TEXTS

Textbooks are ordered through the HST website (http://hst.edu/students/textbook-services/). A link will take you to a KIT Store (https://kit.com/hst_edu/spring-2018-bookstore) that lists all textbooks.

GOALS
Students in this course will learn the tools and develop skills to interpret the Greek 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. Reading. A schedule of required readings is provided in this syllabus. Most dates are
omitted so that the pace can be regulated from week to week.
2. Greek Reading. The Greek text of 1 Peter will be read and tested for ten percent of the
course grade.
3. Class Attendance. Regular class attendance is expected. Unapproved absences will
result in a lower grade.
4. Exams. The mid-term and final exams will each count thirty percent of the course grade.
5. Term Paper. The term paper should be 13-15 pages, excluding the bibliography. It will
count thirty percent of the course grade. Late papers will be graded down one-third letter
per day for 3 days, then 1 point 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 due
April 30.

ASSIGNMENTS
History of Biblical Interpretation (read by Jan. 23—will be posted on Canvas by Jan. 1)
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.

Introduction to Interpretation/Preparing the Interpreter
Croy, ix-xiv, xvii-xlvii, 1-16, 195-98
Write a roughly 500 word Self Statement (see Croy, p. 11, Exercise 1).

Translations and Study Bibles
“Updating the New International Version of the Bible: Notes from the Committee on Bible
Translation” (will be made available on Canvas)
Textual Criticism
Croy, 24-29
Roger L. Omanson, *A Textual Guide to the Greek NT*, 7*-33* plus discussions of
1 Pet. 1:22; 4:14; 5:2; Mark 16:9-20; John 7:53-8:11

Historical Context
Horrell, 1-3, 20-25, 45-60
Travis B. Williams, “Suffering from a Critical Oversight: The Persecutions of 1 Peter within

Genre
Croy, 29-51
Horrell, 5-9

Cotext
Croy, 16-22, 52-64, 185-91
Grant Osborne, *The Hermeneutical Spiral*, rev. and exp. (Downers Grove, IL: InterVarsity,
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, because chapter divisions are often arbitrary.
After writing your bookchart: Horrell, 9-20

Lexicography
Croy, 64-79
*BDAG*, viii-xi
Rodney Decker's "An Introduction to the Bauer/Danker *Greek-English Lexicon of the New
Testament,*" provided on the Canvas website.
Abraham J. Malherbe, review of a *Greek-English Lexicon of the New Testament and other Early

Grammar
Croy, 79-88
Daniel B. Wallace, *Greek Grammar Beyond the Basics*, 12-30, 255-77; skim 726-68

Cultural Backgrounds
Croy, 97-104
(Grand Rapids, MI: Eerdmans, 1977), 252-3, 264-78
1 Enoch 6-21 in James Charlesworth, ed., *The OT Pseudepigrapha*, 1:13-16

Cultural Anthropology
Carolyn Osiek and David L. Balch, *Families in the New Testament World* (Louisville, KY:
Theological Contexts
Croy, 107-15
Horrell, 61-116

Special Features of Gospel Research
Croy, 104-107
Grant Osborne, "Redaction Criticism," in Black and Dockery, Interpreting the New Testament, 128-49

Recent Ahistorical Approaches

Hermeneutical Strategies
Croy, 129-68

**CANVAS ONLINE LEARNING SYSTEM**

In addition to the live video platform Zoom.us (see below), this course uses Harding’s Canvas Online Learning System, which is accessed at [http://elearning.harding.edu](http://elearning.harding.edu). If you have problems gaining access to Canvas, contact HU technical support (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, you may use the email system contained in the Canvas learning management system, although it is best to email directly to ablack@harding.edu.

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.

**HST LIVE INTERACTIVE VIDEO EDUCATION (HST LIVE) via ZOOM**

In addition to Canvas (see above), this HST-LIVE course is supported with the video platform Zoom.us. For new Zoom platform users, go to [https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started) for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is [https://zoom.us/j/9012336116](https://zoom.us/j/9012336116).

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 13 at 6:00-8:00 p.m. The Zoom ID for the orientation session is 3188055566.
Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well.
- Additional monitor – Live video conferencing is best facilitated with two monitors.
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
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.).
15. Lack of attention to Turabian and HST'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 for 3 days, then 1 point 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.
1 Peter Bibliography

Bibliography:


Commentaries:


**Miscellaneous Studies:**


