

NT 1023 INTRODUCTION TO NEW TESTAMENT EXEGESIS

Spring 2014

Louisville Presbyterian Theological Seminary

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Course Description

The goal of this course is for students to complete the fall semester, 2013 introduction to biblical Greek, using David Alan Black, *Learn to Read New Testament Greek* and to develop a working knowledge of the methods for exegesis of the NT writings and the use of these methods in reading the books of the NT. Students will study the procedures of interpretation and practice applying them to NT materials. We will examine the methods of exegesis and illustrate the application of these methods to various kinds of New Testament writings, with special attention given to the book of Romans. The goal of the course is for students to be able to apply the relevant methods of interpretation to any NT text and to prepare an exegesis paper on the passage. Students will also be introduced to various hermeneutical issues related to New Testament interpretation.

Learning Outcomes

1. Continue learning how to make effective use of foundational exegetical tools (exegetical grammars and dictionaries, concordances, lexicons, computer software programs, commentaries, journals, and other secondary sources);
2. Learn techniques and strategies for effective translation of Greek text and exegesis;
3. Consider important hermeneutical issues underpinning all interpretation of the biblical texts.

Requirements and Grading

1. Attendance and class participation. 5% of total grade.
2. Students should prepare the following assignments in advance of the class sessions.
 - Translation of 1 John 5:1-8 on Feb 25. Worth 15% of total grade.
 - Turn in detailed outline of exegesis paper on April 15. Worth 5% of total grade.
 - Turn in Rough Draft of Detailed Analysis of Text on April 24. Worth 10% of total grade.
 - Take Home Final Exam. Due on May 16. Worth 20% of total grade.
3. Ms. Angela Morris (in the library) will be offering training in BibleWorks. We have agreed on two days these sessions will be offered: February 27 and March 4. The class will be divided into two groups and will be required to attend the session on the day you are assigned to. We will keep a record of those who attend these sessions and your attendance at the sessions will count for **5%** of the total grade.

4. Students will write an exegesis paper of 10-12 pages in length. The text for the paper is Romans 6:1-11. The final paper should be no longer than approximately 3500 words including footnotes or endnotes. The paper will count 40% of the total grade. Due May 1. **No late papers accepted.**

Course Textbooks

Either: Novum Testamentum Graece. Nestle-Aland 27th or 28th edition.
or: Greek-English New Testament. Nestle-Aland 27th/RSV.
or: Greek-English New Testament. Nestle-Aland 28th/NRSV & REB.

Black, David Alan. *Learn to Read New Testament Greek*, 3rd ed. (Broadman and Holman, 2009).
Michael Gorman, *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* (Hendrickson, 2001).

John H. Hayes and Carl R. Holladay, *Biblical Exegesis: A Beginner's Handbook* (Westminster John Knox, 2007).

Mary H. Schertz and Perry B. Yoder, *Seeing the Text: Exegesis for Students of Greek and Hebrew* (Abingdon, 2001).

Encourage you to purchase one of the following

Harper Collins Study Bible NRSV, *Oxford Annotated Study Bible* NRSV or *New Interpreter's Study Bible* NRSV

Supplemental readings placed on reserve in the library

Leander Keck, et al., *The New Interpreter's Bible*, vol. 1 (Nashville: Abingdon Press, 1994).

William J. Abraham, *The Divine Inspiration of Holy Scripture* (New York: Oxford University, 1981).

William Swartley, *Slavery, Sabbath, War, and Women* (Scottsdale PA: Herald Press, 1983).

Fernando Segovia, *Decolonizing Biblical Studies* (New York: Orbis, 2000).

Carol A. Newsom and Sharon H. Ridge, *Women's Bible Commentary* (Louisville: Westminster John Knox, 1992).

Anthony Thiselton, *The Two Horizons* (Grand Rapids: Eerdmans Press, 1980).

Scot McKnight and Grant R. Osbourne, *The New Face of New Testament Studies* (Grand Rapids: Baker, 2004).

Course Schedule

February

- 6 Course Overview, Introduction to Exegesis *Reading: Gorman 7-33, Hayes Holladay 1-33*

Section 1: Greek Grammar *Black, Learn to Read New Testament Greek*

- 11 Review of Lesson 20 Participles, Translate I John 1:5-10

- 13 Lesson 21 Infinitives, Translate 1-7 (p. 168)

- 18 Lesson 22 Additional Pronouns, Translate 1-6 (p. 175)
- 20 Lessons 23-24 The Subjunctive, Imperative, and Optative Moods, Translate 1 John 3:1-7
- 25 Lesson 25-26 The Conjugation of –mi Verbs, Reading Your Greek New Testament,
Turn in Translation of 1 John 5:1-8

Section 2: New Testament Exegesis

- 27 Bibleworks Training in Library Group 1; First step: Determining textual limits, *Reading: Gorman 35-63, Schertz and Yoder 19-32* Group 2

March

- 4 Bibleworks Training in Library Group 2; First step: Determining textual limits, *Reading: Gorman 35-63, Schertz and Yoder 19-32* Group 1
- 6 Second Step: Contextual Analysis, *Reading: Gorman 65-73, Hayes Holladay 72-89*
- 11 Literary Context and the World of the Text, *Reading: Schertz and Yoder 89-132*
- 13 Third Step: Formal Analysis, *Reading: Gorman 75-90, Schertz and Yoder 46-63*
- 18 Research and Study
- 20 Research and Study
- 25 Fourth Step: Detailed Analysis of the Text, *Reading: Gorman 91-114, Schertz and Yoder 133-48*
- 27 Fifth and Sixth Step: Synthesis and Reflection, *Reading: Gorman 115-34, Schertz and Yoder 149-62*

April

- 1 Seventh Step: Expansion and Refinement of Exegesis, *Reading: Gorman 135-40, 211-16*

Section 3: Hermeneutics

- 3 Social Location and Interpretation, *Reading: James Earl Massey, "Reading the Bible from Particular Social Locations," (150-53), (pick two) James Earl Massey, "Reading the Bible as African Americans (154-60), Chan-Hie Kim "Reading the Bible as Asian Americans (161-66), Fernando Segovia "Reading the Bible as Hispanic Americans (167-73) George Tinker "Reading the Bible as Native Americans"(174-80) in NIB vol. 1*

- 8 Exegesis with a Special Focus, *Reading: Hayes and Holladay 167-77, Carolyn Osiek "Reading the Bible as Women" in NIB vol. 1, 181-87, Sharon H. Ringe "When Women Read the Bible" in Women's Bible Commentary, 1-9*
- 10 The Inspiration and Authority of Scripture Pt. 1, *Reading: Phyllis A. Bird, "The Authority of the Bible" in NIB vol. 1, 33-64*
- 15 The Inspiration and Authority of Scripture Pt. 2, *Reading: William J. Abraham The Divine Inspiration of Holy Scripture 14-59*
- 17 Closed for Easter
- 22 No class (research and writing time) **Turn in detailed outline of exegesis paper** using *Gorman's Practical Guidelines for Writing a Research Exegesis Paper 205-09* (email by midnight)
- 24 Dr. Susan Garrett guest lecturer: Presbyterian Ordination Exam, **Turn in Rough Draft of Detailed Analysis of Text**
- 29 Hermeneutics and Epistemology, *Reading: Greg Clark "General Hermeneutics" in The Face of New Testament Studies 104-17 and Anthony C. Thiselton The Two Horizons 10-16*

May

- 1 Postcolonial Biblical Interpretation, *Reading: Fernando Segovia, Decolonizing Biblical Studies 3-33, Exegesis Papers Due (No Late Papers Accepted)*
- 6 Slavery in the New Testament and the Problems with Proof-Texting, *Reading: William Swartley Slavery, Sabbath, War, and Women 31-64*
- 8 Using the Bible to Make Theological Claims, *Reading: Hayes and Holladay 191-211, Take Home Final Exam Given Out, Due May 16*

LPTS Policy Statements

Please refer to the following policy statements that govern academic life at Louisville Seminary.

1. Use of Inclusive Language

Inclusive Language:

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you

are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance,

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

2. Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

3. Special Accommodations

Special Accommodations:

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

4. Use of Electronic Devices

All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. When using computers in class do not access the Internet unless specifically for purposes relevant to the course. Checking of email or Facebook will be grounds for dismissal from the session and will adversely affect one's class participation grade.

5. Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.