

Exegesis of 1 Corinthians
Louisville Presbyterian Theological Seminary
January 2022

Class Information

Class Number: NT2123
Meeting Times: Jan 3-14 (M-F), 9:00 am-12:00 pm
Meeting Location: **Zoom**

Instructor: Sung Soo Hong
Email Address: sshong@lpts.edu
Office Location: Schlegel 300
Office Hours: by appointment

Course Description

The Corinthian church had a number of problems. We will analyze those problems and Paul's responses to them, paying attention to the literary, social, and cultural context of the writing called, "First Corinthians." We will learn not only from the academic studies of 1 Corinthians but also from the participants of this class. In a sense, our class sessions will be a series of "potluck parties": each person will bring informed questions and comments to class ("food for thought"), and we will discuss them. Through this course, you will become familiar with resources for exegesis and will hone your exegetical skills. More importantly, you will learn how to read the Bible in ways that are academically sound and ethically responsible. We will also discuss how to "translate" our academic study of 1 Corinthians into ministry practice.

Learning Goals

- "Students will gain knowledge and understanding of the Bible, and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts" (MDiv Student Learning Outcome 1).
- "Students will be able to interpret Scripture critically and imaginatively" (MAR Student Learning Outcome 1).
- "Students will demonstrate the ability to reflect critically and self-critically on relationships between Christian faith and various forms of injustice" (MDiv Student Learning Outcome 4).

Required Textbooks and Course Resources

- My presentation files will be made available on Canvas. You do **not** have to purchase the following textbooks because you have access to the eBooks through our library website:
 - "**Sampley**": J. Paul Sampley, *The First Letter to the Corinthians: Introduction, Commentary and Reflections*, vol. 10 of *The New Interpreter's Bible*, ed. Leander E. Keck (Nashville, TN: Abingdon Press, 2002). [Link to the eBook](#).
 - "**Horsley**": Richard A. Horsley, *1 Corinthians*, Abingdon New Testament Commentaries (Nashville, TN: Abingdon Press, 1998). [Link to the eBook](#). Two physical copies are available at the library (BS 2675.3 .H67 1998).

Zoom Meeting Information for Synchronous Online Section

- Students in the synchronous online section of this course can join our Zoom meeting via the following link: <https://lpts-edu.zoom.us/j/82377946236?pwd=YjJSZHlGZllmSWZSR3BBZDJxM1Nodz09>
- Meeting ID: 823 7794 6236
- Passcode: LPTS1Cor

Course Requirements

• Attendance and Participation

- 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. Two or more absences (1/4 of the course) may result in a low or failing grade in the course. Please plan to participate actively in the class. See “Attendance Policy” in Appendix B below for more information.

- **All written assignments** except for your final project will be gathered in a Google Doc entitled, “[Resources for the Study of First Corinthians: Word Studies, Critical Questions, and Studies of Social Relations.](#)” Submit your assignments by writing them directly in the document. I hope that this collaborative project will be useful not only for your own final project but also for your ministry.

- **Deadlines for Word Studies, Critical Questions, Responses to Critical Questions, and Studies of Social Relations: 11:59 p.m.** of the day before class. Submissions between midnight and 9:00 a.m. of the class day will receive a 10% penalty. Submissions after 9:00 a.m. will not be accepted.

- **You can submit only one assignment a day.** For instance, you cannot submit a word study and a critical question on the same day. Only one will count. If you have already submitted all the required assignments including word studies, critical questions, and a response, you may submit additional ones. You will earn extra credit for each additional submission (2% per submission up to 6% in total).

• Word Studies (250-350 words)

- You will write **two** studies of any Greek words in the assigned text of 1 Cor (see Course Schedule below). A word study should have the following three components:
 - (1) Introduction: explain the significance of the word of your choice.
 - (2) Observations: (a) give the definitions of the word; I encourage you to use [LSJ](#) and [BDAG](#) (for more information on these and other lexicons, see Appendix A: Bibliography below); (b) present the occurrences of the word in 1 Cor and, if you will, in other letters of Paul.
 - (3) Exegetical and/or theological implications: how do your observations help us better understand 1 Cor?

• Critical Questions: Historical-Critical (250-350 words)

- Write **two** critical questions regarding 1 Cor. A critical question should have the following two components:
 - (1) Question and Significance: state your question and explain why the question is important or interesting to you.
 - (2) Research: show your effort to answer your question by discussing at least two scholarly resources such as Sampley and Horsley. The goal is not necessarily finding the “right” answer but providing your classmates with some “food for thought” so that we could hold informed discussions in class. You will see a sample question in the shared Google Doc along with additional instructions.
- For this assignment, use historical-critical resources. For more information on historical-critical resources, see Appendix A: Bibliography.

• Critical Questions: Feminist, Womanist, Queer, or Global Perspective (250-350 words)

- Write **one** critical question that discusses at least one of the following resources or similar ones:
 - Brian K. Blount, *Then the Whisper Put on Flesh: New Testament Ethics in an African American Context*. Nashville: Abingdon, 2001. ([BS 2545 .E8 B56 2001](#); eBook)
 - Brian K. Blount, ed., *True to Our Native Land: An African American New Testament Commentary* (Minneapolis, MN: Fortress, 2007), esp. 276-306. ([BS 2341.52 .T78 2007](#))
 - Carol A. Newsom, Sharon H. Ringe, and Jacqueline E. Lapsley, eds., *Women's Bible Commentary*, rev and updated ed. (Louisville, KY: Westminster John Knox, 2012). ([BS 491.3 .W66 2012](#); eBook)
 - Daniel Patte, ed., *Global Bible Commentary* (Nashville: Abingdon, 2004), esp. 444-54. ([Ref. BS 491.3 .G57 2004](#))
 - Deryn Guest, Robert E. Goss, Mona West, and Thomas Bohache, eds., *The Queer Bible Commentary* (London: SCM, 2006), esp. 606-23. ([Ref. BS 680 .H67 Q44 2006](#))
 - Jacob Cherian, et al., eds., *South Asia Bible Commentary* (Grand Rapids, MI: Zondervan, 2015), esp. 1555-84. ([Ref. BS 491.3 .S67 2015](#))
- **Response to a Word Study or a Critical Question** (100-200 words)
 - Write **one** response to either a word study or a critical question that another student has written. You are welcome to be creative: you could develop your classmate's research by adding more resources or by offering your observations; write about the relevance of the word study or the critical question to ministry; or present your own reflections on pertinent social issues today.
- **Study of Social Relations: Summary** (450-550 words) **and Discussion Leadership**
 - You will write an encyclopedic article on social relations and practices in antiquity (e.g., Lynn H. Cohick, "[Women's Work in the Greco-Roman World.](#)"; Katy E. Valentine, "[Slavery in the New Testament](#)"). It is unnecessary for you to express your personal opinions on the subject. It can be a succinct summary of one of the essays in
 - "**OHSR**": Michael Peachin, ed., *The Oxford Handbook of Social Relations in the Roman World* (Oxford: Oxford University Press, 2011) ([link to the ebook](#)). Note that the eBook allows only one concurrent user. A physical copy is on reserve at the library.
 - If you are ambitious, you could consult additional resources such as the essays in [Paul in the Greco-Roman World: A Handbook](#), [The Anchor Bible Dictionary](#), and [BibleOdyssey.org](#); see Appendix A: Bibliography for more resources.
 - In addition, you are required to lead a discussion on your topic in class for 25-30 minutes. You are not expected to create a separate presentation or handout. Your summary of the essay in the shared Google Doc will be the basis of our discussion.

Date	Discussion Topic (page numbers from OHSR)	Discussion Leader
	"Greco-Roman Cultic Societies" (pp. 535-47)	
	"Rhetorical Education" (pp. 101-118)	
	"Roman Honor" (pp. 377-403)	
	"Friendship among the Romans" (pp. 422-37)	
	"Making Romans in the Family" (pp. 69-83)	
	"Slaves in Roman Society" (pp. 589-608)	

	“Women in Roman Society” (pp. 609-22)	
	“Children in the Roman Family and Beyond” (pp. 623-42)	
	“Roman Prostitutes and Marginalization” (pp. 643-59)	
	“Roman Dining” (pp. 438-66)	

• **Final Project in Two Phases**

- You will develop either an exegetical paper or a bible study curriculum in two phases. The first phase is your preliminary survey and plan. The second one is the completed work.
- **Deadlines**
 - Phase 1: Jan 17 at 11:59 p.m. (Canvas)
 - Phase 2: Jan 27 at 11:59 p.m. (Canvas)
 - Penalty for late submission: a 10% point deduction for each late day.
- **Option 1. Exegetical Paper: Phase 1**
 - The first phase of your exegetical paper should be 400-500 words in length, not counting the bibliography. Make sure to include the following four components:
 - (1) Identify a biblical passage or passages in 1 Cor that you will analyze in the paper.
 - (2) State your questions and give a tentative thesis statement.
 - (3) A tentative outline of the paper: give section headings along with a brief description of the content.
 - (4) Prepare a bibliography that includes at least five scholarly items. The bibliography should be properly formatted (see “Citation Policy” under Appendix B). Resources in our course bibliography (Appendix A) can be your starting points. In addition, you are strongly encouraged to consult the two-part exegetical guide that Prof. Susan Garrett and I have developed:
 - Part 1. “Exegesis of a NT Epistle or Revelation: A Guide for the Perplexed” ([link](#))
 - Part 2. “Exegesis of a NT Epistle or Revelation: An Annotated Bibliography” ([link](#))
- **Option 1. Exegetical Paper: Phase 2**
 - Write a full paper. You are not locked into considering the questions or issues you identified in Phase 1. While you are welcome to explore new questions or ideas, it is a good idea to consult me in advance regarding your new directions.
 - Interact with at least seven scholarly resources in the paper (e.g., “I agree [or disagree] with Horsley’s assertion that...”; “Building upon Sampley’s argument..., I will argue that...”).
 - The paper should be 12-15 pages in length (double-spaced), not counting bibliography. Biblical references (e.g., 1 Cor 1:1) should be in the main text rather than the footnotes.
 - Format requirements: letter size; 1-inch margins on all sides; 12-point Times New Roman font. Use section headings.
 - If you use our **Academic Support Center** ([link](#)) before submitting the final draft, and provide evidence, you will receive a 7% bonus added to your grade for the second phase.
- **Option 2. A Bible Study Curriculum: Phase 1**
 - In the first phase, develop your bible study curriculum in two steps: first, learn from others by reviewing existing recourses; second, develop your own curriculum. Accordingly, your submission should include the following two main components:

- (1) Reviews (about 200 words): find and review two resources on 1 Cor. They can be books for general audience (e.g., [N. T. Wright, Paul for Everyone: 1 Corinthians](#); [J. Brian Tucker, Reading 1 Corinthians](#)); bible study guides (e.g., [Bruce Fisk, First Corinthians](#); [Jaime Clark-Soles, 1 Corinthians](#); [James L. Evans, 1 & 2 Corinthians](#); [more](#)); devotional or study bibles (e.g., bibles for [teen girls](#), [teen guys](#); [women](#)); or videos (e.g., [Youtube videos](#)). Analyze and evaluate them, asking critical questions such as the following ones: who are their intended audiences? What are their learning goals? What are the components of those bible studies (e.g., a short introduction; section-by-section exegesis; a list of questions for discussion; fill in the blank questions; classroom activities; games). Do you think they will achieve their pedagogical goals effectively?
- (2) Description of your own curriculum (about 200-300 words):
- (a) Audience: describe the intended audience and purposes concretely (e.g., “a vacation bible school for elementary schoolers”; “a bible study for a youth group’s retreat for 3 days”; “an 8-week bible study for an ethnically diverse group of young adults”).
 - (b) Scope and learning goals: does your bible study cover the whole text of 1 Cor? Is it thematically organized, drawing on 1 Cor and other texts in the NT? What do you expect your audience to learn?
 - (c) Structure: describe the components of your bible study.
- **Option 2. A Bible Study Curriculum: Phase 2**
 - Submit a completed bible study, which includes a bible study book (or forms of learning material) for the audience and a guide for teachers or leaders.
 - If you use our **Academic Support Center** ([link](#)) before submitting the final draft, and provide evidence, you will receive a 7% bonus added to your grade for the second phase.

Grade Breakdown

• Attendance and Participation	15%
• Word Studies	12% (6% x 2)
• Critical Questions: Historical-Critical	12% (6% x 2)
• Critical Questions: Feminist, Womanist, Queer, or Global Perspective	6% (6% x 1)
• Response to a Word Study or a Critical Question	4%
• Study of Social Relations: Summary	10%
• Study of Social Relations: Discussion Leadership	6%
• Final Project: Phase 1	10%
• Final Project: Phase 2	25%

All assignments must be completed to pass the course.

Note: the content of this syllabus is subject to change based on the needs of the class and/or instructor.

Course Schedule

1/3 Mon **Introduction to the Course**
 Syllabus; introduction to 1 Corinthians

- 1/4 Tue **1 Cor 1-2**
Discussion: “Rhetorical Education” (Lillian Glover)
- 1/5 Wed **1 Cor 3-4**
- 1/6 Thu **1 Cor 5-7 (1)**
Discussion: “Making Romans in the Family” (Linette Lowe)
Discussion: “Children in the Roman Family and Beyond” (Andrew Chapdelaine)
- 1/7 Fri **1 Cor 5-7 (2)**
Discussion: “Roman Prostitutes and Marginalization” (Emily Sautter)
Discussion: “Women in Roman Society” (Cori Vivian)
Discussion: “Slaves in Roman Society” (Charmaine Ward)
- 1/10 Mon **1 Cor 5-7 (3) and 1 Cor 8-10 (1)**
- 1/11 Tue **1 Cor 8-10 (2) and 1 Cor 11**
Discussion: “Roman Dining” (Rebecca Mattern)
Discussion: “Greco-Roman Cultic Societies” (Trent Salter)
- 1/12 Wed **1 Cor 12-14 (1)**
- 1/13 Thu **1 Cor 12-14 (2)**
- 1/14 Fri **1 Cor 15-16 and Concluding Reflections**

Appendix A: Course Bibliography

[Link to Course Bibliography](#)

Appendix B: Course Policies

Attendance Policy

Students are expected to attend all sessions, and roll will be taken. You should be ready to begin class at 9:00 a.m. To earn full credit for “attendance and participation,” you will need to demonstrate through your participation that you have done the work of preparation for the session. **Please note:** If your personal circumstances change (for example, if you or someone in your family contracts Covid 19), please reach out to me so that we can discuss any special arrangements that may be necessary to accommodate your situation.

Items Relating to Instruction, Learning, and Technology at LPTS

1. To access the library and its resources, visit: <https://lpts.edu/library/>
2. To request a library laptop loan, contact library@lpts.edu
3. For a summary of information related to accessing Outlook, Canvas, CAMS, and the Intranet, see: [Accessing LPTS Resources](#)
4. For general help with campus network access, Outlook (email), contact support@lpts.edu
5. For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Gina Kuzuoka at gkuzuoka@lpts.edu
6. For help with Canvas credentials, contact Carolyn Cardwell at ccardwell@lpts.edu.

Use of 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. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

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. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) 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.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2020.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center.

See also the library's citation help page: <https://lpts.libguides.com/digitalresources/citingsources>

Policy on Pass/Fail Option

Students taking the course pass/fail must complete *all* assignments and earn an average score of 75 or above.