

NT 1023: INTRODUCTION TO NEW TESTAMENT EXEGESIS
SPRING 2018

Louisville Seminary
Wednesday + Friday, 10:00am-11:20am
Schlegel 123

INSTRUCTOR

The Rev. Jonathan E. Soyars, Ph.D.

jsoyars@lpts.edu; 502-992-9370

Schlegel 316

Office Hours: by appointment (<https://calendly.com/jsoyars>)

CATALOG COURSE DESCRIPTION

The course will enable students to practice competent yet also creative and inspiring exegesis of the New Testament. Students will advance their study of *koine* (New Testament) Greek, and also master several essential sets of knowledge and skills, including: canon formation and text criticism; how to make effective use of foundational exegetical tools (exegetical grammars and dictionaries, concordances, lexicons, journals, and other secondary sources); and the nature of the authority of the New Testament for preaching, theology, and life.

LEARNING GOALS

Upon successful completion of this course, students will be able to:

- ✓ translate the Greek text of the New Testament with greater fluency and competency (SLO 5);
- ✓ identify and employ contemporary New Testament exegetical methods in coordination with relevant scholarly research (SLO 2, 5);
- ✓ connect New Testament exegesis with the pastoral and ethical concerns of an identified religious community, particularly in the public sphere and in response to issues of injustice (SLO 1, 3, 4);
- ✓ articulate their own identity, commitments, and aims as an interpreter of the New Testament with increased clarity and conviction (QEP-SLO 2); and
- ✓ express new learning about New Testament interpretation in Christian traditions other than their own (QEP-SLO 1b).

REQUIRED TEXTS

- (1) Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Rev. and exp. ed. Peabody, MA: Hendrickson, 2009. ISBN: 0801046408. [=Gorman]
- (2) Green, Joel B., ed. *Hearing the New Testament: Strategies for Interpretation*. 2nd ed. Grand Rapids, MI: Eerdmans, 2010. ISBN: 0802864201. [=Green]
- (3) Croy, Clayton. *A Primer of Biblical Greek*. Rev. ed. Grand Rapids, MI: Eerdmans, 2011. ISBN: 0802867332. [=Croy]

RECOMMENDED TEXT

- (1) Aland, Barbara et al., eds. *Novum Testamentum Graece*. 28th rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2012. ISBN: 1619700301.

COURSE REQUIREMENTS

(1) **Preparation, Attendance, and Participation** (20% of final grade)

Success in this course and the caliber of class conversations depend on careful advance preparation and thoughtful participation by all participants. Together we will seek to cultivate a brave learning space in which all voices are welcome and all viewpoints charitably and constructively engaged. Failure to participate sufficiently or to attend class regularly will impact the final course grade negatively. See the Attendance Policy section below.

(2) **Greek Grammar Test** (20% of final grade)

This in-class test will focus on material covered in Croy ch. 26-32.

Test date: **Friday, Feb. 16**

(3) **Electronic Reading Journal** (25% of final grade)

Each student will keep an electronic journal of entries pertaining to assigned secondary readings; each entry should be 60-80 words. Entries for recommended readings are encouraged but not required. The journal is intended to provide space and opportunity for analyzing, summarizing, reflecting upon, and connecting readings with each other and to course goals and requirements (e.g., the Major Exegesis Paper), as well as a student's current vocation and ministry. Journals will be collected twice and spot-checked for completion and quality; entries for up to two (2) days' worth of readings can be omitted without penalty.

Due dates: **Friday, March 23** (Part #1; readings from Feb. 21 through March 23)

Friday, May 4 (Part #2; readings from March 28 through May 4)

(4) **Major Exegesis Paper** (8-10 page, double-spaced paper; 35% of final grade)

Focus passage: Mark 5:21-43

Due date: **Friday, April 27**

GRADING SCALE

A = 94 and above

A- = 90-93

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-76

D+ = 67-69

D = 63-66

D- = 60-62

F = 59 and below

ELECTRONIC SUBMISSION / DEADLINES & EXTENSIONS / LATE PENALTIES

All written course requirements must be submitted electronically as an email attachment to the Instructor by the beginning of class on the deadline dates listed in the Course Schedule. Early submission is encouraged. Extensions to deadlines will only be considered at least 24 hours in advance; requests must be made and agreed to in writing. Extensions will only be granted in "extraordinary circumstances," as outlined in the Seminary catalog.

Late submission of written course requirements will be accepted with the following penalties: after the beginning of class but within 24 hours, reduction of one full letter grade (e.g., A- to B-); after 24 hours but within 48 hours, reduction of two full letter grades (e.g., A- to C-); after 48 hours but within 72 hours, reduction of three full letter grades (e.g., A- to D-). Submissions over 72 hours late will not be accepted in any circumstances without appropriate documentation and direction from the relevant LPTS administrator. The Greek Grammar Test cannot be rescheduled without appropriate documentation and direction from the relevant LPTS administrator in advance.

FORMATTING OF WRITTEN COURSE REQUIREMENTS

The following guidelines must be followed in formatting written course requirements:

- ✓ Title page indicating student name, assignment, course, date. Journal entries do not require a title page.
- ✓ One-inch (1”) margins on top, bottom, left, and right of all pages.
- ✓ All text formatted in Times New Roman 12-point font, black color.
- ✓ One line break between paragraphs, with first lines indented half an inch (0.5”).
- ✓ Double-spaced, except for block quotations, which must be single-spaced and indented half an inch (0.5”).
- ✓ Align all text on the left. Do not right justify any text.
- ✓ Page numbers indicated in Arabic numerals (1, 2, 3...) at the bottom of all pages except title page. The main body of a paper begins with page 1.
- ✓ Bibliography of all works cited, formatted according to Seminary standards and style guide, should be presented on a new page immediately following the final main page of the assignment. If no works are cited, no bibliography is needed.

Electronic files must be saved and submitted in Microsoft Word DOCX format (not PDF). Improperly formatted assignments will be returned for revision according to the guidelines listed above and resubmission within 24 hours. Assignments that are not promptly revised and resubmitted will not be graded and will earn the grade of zero (0).

USE OF INCLUSIVE LANGUAGE¹

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 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

¹ The Use of Inclusive Language, Academic Honesty, Special Accommodations, Citation Policy, and Attendance Policy sections are excerpted from the LPTS Faculty Handbook, amended as appropriate.

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 student papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

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*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

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

ATTENDANCE POLICY

According to the Seminary catalog, students are expected to attend all class meetings. Attendance will be taken at the beginning of each class session. Because scheduling conflicts, illnesses and, occasionally, true emergencies happen, each student is allowed three (3) absences without penalty or need for explanation. However, each absence beyond three (even a partial absence!) will automatically result in an additional 10% reduction in the final course grade (i.e., A- to B-). Six absences (even partial absences!) will automatically result in a failing course grade (F). Habitual tardiness will be considered unexcused absence.

ELECTRONIC DEVICES IN CLASSROOM POLICY

Out of respect for each other and the learning environment, please refrain from activity on electronic devices that is unrelated to our work together. This policy intentionally allows for electronic engagement with assigned readings and other course materials. However, if you need to answer email, tweet, post on Instagram, text, return a call, listen to a voicemail, check your stock portfolio, etc., please do so during the break or after class. Repeated violations of this policy will result in a student being asked to leave the classroom.

EMAIL POLICY

As outdated as it might seem, the preferred means of electronic communication between students and the Instructor outside of class is email. I can only respond to emails sent to my LPTS address. Please allow at least 48 hours before following up, especially over a weekend.

OFFICE HOURS APPOINTMENT POLICY

The Instructor is available and eager to meet with students by appointment during regularly scheduled office hours in order to build relationship and support student learning. To schedule an appointment, please visit <https://calendly.com/jsoyars> and make a selection that meets your needs in terms of type, date, and time. If you are unable to keep and must change an appointment, please do so via the message from Calendly that you will receive upon initially scheduling the meeting.

COURSE SCHEDULE

*Please note: this schedule is subject to change as the course unfolds.
Any such changes will be announced in advance and described in writing.*

MOVEMENT ONE: STRENGTHENING KOINE GREEK SKILLS

- Fri., Feb. 2:** **Welcome and Overview of Course; Greek Session #1**
Secondary Reading(s): Croy ch. 26-27
- Wed., Feb. 7:** **Greek Session #2**
Secondary Reading(s): Croy ch. 28-29
Assignment(s): Greek Homework #1 on Croy ch. 26-27
- Fri., Feb. 9:** **Greek Session #3**
Secondary Reading(s): Croy ch. 30-31
Assignment(s): Greek Homework #2 on Croy ch. 28-29
- Wed., Feb. 14:** **Greek Session #4**
Secondary Reading(s): Croy ch. 32; review Croy 1-32 as necessary
Assignment(s): Greek Homework #3 on Croy ch. 30-31
- Fri., Feb. 16:** **GREEK GRAMMAR TEST**
Secondary Reading(s): Croy ch. 1-32, esp. 26-32
Assignment(s): Prepare for Greek Grammar Test

MOVEMENT TWO: LEARNING THE CRAFT OF NT EXEGESIS FOCUS TEXT: Mark 5:21-43

- Wed., Feb. 21:** **The Meaning of Texts**
Secondary Reading(s): “The Task” [=Gorman 9-34]
Martin, “The Myth of Textual Agency” [Available on CAMS]
Martin, “The Space of Scripture, the Risk of Faith” [Available on CAMS]

Recommended:
Excerpt of “Resources for Exegesis” [=Gorman 182-89]
- Fri., Feb. 23:** **Self, Community, and the Aims of Interpretation**
Primary Reading(s): Mark 5:21-43
Secondary Reading(s): Barton, “Historical Criticism and Social-Scientific Perspectives in New Testament Study” [=Green 34-64]
and at least TWO of the following:
Agosto, “Latino/a Hermeneutics” [=Green 350-71]
Kim, “Reading the Bible as Asian Americans” [Available on CAMS]
Powery, “African American Criticism” [=Green 326-49]
Schneider, “Queer Theory” [Available on CAMS]

Spencer, “Feminist Criticism” [=Green 289-325]
Tinker, “Reading the Bible as Native Americans” [Available on CAMS]

Wed., Feb. 28:

Overview of Library Exegetical Resources with Ms. Angela Morris

Note: This session will meet in the Library Computer Lab.

Secondary Reading(s):

Green, “The Challenge of Hearing the New Testament” [=Green 1-14]
Vanhoozer, “The Reader in New Testament Interpretation” [=Green 259-88]

Recommended:

“Selected Internet Resources for Biblical Studies” [=Gorman 277-82]

Assignment(s):

None

Fri., March 2:

Gorman’s Step 1: Establishing and Surveying the Text

Primary Reading(s):

Mark 5:1-6:56

Secondary Reading(s):

“The Text” [=Gorman 35-59]
“1st Element—Survey” [=Gorman 63-68]
Ehrman, “Textual Criticism of the New Testament” [=Green 15-33]

Recommended:

Excerpt of “Resources for Exegesis” [=Gorman 189-202]

Assignment(s):

Compare major differences in the text of Mark 5:21-43 in at least six (6) of the modern English translations described on Gorman 44-52, using either printed versions or those available at <https://www.biblegateway.com>.

Wed., March 7:

Gorman’s Step 2: Contextual Analysis: Historical

Primary Reading(s):

Mark 5:21-43

Secondary Reading(s):

“2nd Element—Contextual Analysis” [=Gorman 69-81]
and at least ONE of the following:
Bauckham, “The Relevance of Extracanonical Jewish Texts to New Testament Study” [=Green 65-84]
Alexander, “The Relevance of Greco-Roman Literature and Culture to New Testament Study” [=Green 85-101]

Translate:

None

Assignment(s):

Meaningful text-critical issues in Mark 5:21-43

Fri., March 9:

Gorman’s Step 2: Contextual Analysis: Literary

Primary Reading(s):

Mark 5:21-43

Secondary Reading(s):

Excerpt of “Resources for Exegesis” [=Gorman 202-07]
Carey, “Traditio-Historical Criticism” [=Green 102-21]

Translate:

Mark 5:21-23

Assignment(s):

None

March 14, 16:

NO CLASS: RESEARCH AND STUDY WEEK

Wed., March 21:

Gorman’s Step 2: Contextual Analysis: Canonical

Primary Reading(s):

Synoptic parallels to Mark 5:21-43

Secondary Reading(s):

Wall, “Reading the New Testament in Canonical Context” [=Green 372-96]

McDonald, "The Notion and Use of Canon" [Available on CAMS]

Recommended:

Buell, "Canons Unbound" in *Feminist Biblical Studies in the Twentieth Century*, ed. Elisabeth Schüssler Fiorenza [Available online via LPTS Library catalog]

Translate:

None

Assignment(s):

Synoptic comparison of Mark 5:21-43

Fri., March 23:

Gorman's Step 3: Formal Analysis: The Form, Structure, and Movement of the Text

Primary Reading(s):

Mark 5:21-43

Secondary Reading(s):

"3rd Element—Formal Analysis" [=Gorman 83-100]

and at least ONE of the following:

Bailey, "Genre Analysis" [=Green 140-65]

Powell, "Narrative Criticism" [=Green 240-58]

Recommended:

Excerpt of "Resources for Exegesis" [=Gorman 207-09]

Mark 5:24-26

Translate:

Assignment(s):

ELECTRONIC READING JOURNAL PART #1 due

Contextual analysis of Mark 5:21-43

Wed., March 28:

Gorman's Step 4: Detailed Analysis of the Text

Primary Reading(s):

Mark 5:21-43

Secondary Reading(s):

"4th Element—Detailed Analysis of the Text" [=Gorman 101-26]

Black, "Rhetorical Criticism" [=Green 166-88]

Recommended:

Excerpt of "Resources for Exegesis" [=Gorman 209-25]

Mark 5:27-29

Translate:

Assignment(s):

Formal analysis of Mark 5:21-43

Fri., March 30:

NO CLASS: GOOD FRIDAY

Wed., April 4:

Gorman's Step 4: Detailed Analysis of the Text (cont.)

Primary Reading(s):

Mark 5:21-43

Secondary Reading(s):

Green, "Discourse Analysis and New Testament Interpretation" [=Green 218-39]

Hays and Green, "The Use of the Old Testament by New Testament Writers" [=Green 122-39]

Recommended:

Turner, "Modern Linguistics and Word Study in the New Testament" [189-217]

Translate:

Mark 5:30-32

Assignment(s):

Detailed analysis of Mark 5:21-43

Fri., April 6:	Gorman's Step 5: Synthesis
<i>Primary Reading(s):</i>	Mark 5:21-43
<i>Secondary Reading(s):</i>	"5th Element— Synthesis" [=Gorman 127-38]
	<i>Recommended:</i>
	Excerpt of "Resources for Exegesis" [=Gorman 225-26]
<i>Translate:</i>	Mark 5:33-36
<i>Assignment(s):</i>	Detailed analysis of Mark 5:21-43 (cont.)
Wed., April 11:	Gorman's Step 6: Reflection: Theological Interpretation
<i>Primary Reading(s):</i>	Mark 5:21-43
<i>Secondary Reading(s):</i>	"6th Element— Reflection: Theological Interpretation" [=Gorman 139-66] Fowl, "The New Testament, Theology, and Ethics" [=Green 397-413]
	<i>Recommended:</i>
	Excerpt of "Resources for Exegesis" [=Gorman 226-31]
<i>Translate:</i>	Mark 5:37-40
<i>Assignment(s):</i>	Synthesis of Mark 5:21-43
Fri., April 13:	Gorman's Step 7: Expansion and Refinement of the Exegesis
<i>Primary Reading(s):</i>	Mark 5:21-43
<i>Secondary Reading(s):</i>	"7th Element— Expansion and Refinement of the Exegesis" [=Gorman 167-72] "Exegesis and the Exegete: Errors to Avoid, Discoveries to Make" [=Gorman 175-79]
	<i>Recommended:</i>
	"Three Sample Exegesis Papers" [=Gorman 247-75] Excerpt of "Resources for Exegesis" [=Gorman 231-32]
<i>Translate:</i>	Mark 5:41-43
<i>Assignment(s):</i>	<u>ELECTRONIC READING JOURNAL PART #2 due</u> Theological Reflection on Mark 5:21-43

MOVEMENT THREE: PRACTICING NT EXEGESIS
FOCUS TEXTS: (1) Acts 1:1-14; (2) 1 Cor 11:17-34; and (3) Rev 2:12-17

Wed., April 18:	Ascension of Jesus
<i>Primary Reading(s):</i>	Acts 1:1-14
<i>Secondary Reading(s):</i>	Selected commentary #1 Selected journal article #1
<i>Translate:</i>	Acts 1:6-8
<i>Assignment(s):</i>	Prepare Major Exegesis Paper
Fri., April 20:	Ascension of Jesus (cont.)
<i>Primary Reading(s):</i>	Acts 1:1-14
<i>Secondary Reading(s):</i>	Selected commentary #2 Selected journal article #2

Translate: Acts 1:9-11
Assignment(s): Prepare Major Exegesis Paper (cont.)

Wed., April 25: Contentious Meals at Corinth

Primary Reading(s): 1 Cor 11:17-34
Secondary Reading(s): Selected commentary #1
Selected journal article #1

Translate: 1 Cor 11:17-22
Assignment(s): Prepare Major Exegesis Paper (cont.)

Fri., April 27: Contentious Meals at Corinth (cont.)

Primary Reading(s): 1 Cor 11:17-34
Secondary Reading(s): Selected commentary #2
Selected journal article #2

Translate: 1 Cor 11:23-26
Assignment(s): **MAJOR EXEGESIS PAPER due**

Wed., May 2: Letter to Pergamum

Primary Reading(s): Rev 2:12-17
Secondary Reading(s): Selected commentary #1
Selected journal article #1

Translate: Rev 2:12-14
Assignment(s): None

Fri., May 4: Letter to Pergamum (cont.)

Primary Reading(s): Rev 2:12-17
Secondary Reading(s): Selected commentary #2
Selected journal article #2

Translate: Rev 2:15-17
Assignment(s): **ELECTRONIC READING JOURNAL PART #2 due**