

Instructor: Dr. Susan R. Garrett
Tutor: Derek Hostetter

T/Th 10:00–12:20 (Section 1)
T/Th 7:00–8:20 (Section 2)
Schlegel 121

New Testament Exegesis (NT 1023)
Spring Semester, 2012

Statement of Purpose

Through this course, students will master several sets of knowledge and skills essential for the practice of competent, creative, and inspiring exegesis of the New Testament. Upon successful completion of the course, students will be able to:

1. Read and analyze the Greek New Testament using electronic and print resources as aids;
2. Make effective use of key exegetical tools (textual and marginal apparatuses in the Greek New Testament, exegetical grammars and dictionaries, concordances, lexicons, computer software programs, commentaries, journals, and other secondary sources);
3. Use proven techniques and strategies for effective exegesis;
4. Reflect on important hermeneutical issues and how they relate to uses of the Bible in church and culture today.

Requirements & Evaluation

1. Much of the learning for this course will take place in the classroom itself; therefore attendance is required and roll will be taken. If you must miss a particular session but are able to attend the other section that meets on that same day you may do so; if there was a group assignment on a day that you are absent you must do the assignment on your own to hand in on the second day you are back. More than four absences will constitute grounds for failure of the course.
2. There will be a variety of written and oral assignments (some done at home, some done in groups and presented in class). These are described in the schedule below. A master list of all due dates and values as approximate percentages of the final grade follows the schedule. Please note that there will be a grade-penalty for all items turned in after the class session in which they are due. Items turned in more than 48 hours late will result in no-credit for that assignment. Please submit print copies of all assignments.

Textbooks:

****Note**** All textbooks will also be available on reserve or in the reference room in the library.

- a. A copy of the Greek New Testament, preferably *Novum Testamentum Graece* (Nestle-Aland 27th edition). *The Greek New Testament*, published by the United Bible Society (fourth edition) is also acceptable. If you have BibleWorks on your computer that will

suffice, though you will need to use a print copy of the Greek New Testament for several exercises.

- b. Bauer, Walter (2000). *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed, revised and edited by Frederick W. Danker. Chicago: University of Chicago Press. ***A costly but valuable book. Because of the high cost, the LPTS bookstore will not have copies in stock. You should use it in the library for a while to see whether you want to purchase it for yourself. Additionally, BibleWorks has a module with this resource, which can be purchased as an add-on to the software program.*
- c. Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised, expanded edition. Grand Rapids: Baker Academic, 2008. ***Be sure you have the revised, expanded edition. This book is also available in e-format.***
- d. Harrelson, Walter J., et al., editors. *New Interpreter's Study Bible: New Revised Standard Version with the Apocrypha*. Nashville: Abingdon, 2003. The *HarperCollins Study Bible* or the *New Oxford Annotated Bible* are also excellent reference works and may be used instead.

In addition to the above, students are encouraged to obtain a good, recent single-volume commentary (recommended: the *Harper's Bible Commentary*, or the *Eerdmans Commentary on the Bible*).

SCHEDULE

1. **Thursday, February 9. Introduction to the course.**
 - *Preparation:* Read Gorman chaps. 1–2.
2. **Tuesday, February 14. Textual criticism.**
 - *Preparation:* Read Ehrman, “Do We Have the Original New Testament,” and study the Web site “Interpreting Ancient Manuscripts” (http://legacy.earlham.edu/~seidti/iam/interp_mss.html). Note down questions you may have, along with definitions of the following terms: internal evidence, external evidence, paleography, papyrus, parchment, transmission (or transcription) errors, unintentional variants, intentional variants, hypothetical text types, uncial, minuscule.
3. **Thursday, February 16. Textual criticism, continued.**
 - *Preparation:* Read handout on textual variant at 1 John 3:13.
 - *In-class work in small groups.* With your group, evaluate the evidence for the assigned text from the list below to determine the best reading. In your written analysis, include a chart of external witnesses (as per sample distributed in class) as well as an evaluation of internal evidence. Variants to choose from:

- a. Luke 22:43-44 (absent in some manuscripts)
- b. 1 Cor 11:29 (the word ἀναξίως [unworthily] is absent in some manuscripts)
- c. 1 John 3:1 (the words καὶ ἐσμέν [and we are] are absent in some manuscripts)

4. Tuesday, February 21. Canon Formation.

- *Preparation:* Read Raymond E. Brown, *Introduction to the New Testament*, 3-19; D. J. Theron, *Evidence of Tradition*, 107-26; and G. A. Robbins, “Muratorian Fragment.” Write a short essay (max 2 pp. double-spaced) summarizing the major factors that scholars believe affected the process of canon formation. Brown’s chapter should be sufficient for your purposes, but if you wish you may also refer to other sources, such as articles from Bible dictionaries. The goal is not to write an original essay, but to demonstrate that you have read and assimilated the information. *To be handed in; may be done with up to two partners.*
- *In-class work in small groups:* Choose three canonical lists from the collection in Theron 107-26, including (as one of the three) the Muratorian Canon. Note where the lists vary from the present (Protestant) canon. Note which books are mentioned as disputed, and why. Present results in the form of a chart.

5. Tuesday, February 28. Introduction to tools of the trade: lexicon, concordance, synopsis, commentaries and lectionary aids, journal articles, BibleWorks.

6. Thursday, March 1. Thinking about words, and how lexicons work. Introduction to the Contexticon.

- *Preparation:* Read Gorman 104-112; lexical entries on ἡ ὥδιν and γρεγορέω in materials provided.

7. Tuesday, March 6. Using the Contexticon to further understand how words work.

- *Preparation:* Study the Contexticon entries for ἡ ὥδιν or γρεγορέω (class will be divided into two groups and each half assigned a word).
- *In-class work in small groups:* Compare the definitions and sub-definitions in the various entries on your assigned word. Write down your key findings. How do the entries in the various exegetical resources differ? Does looking at the primary evidence in the Contexticon lead you to prefer one treatment over another? Elaborate.

8. Thursday, March 8. More on words.

- *Small groups report out results of Contexticon analysis.* Be prepared to hand notes in, with names of group participants.

9. Tuesday, March 13. Survey and contextual analysis.

- *Preparation:* Read Gorman chaps. 3-4, along with the introductions to Mark in at least two critical study Bibles (also recommended but not required: Susan R. Garrett,

- “Disciples on Trial”). Aim to learn as much about the Gospel of Mark as you can in fifteen minutes. Read Mark 13:32-37. Spend an additional ten minutes reading about this passage in a one-volume commentary. Make an initial statement of the gist of its message. Should be 150 words or fewer. *To be handed in.*
- There have been various reconstructions posited for the Markan community; describe one, noting your sources. (You should consult several critical resources, such as commentaries or Bible dictionaries.) To what aspect of this community’s life or belief might Mark 13:32-37 be referring? 600 words or fewer. *To be handed in.*

10. Thursday, March 15. Analyzing the language of the text.

- *Preparation.* Prepare short essays (600 words or fewer apiece) on each of the following two sets of questions. *To be handed in.*
 - a. Concerning Mark’s use of γρεγορέω: Begin by noting the verses in which Mark uses this term (list citations). Based on your analysis of the literary context and your prior lexical work, discuss how you would translate this word in its several occurrences in chap. 13. You may also want to give attention to use of the term in 14:32-42 and 1 Thess 5:1-11.
 - b. Concerning Mark’s use of καθεύδω. Using lexical tools at your disposal, discuss the range of meanings (literal and metaphorical) for this term. What do you think the term means in this passage? As in the previous question, you may want to give attention to the use of this term in Mark 14:32-42 and 1 Thess 5:1-11.

Tuesday, March 20 – RESEARCH & STUDY– NO CLASS

Thursday, March 22 – RESEARCH & STUDY– NO CLASS

11. Tuesday, March 27. Formal and detailed analysis.

- *Preparation.* Read Gorman 5 & 6. Prepare a short essay (600 words or fewer) on one of the following two sets of questions. *To be handed in.*
 - a. How does the account of the disciples “sleeping” instead of “watching” in 14:32-42 illuminate Mark 13:32-37? What message might Mark have been trying to convey to his first readers by means of the literary repetition of key words and motifs pertaining to sleeping and watchfulness in these two passages? Also comment briefly on the thematic relationship of Mark 13:32-37 to 1 Thess 5:1-11.
 - b. What is the “day” or “hour” to which Jesus refers in Mark 13:32? (Hint: You will want to do lexical study of these words as background for this question.) Mark implies that the hour is imminent; what are the behavioral or ethical implications of this imminence for Mark’s readers (both ancient and modern)?

12. Thursday, March 29. Expansion, refinement, application.

- *Preparation.* Read Gorman 7–9.

13. Tuesday, April 3. Expansion, refinement, application (continued)

- *Preparation.* Write a first draft of a **focus statement** based on your study of Mark 13:32-37 that articulates a central theme of your faithful interpretation of the passage. *Limit this statement to 50 words.* Also write a first draft of **an essay** presenting your faithful interpretation of the passage consistent with the central theme in the focus statement. Support your interpretation by a careful and critical analysis of the text. You may draw on any material in areas of the essays done previously, and on other exegetical methods and evidence relevant to the interpretation. You should draw on critical resources such as commentaries, but not be *overly* dependent on them. Limit this essay to 1,200 words. *These first drafts will be checked but not graded.*
- *In-class work in small groups:* Discuss drafts of focus statements and supporting essays.

Thursday, April 5 – EASTER BREAK – NO CLASS

14. Tuesday, April 10. Exegesis of Paul

Thursday, April 12 – NO CLASS

15. Tuesday, April 17. Use of the Jewish Scriptures in the New Testament

- *Final version of focus statement and supporting essays due in class*

Thursday, April 19 – NO CLASS

16. Tuesday, April 24. Why the Bible looks the way it does at LPTS

- *Preparation.* Read “Presbyterian Understanding and Use of Holy Scripture” and “Biblical Authority and Interpretation.” (Available as a downloadable PDF at <http://www.pcusa.org/resource/presbyterian-understanding-and-use-holy-scripture/>).
- Prepare a summary, no more than 1½ pages single-spaced, *to be handed in. May be done with up to two partners, but you must meet to review the whole before submitting it.*

17. Thursday, April 26. Generous Listening projects: Introduction.

- *Preparation.* Read A. K. M. Adam, *Faithful Interpretation: Reading the Bible in a Postmodern World*, 81-103. Prepare a summary of the main points of the article in 150 words or fewer. *To be handed in.*
- Also read Susan R. Garrett, “Introduction,” in *The Church Transforming: What’s Next for the Reformed Project?* and Garrett, “Homosexuality and the Bible” (for those who have not read it previously).
- Assignment of topics to small groups:
 - a. Salvation and non-Christians
 - b. Abortion
 - c. Women preaching/leading worship
 - d. Capital punishment

e. Pacifism

- 18. Tuesday, May 1. Small groups: meet to work on generous listening projects**
- 19. Thursday, May 3. Small groups: meet to work on generous listening projects**
- 20. Tuesday, May 8. Presentations. *Please plan on staying longer. Morning section will run till noon. Evening section will run till 9:00 p.m.***
- 21. Thursday, May 10. Presentations.**

To turn in by May 16:

Prepare a sermon based on the exegetical work you have done on Mark 13:32-37. It is imperative that the sermon reflect the focus statement and the exegetical work on which that statement was based. Also prepare a two-page outline of the sermon. Hand these in together with all graded essays on the passage.

Appendix A:

Summary of Written Assignments, with due dates and point values

- 2/16 Text-critical analysis (IN-CLASS WORK) - **5%**
- 2/21 Canon formation essay (max 2 pp., double-spaced; teams of two or three okay) - **10%**
- 2/21 Canon list (IN-CLASS WORK) - **5%**
- 3/8 Contexticon assignment (IN-CLASS WORK) - **10%**
- 3/13 150 word essay on the gist of Mark 13:32-37 - **5%**
- 3/13 600 word essay on historical reconstruction of Markan community - **5%**
- 3/15 **Two** 600-word essays on key terms in Mark 13:32-37 (γρεγορέω and καθεύδω) - **10%**
- 3/27 600-word essay on 1 of 2 possible theological essay questions on Mark 13:32-37 - **5%**
- 4/3 Draft: focus statement & supporting statement on Mark 13:32-27
- 4/17 Final version of focus statement and supporting 1200-word statement - **15%**
- 4/26 150-word summary of article by A.K.M. Adam - **5%**
- 5/8 Group Presentations: Generous Listening - **10%** (*some will present on 5/10*)
- 5/16 Sermon and outline based on exegesis of Mark 13:32-37 - **15%**

Appendix B: Course Policies

Inclusive Language:

In speech and in written assignments, please avoid divisive terms that reinforce stereotypes or are pejorative. Do not use language that leaves out part of the population, perpetuates stereotyping, or diminishes importance. Do not use male pronouns (such as “men”) to refer to a group that includes females as well. Consult the Academic Support Center for additional guidance if necessary.

Plagiarism:

Prohibition of plagiarism will be strictly enforced. Ideas and words (even short phrases, if distinctive) drawn from print, Internet, or other sources should be fully documented. Any student work in which plagiarism is discovered will receive an automatic F with no possibility of redoing the assignment, and the infraction will be reported to the academic dean. Use great care!!!

Attendance Policy:

See “Requirements and Evaluation” above.

Late Papers and Exams, and Incompletes

See “Requirements and Evaluation” above. Note that Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar’s office.

Use of Electronic Devices in Class

Do not send or read text messages during class. 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. Checking of email or social networking sites will be grounds for dismissal from the session.