

## INTRODUCTION TO NEW TESTAMENT EXEGESIS—NT 1023

Louisville Presbyterian Theological Seminary, Spring 2013  
Professor: Dr. Marion L. Soards

### Statement of Purpose and Method

The goal of this course is for students 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. Along the way students will apply the methods to a selected passage of Scripture, first in an isolated/independent fashion and, then, in an integrated way.

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.

### Requirements and Grading

1. Students should prepare all assigned texts in advance of the class sessions in which they will be studied. There will be in-class recitation, wherein we shall read the Greek text aloud, translate into reasonable English (with notes but without access to translations), and explain noteworthy grammatical features. Preparation and participation will count **25%** of the total grade.
2. Ms. Angela Morris (in the library) will be offering training in BibleWorks. She has scheduled times that are available for getting this training. She will keep a record of those who attend these sessions and your attendance at the sessions will count for **5%** of the total grade. If you have already done this training, simply ask Ms. Morris to mark your name on the list she will keep as having done the work.
3. Students will write an exegesis paper of 10-12 pages in length. The text for the paper is Luke 23:32-38.

The paper is, first, to be done in installments—a series of short papers of ½ to 1 page in length—as outlined on the syllabus; and, second, the pertinent portions of the installments are to be developed in a reorganized, rewritten, and integrated final form. The various brief papers will count **35%** of the total grade. The final paper should be no longer than approximately 3500 words including footnotes or endnotes. This complete final paper will count **35%** of the total grade.

**N.B. Please plan ahead. There will be no extensions given. A late paper will be marked down the equivalent of one full grade level for each day that it is overdue.**

## Textbooks

### Required:

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

Fee, Gordon D. New Testament Exegesis. 3<sup>rd</sup> ed. Louisville: Westminster John Knox, 2002. (Cited as NT Exegesis with pertinent page numbers.)

Green, Joel B., ed. Hearing the New Testament: Strategies for Interpretation. 2<sup>nd</sup> ed. Grand Rapids: Eerdmans, 2010. (Cited as Hearing with pertinent page numbers.)

### Recommended:

Soulen, Richard N. and R. Kendall Soulen. Handbook of Biblical Criticism. 3<sup>rd</sup> rev. and expanded ed. Louisville: Westminster John Knox, 2001. (Cited as Handbook with article title.)

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### Furthermore:

Copies of

Blass, F. and A. Debrunner (trans. and rev. by R. W. Funk). A Greek Grammar of the New Testament and Other Early Christian Literature (cited as BDF with paragraph numbers rather than pages);

Brown, Raymond E. et al. The New Jerome Biblical Commentary (cited as NJBC);

Trible, Phyllis. "Feminist Hermeneutics and Biblical Studies" (available online);

and other items mentioned in the syllabus are on reserve in the library--as well as copies of the "required" books for the course.

## SCHEDULE OF TOPICS AND ASSIGNMENTS

(N.B., this schedule is not carved in stone and may be altered if necessary.)

- February 7     **Introduction to the Course—Its Shape and Sense**  
 Note:           In relation to almost any relevant topic imaginable, you will find up-to-date, helpful articles in the Anchor Bible Dictionary and the New Interpreter's Dictionary of the Bible. Furthermore, the major "topical" articles in the NJBC are always worthwhile.
- February 12    **Textual Criticism**  
 February 14    Read:           Hearing pp. 1-14, 15-33;  
                   "Modern New Testament Criticism," NJBC pp. 1130-45; NT Exegesis pp. 59-70;  
                   Handbook: "Textual Criticism" and see "Appendix."  
 Translate:     Luke 2:13-14; 1 Thess 2:7; Mark 1:1; Luke 23:32-38.
- February 19    **Translation, Key Words, and Grammatical Analysis**  
 Read:           Hearing pp. 189-217;  
                   NT Exegesis pp. 71-95;  
                   NJBC pp. 1109-12 (look over pp. 1104-9).  
 Translate:     Luke 23:32-38 and, then, read the renderings of this passage in an interlinear, ESV, NASB, NIV, NKJV, NRSV, REB, TNIV, TEV (other translations if desired).  
 Paper:         Using critical commentaries on the Greek text (e.g.,  
 (Due: 2/26)     Brown [Death of the Messiah], Bock, Culpepper, Fitzmyer, Green, Johnson, Marshall, Nolland, and Plummer) work through the text-critical problem(s) related to Luke 23:32-38 and write up your findings and conclusions.
- February 21    **Grammatical Analysis: Subjunctives, Infinitives, and Participles**  
 February 26    Read:           NT Exegesis pp. 71-95; and  
                   consult BDF §§ 357-425.  
 February 28    Translate:     Subjunctives: Rom 14:13; Mark 12:14;  
                   Infinitives: Luke 2:27; John 3:7;  
                   Participles: Mark 4:3; Luke 4:15; Matt 9:18; John 20:20.
- March 5        **Grammatical Analysis: Pronouns, Adjectives, and Adverbs**  
 Read:           NT Exegesis pp. 71-95; and  
                   consult BDF §§ 64, 277-306; 59-62; 241-46; 434-37.  
 Translate:     Pronouns 1: Mark 12:16; 1 Thess 4:14; John 1:1;  
                   Pronouns 2: Rom 8:26; 2 Cor 4:13;  
                   Pronouns 3: John 8:18;  
                   Adjectives: Acts 28:13; Rom 10:19; Heb 1:4;  
                   Adverbs: John 3:3; Acts 17:15.

- March 7 **Grammatical Analysis: Purpose, Object, Causal, and Result Clauses**
- March 12 Read: Consult BDF §§ 369; 456; 391; 456 (2).
- March 14 Translate: Purpose: 2 Cor 4:7; Matt 4:13-14; John 7:3;  
Object: 2 Cor 11:3; Matt 18:10;  
Causal: Gal 4:6; Luke 11:5-6;  
Result: Matt 8:24; 1 Cor 1:7; Gal 2:13; 1 Pet 1:21.
- March 19/21 **Research and Study Week**
- March 26 **Grammatical Analysis: Conditional, Temporal, and Relative Clauses**
- April 9 Read: Consult BDF §§ 371-73, 360; 455, 381-83; 377-80.  
Translate: Conditional: Luke 4:9; John 15:20; John 5:46; 1 John 1:10;  
Rom 10:9; Matt 26:33;  
Temporal: John 17:12; 2 Tim 4:3; Mark 14:30;  
Relative: John 1:9; Heb 1:2; Rom 16:6.  
Paper: Analyze the grammar of Luke 23:32-38, noticing the  
(Due: 4/9) unusual, difficult, and important items of grammar. Write up  
your analysis.
- April 2/4 **JCPSSB**
- April 11 **Genre, Contextual Analysis, and Form-Criticism**
- Read: Hearing pp. 140-65;  
NT Exegesis pp. 39-58, 112-31;  
Handbook: "Form Criticism" and "Gattung".  
Translate: Philemon 1-3.  
Paper: Analyze the genre, context, and form of Luke 23:32-38, and  
(Due: 4/16) write up your findings and observations.
- April 16 **Source Criticism and Tradition History**
- Read: Hearing pp. 102-21;  
Handbook: "Literary Criticism" and "Tradition Criticism."  
Translate: Philemon 4-7.  
Paper: Analyze Luke 23:32-38, asking about possible sources and  
(Due: 4/18) the history of the tradition and seeking pertinent literary  
parallels. Write up your findings and observations.
- April 18 **Backgrounds, Sociological Analysis, and Literary Parallels**
- Read: Hearing pp. 65-84, 85-101, 122-39;  
NT Exegesis pp. 96-111  
Handbook: "Sociological Interpretation."  
Translate: Philemon 8-12.  
Paper: Consider the historical and religious backgrounds, the  
(Due: 4/23) sociological factors and assumptions, and pursue possible  
literary parallels to Luke 23:32-38 in canonical and non-  
canonical works. Write up your findings.

- April 23      **Redaction Criticism and Rhetorical Criticism**  
 Read:            Hearing pp. 166-88, 240-58;  
                       Handbook: "Redaction Criticism" and "Rhetorical Criticism";  
                       and consult G. A. Kennedy, New Testament Interpretation  
                       through Rhetorical Criticism pp. 3-38 (on reserve).  
 Translate:        Philemon 13-17.  
 Paper:            Consider redactional and rhetorical elements in Luke 23:32-38.  
 (Due: 4/25)      Write up your findings and observations.
- April 25      **Historical Issues and Archaeology**  
 Read:            Again, NT Exegesis pp. 96-111;  
                       consult Brown and North, "Biblical Geography," NJBC pp.  
                       1175-95;  
                       and North and King, "Biblical Archaeology," NJBC pp.  
                       1196-1218.  
 Translate:        Philemon 18-22.  
 Paper:            How do history and archaeology elucidate Luke 23:32-38?  
 (Due: 4/30)      Write up your findings and observations.
- April 30      **Theological Exposition and Hermeneutics**  
**What a Text "Meant" and What a Text "Means"**  
 Read:            (These readings may be spread throughout the remainder of  
                       the semester.)  
                       Hearing pp. 259-413;  
                       NT Exegesis pp. 181-85;  
                       Soards, "Some Neglected Theological Dimensions of Paul's  
                       Letter to Philemon" and "Reframing and Reevaluating the  
                       Argument of the Pastoral Epistles toward a Contemporary  
                       New Testament Theology";  
                       Brown & Schneiders, "Hermeneutics," in NJBC, pp. 1146-65;  
                       Tribble, "Feminist Hermeneutics and Biblical Studies" (available  
                       online).  
 Translate:        Philemon 23-25.
- May 2/7/9     **Philemon Reading and Discussion Sessions**  
 Read:            NT Exegesis pp. 1-38, 133-79.
- May 13        **Final exegesis papers are due no later than 4:00 p.m.**

## Policy Statements

### 1. 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. See for further assistance,

[http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderbiasinlanguage.asp](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

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](mailto: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. Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides:

Turabian, Kate, A Manual for Writers of Term Papers, Theses, and Dissertations, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007; and

The Chicago Manual of Style, 15<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2003.

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

### 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.