



HARDING SCHOOL OF THEOLOGY

5321 ADVANCED NEW TESTAMENT EXEGESIS

Dr. Allen Black, Spring 2021

TEXTS

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

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

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.

SCHEDULE CHANGE

Because we will not have class on Martin Luther King, Jr., Day (Jan. 18), the second week's class will be at 1:00 on Wednesday, Jan. 20.

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 took that 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. 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 26.

ASSIGNMENTS

History of Biblical Interpretation (will be posted in Canvas--read by Jan. 11)

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

Croy, ix-xiv, xvii-xlvi, 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 Modern Scholarship,” *Currents in Biblical Research* 10 (2012): 275-92.

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, 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, because chapter divisions are often arbitrary.

After writing your book chart: 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 Christian Literature*, rev. and ed. by Frederick W. Danker, *Review of Biblical Literature* 4 (2002): 47-51

Grammar

Croy, 79-88

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

Cultural Backgrounds

Croy, 97-104

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*, 1:13-16

Cultural Anthropology

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

Theological Contexts

Croy, 107-15

Horrell, 61-116

Special Features of Gospel Research

Croy, 104-107

I. Howard Marshall, "Historical Criticism, in *New Testament Interpretation* (Grand Rapids, MI: Eerdmans, 1977), 126-38.

Grant Osborne, "Redaction Criticism," in Black and Dockery, *Interpreting the New Testament*, 128-49

David Rhoads, "Narrative Criticism and the Gospel of Mark," *JAAR* 50 (1982): 411-34

Recent Ahistorical Approaches

Kevin J. Vanhoozer, "The Reader in NT Interpretation," in *Hearing the New Testament*, ed. Joel B. Green, 2nd ed. (Grand Rapids, MI: Eerdmans, 2010), 259-88.

Hermeneutical Strategies

Croy, 129-68

Richard B. Hays, *The Moral Vision of the NT*, 3-7, 187-214, 291-312

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>. 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](#) for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is 901 432 7721.

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 4 at 6:00-7:30 p.m.

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

12. Overquoting. Use direct quotations reluctantly.
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.).
14. Incorrect spelling and other evidence of not proofreading carefully.
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:

Casurella, Anthony. *Bibliography of Literature on First Peter*. New Testament Tools and Studies, vol. 23. Leiden: E. J. Brill, 1996.

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:

Achtemeier, Paul J. *1 Peter*. Hermeneia. Minneapolis: Fortress Press, 1996.

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.

Boring, M. Eugene. *1 Peter*. Abingdon New Testament Commentaries. Nashville: Abingdon Press, 1999.

Dauids, Peter H. *The First Epistle of Peter*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1990.

Elliott, John H. *1 Peter*. The Anchor Bible, vol. 37B. New York: Doubleday, 2000.

Feldmeier, Reinhard. *The First Letter of Peter: A Commentary on the Greek Text*. Translated by Peter H. Davids. Waco, TX: Baylor, 2008.

Goppelt, Leonard A. *Commentary on 1 Peter*. Ed. Ferdinand Hahn. Trans. and aug. John E. Alsup. Grand Rapids: Eerdmans, 1993.

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

Grudem, Wayne. *The First Epistle of Peter*. Harper New Testament Commentary. Grand Rapids: Eerdmans, 1988.

Jobes, Karen H. *1 Peter*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2005.

Kelly, J. N. D. *Commentary on the Epistles of Peter and Jude*. Harper New Testament Commentary. San Francisco: Harper, 1969.

- McKnight, Scot. *1 Peter*. NIV Application Commentary. Grand Rapids: Zondervan, 1996.
- Marshall, Howard I. *1 Peter*. The IVP New Testament Commentary. Downers Grove, IL: Intervarsity Press, 1991.
- Michaels, J. Ramsey. *1 Peter*. Word Biblical Commentary, vol. 49. Waco: Word Books, 1988.
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- Selwyn, Gordon Edward. *The First Epistle of St Peter*. London: MacMillan & Co., 1991.
- Witherington, Ben. *Letters and Homilies for Hellenized Christians*. Vol. 2: *A Socio-Rhetorical Commentary on 1-2 Peter*. Downers Grove, IL: InterVarsity, 2008.

Miscellaneous Studies:

- Abernathy, C. David. *An Exegetical Summary of 1 Peter*. Dallas, TX: Summer Institute of Linguistics, 1998.
- Dalton, William Joseph. *Christ's Proclamation to the Spirits: A Study of 1 Peter 3:18-4:6*. 2nd ed. *Analecta Biblica* 23. Rome: Pontifical Biblical Institute, 1989.
- Balch, David. *"Let Wives Be Submissive:" The Domestic Code in 1 Peter*. Society of Biblical Literature Monograph Series 26. Atlanta, GA: Scholars Press, 1981.
- Dubis, Mark. *1 Peter: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco, TX: Baylor University Press, 2010.
- Elliott, John H. *A Home for the Homeless: A Sociological Exegesis of 1 Peter, Its Situation and Strategy*. Philadelphia: Fortress, 1981.
- _____. "1 Peter." In *Anchor Bible Dictionary*, 5:269-78. Edited by David Noel Freedman. New York: Doubleday, 1992.
- Forbes, Greg W. *1 Peter*. Exegetical Guide to the Greek New Testament. Nashville: B & H Academic, 2014.
- Holloway, Paul. *Coping with Prejudice: 1 Peter in Social-Psychological Perspective*. *Wissenschaftliche Untersuchungen zum Neuen Testament*, 244. Tübingen: Mohr Siebeck, 2009.
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Talbert, Charles H., ed. *Perspectives on 1 Peter*. NABPR Special Studies Series 9. Macon, GA: Mercer University Press, 1986.

Thuren, Lauri. *Argument and Theology in 1 Peter: The Origins of Christian Paraenesis*. Journal for the Study of the New Testament Supplement Series 114. Sheffield, England: JSOT Press, 1995.