, Bible Study, 44-60, 107-126.
 - Jensen, Bible Study, 60-106.

Introduction of class assignment #1: “Observation of Acts 1:8 in Context.” (pp. 28 ff. of the Packet).

Special Seminar on Accordance after class: General Accordance Training (bring Accordance to class): Different English Translations, Instant details, “Research,” Cross References, Treasure of Scripture Knowledge (topical); get Plain Text app (OS X), “amplify settings” in preferences, “text & tool display” in preferences, “instant details” in preferences, Info Pane, Save workspaces.

Lecture 2 - (Tues. Feb. 7)

- pt. 1) Presuppositions of Biblical Exegesis (con.)
- *G. K. Beale, “Questions of Authorial Intent, Epistemology, and Presuppositions and Their Bearing on the Study of the Old Testament in the New: A Rejoinder to Steve Moyise,” Irish Biblical Studies 21 (1999): 151-180.
 - *K. Vanhoozer, “From Speech Acts to Scripture Acts: The Covenant of Discourse and the Discourse of Covenant,” in After Pentecost: Language and Biblical Interpretation, ed. C. Bartholomew, C. Green, and K. Möller (Grand Rapids: Zondervan, 2001), 1-49.
- pt. 2) Textual Observation, Grammar, and Interpretation: Varieties of Logical Relationships in Exegesis
- *Fee, Handbook, 31, 77-83 (1st ed.); 41, 92-99 (2nd ed.); 15, 71-78 (3rd ed).

pt. 3) **ASSIGNMENT DUE: Class assignment on “Observation of Acts 1:8 in Context”** (in-class discussion of the assignment). Students will be expected to translate Acts 1:4-8 from the Greek.

- pt. 4) Introduction of assignment on “Grammatical Sentence Flows” and on “Discourse Analysis” (tracing the logical development of thought).
- Learn the literary laws of logical relationships in exegesis: read the assignment “Logical Analysis of the Propositions in Eph. 1:3-23” (pay special attention to the section by Traina); also read closely the Piper-Fuller-Hafemann handouts (pp. 62-64, 85-101 of the Packet)!

- pt. 5) Continued discussion of grammatical sentence flows and of discourse analysis; demonstration of a flow in 1 Thessalonians 1:2-5. Be prepared to translate and follow along in the Greek text of 1 Thessalonians 1:2-5!
- *Fee, Handbook, 30-31, 60-76 (1st ed.); 35-41, 63-80 (2nd ed.); 8-15, 41-58 (3rd ed.) for the mechanics of sentence flowing.
 - *Jensen, Bible Study, 126-156

- *M. Tenney, Galatians: The Charter of Christian Liberty, 165-173, 176-185.
- Steven Snyder's paper on the mechanics of a sentence flow (Snyder's paper can be found in my "Packet," pp. 65-71).

pt. 6) Demonstration of a grammatical sentence flow with incorporated logical relationships in 1 Thessalonians 1:2-5.

Lecture 3 - (Tues. Feb. 14)

A. Textual Observation and Interpretation: Introduction to Grammar, Syntax, Sentence Flows, Discourse Analysis, and Varieties of Logical Relationships in Exegesis (continued)

pt. 1) **ASSIGNMENT DUE: Construction of a Greek sentence flow of Eph. 1:13-14.**

- Optional: use the "Diagram" module in Accordance

pt. 2) Continued discussion of discourse analysis (tracing an author's logical development of thought); introduction of how to observe and interpret a literary segment.

pt. 3) Varieties of Logical Relationships in Exegesis (continued);
Discovering and Validating the Meaning of a Text

- *Read the Piper-Fuller-Hafemann handouts! (pp. 62-64, 85-101 of the Packet). Try to memorize the logical relationships between propositions. These are summarized for quick reference on the laminate "Exegetical Relationships Card" available for sale (for use in the next assignment). Be prepared to translate and follow along in the Greek text of 1 Thessalonians 1:2-5 as a demonstration of Discourse Analysis!
- *Watch "DA Tutorial" videos # 1-7 by Tyler Milliken (Tyler Videos: <https://www.youtube.com/watch?v=jDL4SesvwCY>)

Lecture 4 - (Tues., Feb. 21)

A. Textual observation and Interpretation: Discourse Analysis and Logical Relations in Exegesis

pt. 1) Textual observation and Interpretation: Discourse Analysis and Logical Relations in Exegesis

- * Review the material by Traina and the Piper-Fuller-Hafemann handouts!! (pp. 62-64, 85-101 of the Packet).

pt. 2) **ASSIGNMENT DUE: "Discourse Analysis of Ephesians 1:13-14"**: incorporate into your Greek sentence flow of Ephesians 1:13-14 abbreviated logical relationships (on a **first page**) and attach on another sheet (a **second page**) a separate English translation of the text following the structure recommended in class. Words and phrases in English should be underlined which are interpretative renderings of the significance of some of the logical relationships (note in-class examples). On a **third page**, state a one sentence exegetical idea of Ephesians 1:13-14. Underneath it try to transform the exegetical idea into a one-sentence homiletical idea (see Robinson, Biblical Preaching, for how to do this). On a **fourth page**, compare the translations of the NASB, NIV, RSV, KJV, and JB for Ephesians 1:13-14; list the major differences in chart form on a separate sheet of paper and *say with which translation your flow and Discourse Analysis most agrees*. On

the **fifth page**, just list all the marginal references in NA²⁸ for each verse of your passage. This assignment will be discussed in class.

pt. 3) Introduction to Lexicography: Determining the Meaning of Biblical Words:

- *Fee, Handbook, 32, 83-93 (1st ed.); 100-113 (2nd ed.); 79-95 (3rd ed.).

***** Students should sign up at my office for times to go through the library to be shown how to collect sources for major assignment #1. The Reference Librarian in the library or my teaching assistant may also be consulted for help, especially if students are unable to meet with the professor.***

Lecture 5 - (Tues., Feb.. 28)

A. Lexicography

pt. 1) How to do a word study by using Accordance.

pt. 2) Lecture on Lexicography

- *Carson, 9-144.
- *Silva, Biblical Words and Their Meanings, 137-169 (though the student will benefit enormously if the entire book is read!).

pt. 3) Prep work:

*** Students are expected to begin serious work on their Flows, D.A.'s, and the list of exegetical problems for the term paper!

***** Begin research for the "Major Written Assignment" #1 – The Word Study; due on Tuesday, April 4th at 1:00 p.m.** (to be submitted outside the professor's office at the designated place). **Be sure to read in the "Beale Packet" the "Summary of the Methodical Steps of Doing a Word Study" before commencing the lexical research and be prepared to ask any questions about it at the next class session.**

***** Prepare for gathering bibliography for your term paper:** choose one of the texts for the ten-page exegesis paper and gather a bibliography from Elenchus . . . biblicus, NTA and Index for Religious Periodical Literature (see Fee, Handbook, 147-148 [1st ed.]; 182-183 [2nd ed.]; 155-179 [3rd ed.]), and Anderson, Tools for Bibliographical...Research on NT, xvii-xxii, 1-21. For a shortcut consult ATLA.

***** Also, sign up in class for times to go through the library to be shown how to collect sources for your bibliography for your term paper.** The Reference Librarian or my T.A. may also be consulted for help in becoming acquainted with these tools (especially if students are unable to meet with the professor).

- o The bibliography for the exegesis paper should be, at least, two pages; see directly above for further instructions. Bibliographies should not

include commentaries (but only monographs and periodical literature). For bibliographical research see Fee, Handbook, 147-150 (1st ed.); 182-188 (2nd ed.); 155-179, esp. 155-157 (3rd edition).

- For recommended commentaries to consult for the exegesis paper, see Carson's bibliography in the library for relevant commentary literature: New Testament Commentary Survey, Grand Rapids: Baker] but only monographs and periodical literature).

*** Students are expected to consult with the professor during office hours to discuss Flows, D.A.'s, bibliography, and the list of exegetical problems for the term paper!

Lecture 6 - (Tues., Mar. 7)

A. Contextual Interpretation of Epistolary Literature

pt. 1) Introduction to Epistolary Genre

pt. 2) Interpreting the Genre of Epistles; Review and Practice of Exegetical Method (grammatical "flows" and "discourse analyses"); Readings on the Significance of Translation for Interpretation

- * State the main theme and purpose of Paul's Second Epistle to the Corinthians by reading through the entire epistle (note especially introductory statements to paragraphs and segments). How does 5:14-6:2 appear to fit into this theme and purpose? What is the meaning of κατὰ σάρκα in 5:16 and how does 5:16 appear at first glance to fit into the argument of the book and of 5:14-6:2? **This is not a written assignment to be turned in, but these questions will be helpful in participating in and following the lecture. Be prepared to follow the Greek translation of vv. 14-17 (students will be called upon to translate by sight).**
- *Fee-Stuart, 29-42 (33-54, 3rd ed.).
- *F. W. Danker, "The Use of English Bible Versions," chap. XI in Multipurpose Tools for Bible Study, 3d ed. (St. Louis: Concordia, 1970), 91-199. Only peruse this source.
- *D. Gordon, "Translation Theory and Semantic Theory," (1985), which may be found in the "Packet."
- A Ready-Reference History of the English Bible, New York: American Bible Society, 1980, 7-42.
- F. F. Bruce, The English Bible: A History of Translations from the Earliest Versions to the New English Bible, rev. ed., New York: Oxford University Press, 1970.

*** **Reminder:** Students are expected to consult with the professor during office hours to discuss Flows, D.A.'s, bibliography, and the list of exegetical problems for the term paper!

There is NO CLASS Tuesday March 14th due to Spring Break

Lecture 7 - (Tues. Mar 21st)

A. Interpreting the Genre of Epistles; Review and Practice of Exegetical Method (grammatical “flows” and “discourse analyses”); Continued Reflection on the Significance of Translation for Interpretation

pt. 1) **ASSIGNMENT DUE: “Discourse Analysis of 2 Corinthians 5:15-17”**: incorporate into your Greek sentence flow of 2 Corinthians 5:15-17 abbreviated logical relationships (on a **first page**) and attach on another sheet (a **second page**) a separate English translation of the text following the structure recommended in class. Words and phrases in English should be underlined which are interpretative renderings of the significance of some of the logical relationships (note in-class examples). On a **third page**, state a one sentence exegetical idea of Ephesians 1:13-14. Underneath it try to transform the exegetical idea into a one-sentence homiletical idea (see Robinson, Biblical Preaching, for how to do this). On a **fourth page**, compare the translations of the NASB, NIV, RSV, KJV, and JB for 2 Corinthians 5:15-17; list the major differences in chart form on a separate sheet of paper and *say with which translation your flow and Discourse Analysis most agrees*. On the **fifth page**, just list all the marginal references in NA²⁸ for each verse of your passage. Also, state in no more than two sentences (after your homiletical idea) how the idea of new creation in v. 17 relates logically and conceptually to reconciliation in v. 18. This assignment will be discussed in class.

- *Fee, Handbook, 44-47, 137 (1st ed.); 54-61, 165-167 (2nd ed.); 31-38, 155-158 (3rd ed.).
- Fitzmeyer, Bibliography, 1-21.
- Soulen, Handbook.

pt. 2) Lecture on Interpreting the Genre of Epistles (continued)

- *Fee, Handbook, 32-35 (1st ed.); 42-45 (2nd ed.); 16-20 (3rd ed.).
- Fee-Stuart, 43-71 (55-70, 3rd ed.).

*** If students are on campus during Spring Break, they can consult with the professor or TA during office hours to discuss Flows, D.A.’s, bibliography, and the list of exegetical problems for the term paper!

Lecture 8 - (Tues., Mar. 28)

A. Contextual Interpretation of the Gospels, Acts, and Revelation, As Well As Other Special Concerns of Contextual Exegesis and Hermeneutics

pt.1) Introduction to Gospel Genre: An Overview of Interpreting the Gospels (continued)

- *Fee, Handbook, 35-40 (1st ed.); 45-54 (2nd ed.); 20-27 (3rd ed.).
- *Fee, Handbook, 101-116 (1st ed.); 124-143 (2nd ed.); 112-131 (3rd ed.).
- Fee-Stuart, 103-121 (107-126, 3rd ed.).
- Collins, 41-69, 115-154.

pt. 2) Using a Synopsis (especially note Fee’s discussion of this)

- Fee-Stuart, 123-134 (127-148, 3rd ed.).
- R. H. Stein, The Synoptic Problem, 15-157.

***Students are expected **this week** to consult with the professor during office hours to discuss Flows, D.A.'s, bibliography, and the list of exegetical problems for the exegesis paper!

*** **Reminder: Major Written Assignment # 1 (The Word Study) is due on Monday, April 4 at 1:00 p.m.** (to be submitted outside of the professor's office at the designated place).

*** Begin work on the exegesis paper: Major Assignment # 2 - Due on **Thursday, May 12** at 5:00 p.m. *In so doing the student should read Fee, Handbook, 117-147 (1st ed.); 145-181 (2nd ed.); 133-154 (3rd ed.) and re-read 5-38 (3rd ed.), for an overview of exegetical method and the various germane sources; see also "Further Comments on Preparation for Writing of the Exegesis Paper" in the supplement to the syllabus, "Notes on the 'Mechanics.'"

Lecture 9 - (Tues., April 4)

A. Introduction to Gospel Genre: An Overview of Interpreting the Gospels (continued)

pt.1) **ASSIGNMENT DUE: "Discourse Analysis of Matthew 8:18-22"** On a **first page**, prepare a "Discourse Analysis" only in English of Matt. 8:18-22. On a **second page**, color-code on the copies of Aland's Synopsis of these two passages ("On Following Jesus" (Matt. 8:18-22 // Lk. 9:57-62)) according to the method discussed in class (and in Fee, Handbook, step # 6.3). On a **third page**, state in one or two sentences the results of your form-critical analysis of your passage and state in one sentence the exegetical idea of your passage and transform it into a one-sentence homiletical idea. On a **fourth page**, compare the translations of the NASB, NIV, RSV, KJV, and JB for Matt. 8:18-22; list the major differences in chart form on a separate sheet of paper and say which your Discourse Analysis most agrees with. On a **fifth page**, list the marginal references in NA²⁸ for each verse of your passage.

- The following is not part of the written assignment, but the student should reflect on it a little before class time: in class we will note significant differences and their possible interpretative implications, and employ where significant source and redaction criticism (and with the latter paying attention to selectivity, arrangement, and adaptation), focusing on how these affect the observation and interpretation of Matt. 8:18-22. If the student wants to write out this part of the assignment, they may do so as extra in-class material, which may be submitted in written form for extra credit (up to ten extra points on the daily DA assignment could be assigned, depending on the quality of the work).
- Students will be expected to translate Matt. 8:18-22 from the Greek.

pt. 2) Conclusion to Lecture on Introduction to Gospel Genre: What Is Redaction Criticism?

- Stein, Synoptic Problem, 161-272.

B. Conclusion to Lecture on Introduction to Gospel Genre: An Overview of Interpreting the Gospels

*** Students should be working on their term paper including flows, D.A.'s, interaction with bibliography, solving exegetical problems, actual composition of the body of the paper).

Lecture 10 - (Tues., April 11)

pt.1) **ASSIGNMENT DUE: Discourse Analysis of Matthew 8:23-27**
 - on a **first page**, prepare a "Discourse Analysis" only in English of Matt. 8:23-27. On a **second page**, color-code on the copies of Aland's Synopsis of these three passages ("Stilling the Storm" (Matt. 8:23-27 // Mk. 4:35-41 // Lk. 8:22-25)) according to the method discussed in class (and in Fee, Handbook, step # 6.3). On a **third page**, state in one or two sentences the results of your form-critical analysis of your passage. State in one sentence the exegetical idea of your passage and transform it into a one-sentence homiletical idea. On a **fourth page** compare the translations of the NASB, NIV, RSV, KJV, and JB for Matt. 8:23-27; list the major differences in chart form on a separate sheet of paper and say with which translation your Discourse Analysis most agrees. On a **fifth page**, list the marginal references in NA²⁸ for each verse of your passage.

- The following is not part of the written assignment, but the student should reflect on it a little before class time: in class we will note significant differences and their possible interpretative implications, and employ where significant source and redaction criticism (and with the latter paying attention to selectivity, arrangement, and adaptation), focusing on how these affect the observation and interpretation of Matt. 8:23-27. If the student wants to write out this part of the assignment, they may do so as extra in-class material, which may be submitted in written form for extra credit (up to ten extra points on the daily DA assignment could be assigned, depending on the quality of the work).
- Students will be expected to translate Matt. 8:23-27 from the Greek.

pt.2) Lecture on Interpreting Historical Genre: Acts

- *Fee, Handbook, 40-42 (1st ed.); 51-52 (2nd ed.); 27-28 (3rd ed.).
- *Fee-Stuart, 87-102, 205-217 (89-106, 225-248, 3rd ed.).

*** Students should be working hard on their term paper (including flows, D.A.'s, interaction with bibliography, solving of exegetical problems, actual composition of the body of the paper).

Lecture 11 - (Tues. April 18)

A. Interpreting Apocalyptic Genre: Revelation

pt. 1) Interpreting Apocalyptic Genre: Revelation

- *Fee-Stuart, 87-102, 205-217.
- *Fee, Handbook, 42-44 (1st ed.); 52-54 (2nd ed.); 28-31 (3rd ed.).
- *G. K. Beale, The Book of Revelation (NIGTC; Grand Rapids: Eerdmans, 1999), 50-69, 144-151.

***** If not already done**, students are expected to consult with the professor during office hours to discuss Flows, D.A.'s, bibliography, and the list of exegetical problems for the term paper! **Thurs., April 21 is the final date that students should be finished with these three preparatory stages of the exegesis paper.**

***** Reminder: Major Assignment #2 is due Friday, May 12th, at 5:00 p.m.**

Lecture 12 - (Tues., April 25)

A. Other Hermeneutical Concerns of New Testament Exegesis and Biblical Theology

- pt. 1) Understanding the Use of the O.T. in the N.T.
 - *S. L. Johnson, The Old Testament in the New (Grand Rapids: Baker, 1980), pp. 53-57, 69-94.
- Pt. 2) Perspectives on Doing New Testament Theology
 - G. Hasel, New Testament Theology: Basic Issues in the Current Debate, 13-139.

B. Conclusion to the Course: So What Difference Does This Course Make for Preaching and Teaching Scripture?

Lecture 13 – (Tues., May 2)

A. Conclusion to the Course: “My people are destroyed from lack of knowledge” (Hosea 4:6): THE BEARING OF THIS COURSE ON TEACHING, MINISTRY, AND PREACHING

*****Reminder: Major Written Assignment # 2 (the exegesis paper) is Due on Friday, May 12 (5:00 p.m. at the professor’s office).**

***** Note: Remember that for the Word Study and for the Term Paper Bibliography** students are expected to sign up for outside-of-class library sessions with the professor or my teaching assistant in preparation for these assignments. Arrangements for the time of these meetings will be made in class. For the bibliography assignment read Anderson, TBBRNT, xvii-xxii, 1-21.

***** Reminder: A bibliography collection for the exegesis paper is to be attached at the end of the exegesis paper and should be completed before the exegesis paper is even begun. A citation in the bibliography should have an asterisk before it, if the student actually also cites the citation in the body of the paper. Students may come by the professor’s office to make sure their bibliographies are not deficient, as well as to discuss what exegetical problems are in their passage. I will also recommend which books and articles are most important for your paper (but only after you have collected your bibliographies). The work for the bibliography is to be considered as part of the research for the exegesis paper. Remember, the bibliography must be, at least, two pages in length.**

***** In addition, to the attached bibliography, the following appendices should also be included: (1) a sentence flow in Greek (with D.A. brackets integrated into it); (2) a “Discourse Analysis”**

in English with interpreted logical paraphrases underlined; (3) a statement of the exegetical and homiletical ideas; (4) the graded word study (not a copy), if you footnote it in the paper.

Final Notes:

1. Some lecture topics may be reduced or expanded depending on the development and needs of the semester.
2. There is **no final exam** in this course.