



HARDING SCHOOL OF THEOLOGY

5230 Basic New Testament Exegesis

Dr. Allen Black

June 19-24, 2017

Texts

N. Clayton Croy, *Prima Scriptura: An Introduction to New Testament Interpretation*, (Grand Rapids, MI: Baker Academic, 2011).

Jonathan T. Pennington, *Reading the Gospels Wisely: A Narrative and Theological Introduction* (Grand Rapids, MI: BakerAcademic, 2012).

David G. Horrell, *1 Peter*, New Testament Guides (New York: T & T Clark, 2008).

Read all of each textbook. In addition a selection of readings are required that will be posted on the Canvas website for the course. See “Subjects and Assignments” below.

Textbooks can now be ordered through a link on the [HST website](#). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN’s and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Course Objectives

Students in this course will learn tools and develop skills to interpret the text of the New Testament in a manner that can be described as historical, critical, and theological. The ultimate goal is to interpret the NT for spiritual formation for ourselves and others; to engage what it has to say about God, humanity, and our relationships to him and each other. This course teaches tools and methods that are situated within the history of interpretation and the framework of contemporary scholarship. Students are introduced to an eclectic variety of tools and methods primarily focused on determining historically situated meaning—but the importance of contemporary significance is always present. 1 Peter is used as an exemplary text.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: ablack@harding.edu

Office Phone: 901-432-7721

Requirements and Grading

1. Attendance. Class will meet Monday-Friday 8:00-10:55 and 1:00-4:00 and Saturday 8:00-12:00. Daily chapel and one luncheon (on Monday) are required elements of class. Attendance and participation (including the two written assignments besides the term paper) will count 10 percent of the grade.
2. Reading. A list of required readings is provided in this syllabus.
3. Exams. The two exams will each count 30 percent of the course grade. My tests always include listing questions and essay questions. They usually include fill-in-the-blank questions. The first exam will focus on the textbooks but will include a statement at the beginning that you have completed all the readings. The first exam will be given Tuesday, June 20. The second exam will focus on the classroom lecture materials and will be given on Saturday. The Canvas website will include a set of notes that will be part of the class lectures and may be used for advance preparation for portions of the second exam (they will not be on the first exam).
4. Term Paper. The term paper should be 14-15 pages not counting the title page or bibliography. It will count 30 percent of the course grade. Late papers will be

graded down one-third letter per day. The paper must be an exegetical analysis of a text from 1 Peter (other than 1 Pet. 3:18-20). The chosen text must be approved. It is to be emailed to me by Monday, July 24. See the two sets of instructions concerning term papers later in this syllabus.

Subjects and Assignments

History of Biblical Interpretation

David S. Dockery, "NT Interpretation: A Historical Survey," in David Alan Black and David S. Dockery, *Interpreting the New Testament* (Nashville: Broadman and Holman, 2001), 21-44

Grant R. Osborne, "Type; Typology," in *The International Standard Bible Encyclopedia*, ed. Geoffrey Bromiley (Grand Rapids, MI: Eerdmans, 1988), 4: 930-31.

Introduction to Interpretation/Preparing the Interpreter

Write a roughly 500 word Self Statement (see Croy, p. 11, Exercise 1). This Self Statement will not be shared with the class. Although each Self Statement should cover Social Location, Theological Identity, and Life Experiences, students are not required to cover all the specific items listed by Croy or covered in his personal example.

Translations and Study Bibles

"Updating the New International Version of the Bible: Notes from the Committee on Bible Translation"

Textual Criticism

Historical Context

Travis B. Williams, "Suffering from a Critical Oversight: The Persecutions of 1 Peter within Modern Scholarship," *Currents in Biblical Research* 10 (2012): 275-92.

Genre, Forms

Brook W. R. Pearson and Stanley E. Porter, "The Genres of the New Testament," in *Handbook to Exegesis of the New Testament*, ed. Stanley E. Porter, New Testament Tools and Studies, vol. 25 (Leiden: Brill, 1997), 131-65.

Cotext

Grant Osborne, *The Hermeneutical Spiral*, rev. and exp. (Downers Grove, IL: InterVarsity, 1991), 39-56 (or the first edition, pp. 21-40).

Write what Osborne calls a "book chart" of 1 Peter. Note that he does not advise putting a single line between every paragraph. Do not follow his advice to create a column for each chapter, since chapter divisions are often arbitrary.

Lexicography

Memorize the Greek alphabet, accents, and breathing marks. Learn how to write the alphabet. You can use these websites:

<http://www.ibiblio.org/koine/greek/lessons/alphabet.html>

<http://www.youtube.com/watch?v=N0gUfuWoHJA>

Intertextual Connections

Cultural Backgrounds

R. T. France, "Exegesis in Practice," in I. Howard Marshall, ed., *New Testament Interpretation* (Grand Rapids, MI: Eerdmans, 1977), 252-3, 264-78
1 Enoch 6-21 in James Charlesworth, ed., *The OT Pseudepigrapha*

Cultural Anthropology

Carolyn Osiek and David L. Balch, *Families in the New Testament World* (Louisville, KY: Westminster John Knox, 1997), 36-47

Theological Contexts

Vern Sheridan Poythress, "The Divine Meaning of Scripture," in *The Right Doctrine from the Wrong Texts?*, ed. G. K. Beale (Grand Rapids: Baker, 1994), 82-113.

Special Features of Gospel Research

Recent Ahistorical Approaches

Hermeneutical Strategies

USE OF TECHNOLOGY

All students in this course will use **Canvas** (available at <http://elearning.harding.edu/>). Distance students will use the video platform www.Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment Requirements for using Zoom:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_3?ie=UTF8&qid=1490297738&sr=8-3&keywords=apple+earbuds
2. **Additional monitor for remote students required. Used monitor is okay.**
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.

5. Latest version of Zoom software. This does change periodically without notification.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

COMMON TERM PAPER PITFALLS

Deficiencies in Structure

1. Failure to delimit your topic sufficiently. *This is a common and major error.*
2. Poor organization. Please a) lay out your goal(s) plainly near the beginning of the paper, b) organize your paper around your goal(s), c) use subheadings to provide clear delineation of various sections, and d) summarize your results at the end.
3. Wandering into peripheral areas. Restrict your discussion to that which is directly pertinent to your goal(s).

Deficiencies in Research

4. Overlooking major scholars who comment on your text or topic.
5. Failure to use primary materials. Do not rely on secondary references to primary materials (unless they are not available or you cannot read them due to their language).
6. Reliance upon popular level sources which often promote inaccuracies.
7. Reliance upon older materials that reflect positions that are now out-of-date. Focus on recent scholarly materials.

Deficiencies in Argumentation

8. Failure to cover all significant positions on your subject.
9. Failure to reply to all major arguments against your own position or in favor of other positions.
10. Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
11. Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion. Your paper should not be a report of others opinions, but an analysis of arguments and evidence expressing your own views in interactions with scholarship.

Deficiencies in Academic Style

12. Overquoting. Use direct quotations reluctantly. See Gordon Fee, *NT Exegesis*, 33-34.
13. Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not belong in the text itself (e.g., minor textual variants, peripheral arguments, extreme minority viewpoints, etc.). See Fee, *NT Exegesis*, 34-35.
14. Incorrect spelling and other evidence of not proofreading carefully.
15. Lack of attention to Turabian and HUGSR's Supplement.

Additional Term Paper Guidelines

- 1) The text and footnotes must be typed in a Courier 12 point font (10 characters per inch).
- 2) Do *not* use bold font. Use underlining or *italics*. *Italics* are preferable for the book/journal titles.
- 3) Please email the paper as one document: title page, paper, and bibliography. Start your numbering with 0 and tell Word to omit the number on the first page so you will not have a number on the title page. I am not concerned about the requirement that the number on page one and on the first page of the bibliography ought to be at the bottom of the page. Put all numbers at the top of the page.
- 4) Concerning the style for footnotes and bibliographical entries for commentaries, see HST's Supplement to Turabian, pp. 7-8. For most commentaries use the style at 17.1.5 for Raymond Brown. Note that you do not include the editor of the series. For a one-volume commentary with different contributors or a multivolume commentary with different contributors in *each* volume, use the style at 17.1.8 for Ward Gasque.
- 5) I reduce late term papers one-third letter per day. I make exceptions for major illness (extending more than one week) and occasionally for other reasons that I consider justifiable. I determine the length of any time extension according to the cause. It is the student's responsibility to contact me concerning any such extension.
- 6) I give "A's" for better than average work. An "A" paper must include the following qualities: a) thorough research, b) at least 25 sources in the bibliography, c) frequent use of content and multiple-reference footnotes, d) clear organization, with well-written sentences and paragraphs, and e) few grammatical or spelling errors and competent use of Turabian style.
- 7) Plagiarism is completely unacceptable. Please familiarize yourself with what constitutes plagiarism. A good website with a brief overview of the subject is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

1 Peter Bibliography

Bibliography:

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Mills, Watson E. *1 Peter*. Bibliographies for Biblical Research, vol. 17. Lewiston, NY: Mellen Biblical Press, 2000.

Dubis, Mark. "Research on 1 Peter: A Survey of Scholarly Literature Since 1985." *Currents in Biblical Research* 4 (2006): 199-239.

Commentaries:

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Beare, F. W. *The First Epistle of Peter*. Oxford: Basil Blackwell, 1970.

Black, Allen, and Mark Black. *1 and 2 Peter*. College Press NIV Commentary. Joplin, MO: College Press, 1998.

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Green, Joel B. *1 Peter*. Two Horizons New Testament Commentary. Grand Rapids: Eerdmans, 2007.

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- Selwyn, Gordon Edward. *The First Epistle of St Peter*. London: MacMillan & Co., 1991.
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