

NT 6R1040—Papyrology and Textual Criticism

McMaster Divinity College
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Appointments through President's office
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Winter 2027 (Term 2)
Monday 2:00–3:50 pm

Course Description

This course is a study of the characteristics, uses, and functions of papyrology and related manuscripts from antiquity to the invention of printing. Special attention is given to biblical manuscripts and insights gained for study of the biblical texts, including textual criticism, which forms an important component of the course.

Course Objectives

Through required and optional reading, lectures and class discussion, seminar presentations, and the completion of assignments, the student should fulfill the following course objectives:

Knowing: By the end of the course, participants should know about:

1. How ancient documents and books were physically manufactured
2. Ancient handwriting conventions and special conventions used in biblical manuscripts
3. The major discoveries of ancient manuscripts
4. The major figures in papyrology and textual criticism
5. The extant materials for reconstructing the earliest forms of the biblical texts
6. Various principles of textual criticism and the discussions surrounding them

Being: By the end of the course, participants should

1. Appreciate the value of knowing and being able to use ancient Greek manuscripts for study of the biblical text
2. Appreciate the challenges faced by anyone attempting to reconstruct the earliest form of the biblical text
3. Be sensitive to the range of issues and challenges faced by contemporary papyrological and text-critical studies

Doing: By the end of the course, participants should be able to

1. Edit an early manuscript
2. Discuss the history and development of papyrology and textual criticism, and their importance
2. Discuss the characteristics and dating of any sample manuscript

3. Discuss the evidence for the originality of variant readings in the New Testament

Course Prerequisites

Admission to the MA or PhD program in Biblical Studies at McMaster Divinity College and at least two years of study of ancient Greek or Hebrew (as appropriate) for those in the PhD program, and at least one year of either ancient Greek or Hebrew for those in the MA. At least one course in Greek or Hebrew exegesis is highly recommended. A conversation with the professor is also recommended.

Course Requirements

This is an advanced graduate research-level course in biblical studies and will be taught in this way. Therefore, it is assumed that students will perform as research degree students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom. I realize that many students may not have any significant introduction to ancient manuscripts, and so reading of the books noted below as early as possible is imperative as a basis for this course.

The major requirements include demonstrated knowledge of: a range of topics in papyrology and textual criticism (as demonstrated through in class discussion), the process of editing a manuscript (as demonstrated in Paper 1), text-critical issues (Paper 2), a particular specialized topic within papyrology or textual criticism (Paper 3), and an appropriate formal critical response to the work of other students (Paper 4).

The design of this course is to encourage as much constructive thought and interaction on the topic of papyrology and textual criticism as is possible. In some ways, I hope to imitate the kind of dialogue found in academic conferences through classroom discussion. The required readings are just as important as the “living voice” of discussion. These readings are designed to generate constructive and insightful discussion of the topic (see further comments on the community of scholars below).

In research, the student is to do new (for the student and the discipline) work that goes well beyond summary of previous work and suggests and develops new ways of understanding (i.e. literature surveys are to be kept to a minimum in the major paper, Paper 3). Papers 2, 3, and 4 will be presented in seminar format during the course, Paper 2 in the middle of the term, and Papers 3 and 4 near the end of the term as a culminating scholarly work (see schedule below). The order for presentation will be set once the topics of the two sets of papers is decided. The expectation is that all students will be full participants throughout the term.

The course communication will rely primarily upon email for distribution of papers. The technology to be used in this course will be further specified closer to the time of need.

Use of email—assuming that each student gives consent—will only be for the business of this course and for no other purpose. Please respect this requirement.

1. Reading and Participation

There will be an assigned set of readings for each week, with the individual student to make choices for further reading from the attached list or other pertinent sources. Each student is to read the required reading and as much of the other material as is feasible. The additional reading should total at least 1,000 further pages over the course of the term (excluding pages that contain only plates of manuscripts, etc.). Materials that pertain to the topic of each session should be read ahead of the pertinent class meeting. Percentage: 0%—although failure to complete all reading will detract from the final grade up to 10%.

Participation in all sessions is required. Most class sessions will be interactive discussion, with some hands-on exercises involving manuscripts and related phenomena. Percentage: 0%—although failure to participate will detract from the final grade up to 10%.

Based upon prior reading, students should be able to attempt to lead the class discussion each week.

2. Writing

Paper 1: Edit a manuscript. An electronic form of a manuscript is found at the following url: https://upload.wikimedia.org/wikipedia/commons/4/4f/Egerton_Gospel_-_Egerton_Papyrus_2_-_fragments_1-3_-_recto.jpg. This edition is to provide a diplomatic *and* reading text of the top, large manuscript (these two types of editions will be discussed in the course, but you need to learn what they are), and appropriate critical apparatuses for each. The edition is to include an introduction to and description of the manuscript, patterned after those found in standard editions, such as the P.Oxy. collection or Porter and Porter, *New Testament Greek Papyri and Parchments*. The student is not to use any previously published version of this text even if it can be found on-line or elsewhere (and it can, as it is a well-known manuscript; the student will be honor bound to affirm that no previously published version has been accessed in any form). We will discuss the requirements of this paper and student progress in class but you should not wait to begin this project until then. This paper is due **February 22**. Percentage: **20%**.

Paper 2: Select a particular text-critical problem in the New Testament and produce a critical analysis of 4,000 words of the text-critical evidence, including attention to the manuscripts, their relationships, internal and external probabilities, and any other pertinent issues. Be sure to establish the significance of the variant and propose a resolution that accounts for the variants, following a defined text-critical method. The text-critical topic is to be chosen by **January 25**. These papers will be presented and discussed during class on **March 15**, with the paper due that day. Many of these papers by previous students have been published in various journals, so write with this possibility in mind. Papers are to be distributed four days in advance to all students (**March 11**). Percentage: **20%**.

Paper 3: Produce a research paper of about 10,000 words in length (total, including notes and bibliography) on some issue surrounding early manuscripts or producing an edition of further manuscript(s). The topic is to be discussed and approved by the professors by **January 25**, at which time assignments of respondents will be made. Several of the past papers have been published in respected journals, so consider the assignment in that light. Students will present their papers in a seminar format on **March 29** or **April 5**. For each presentation the student is required to distribute a draft of the paper (a substantial portion of the final paper of at least 3,000 words) and any pertinent documents accompanying it one week before the presentation (**March 22** or **29**). The student will be given a maximum of two minutes to present a summary of their paper, before the respondent then speaks. The final revised paper is due **April 16**. Percentage: **45%**.

Paper 4: Presentation of a formal, critical response of about 2,500 words to one of the major research projects (Paper 3). This paper is to be distributed to all members of the class three days before the presentation, so by **March 29** or **April 5**. For the presentation, the student will offer two minutes of formal response before the presenter responds and the topic is opened up to further discussion. This written response is meant to be its own contribution to knowledge and hence requires appropriate documentation. Students are able to revise their responses for final submission on **April 16**, taking into consideration revisions to the originally presented paper (students must communicate the gist of their revisions to their respondents no later than **April 13**). **15%**.

The student is responsible for ensuring that any paper submitted by electronic means fulfills all pertinent requirements in formatting, etc.

Required Texts

The two required texts should, if possible, be read before the beginning of the course, as a foundation for discussion.

Parker, D. C. *An Introduction to the New Testament Manuscripts and their Texts*. Cambridge: Cambridge University Press, 2008. [PINT]

Porter, S. E. *How We Got the New Testament: Text, Transmission, Translation*. Grand Rapids: Baker, 2013. [PHWGNT]

Assigned Reading

The following books will be extensively read. Other readings to be used are mentioned on the respective days of treatment of the topics.

Bagnall, R. S. *Reading Papyri, Writing Ancient History*. London: Routledge, 1995. [BRP]

- Bagnall, R. S., ed. *The Oxford Handbook of Papyrology*. Oxford: Oxford University Press, 2009. [BOHP]
- Deissmann, A. *Light from the Ancient East*, translated by L. R. M. Strachan. London: Hodder & Stoughton, 1927. [DLAE]
- Porter, S. E., and A. W. Pitts. *Fundamentals of New Testament Textual Criticism*. Grand Rapids: Eerdmans, 2016. [This book is now out of print, with a new edition scheduled to appear but not yet published, so you will need to innovate finding it.]
- Turner, E. G. *Greek Papyri: An Introduction*. Oxford: Clarendon Press, 1968. [TGP]

Hurlburt Family Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, students may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

Course Assessment

The grade will be determined by the quality of class participation, which includes evidence of having done the reading, by the quality of class presentations, and by the quality of the written assignments. See percentages indicated above. A student must make a valid attempt at each component of the course in order to pass. Late assignments are penalized at 5% per day, including distribution of papers for discussion. The change of topic assignment once agreed results in an automatic penalty of 10% of the grade.

Building an Academic Community

The goal of this course is to build an academic community among a small body of scholars. We are all scholars seeking greater understanding, and it is through our work together on a common topic that we are enabled to make strides forward in our knowledge. This course is designed to encourage such discussion. There are probably differing levels of knowledge of the topic held by members of our learning community, and so our goal is to help and encourage each one to develop to the point of being able to present publishable work that contributes to the field and enables others to benefit as well. We will only be able to do so if we offer each other helpful and meaningful comments, not designed to wound or denigrate but to refine and encourage and promote the development of better ideas. We must have the freedom to do so while respecting the integrity and beliefs of others. At times, we may find that we need to modify our ideas, but all of this is to gain greater understanding of our field of exploration, especially as it is focused upon greater understanding of the Greek New Testament or Hebrew Old Testament. I hope that you are also wanting to join in this worthwhile academic and

intellectual enterprise, so that we are able to look back at the end of the term and appreciate how far we have traveled in our journey.

Learning Community Standards

The following guidelines are presented to encourage all students to participate together in this learning community and should always be kept in mind.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.

2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.

3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.

4. Students should be on time to class or be prepared to offer an explanation after class to the professor.

5. Students are expected to stay for the entire class session unless arranged in advance.

6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up. Cleanliness may not be next to godliness but it is nevertheless important.

7. Students are expected to devote their full attention to this course while in the classroom and not be doing work on any other subject, including on their computers or phones.

8. Conversation and discussion are welcome, so long as all may participate. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them or on their phones or computers. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.

9. Cell phones are not to be used in class, and computers may only be used on immediate and direct course business.

Students who fail to respect these guidelines will be dismissed from the class, with all the consequences implied.

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

Absence Due to Illness

If you must miss class due to illness, please contact me through email as soon as possible. The student is still responsible for the material discussed in class. I will attempt to notify class members should it be necessary for me to miss any days not already noted in this syllabus. We will adjust our regular course sessions accordingly should this be necessary.

Inclement Weather

If MDC closes due to inclement weather, we will not meet that day. We will adjust our regular course sessions accordingly should this be necessary.

Course Schedule

The following course schedule attempts to capture the major elements of the course and its content. There is a logic to the presentation, so please gauge your reading accordingly. There is basic reading required for each week as a minimum, but the student is to find other materials as appropriate to fill in other knowledge of these areas.

January 11: Introduction of Course

Discussion of objectives of course

Introduction to papyrology

Read: BRP

Introduction to textual criticism

Read: PHWGNT, ch. 1; PPNT, chs. 1, 2

January 18: History of Papyrology

History of papyrology and major figures in papyrology

Read: BOHP, chs. 2, 3, TGP, chs. 2, 3

Recent developments in papyrology

Read: BOHP, ch. 27

January 25: History of Textual Criticism (1)

Origins of textual criticism

Major figures in textual criticism

Read: PHWGNT, ch. 2; PINT, chs. 5, 6

Papers 2 and 3 topics and Paper 4 respondents chosen

February 1: History of Textual Criticism (2)

Major editions of the Greek New Testament (Hebrew Bible)

Recent developments in textual criticism

Read: PPNT, ch. 11; Garrick V. Allen, ed. *The Future of New Testament Textual Scholarship* (Tübingen: Mohr Siebeck, 2019), esp. chs. by Porter (pp. 131-54), Kreinecker (pp. 181-200), Kraus (pp. 283-304).

February 8: Manuscripts and Their Characteristics

Papyrus, parchment, scrolls, codices and how they were made

Ink and illumination, size, scoring, page and quire numbering

Describing a manuscript

Read: BOHP, chs. 1, 4; PPNT, ch. 3; PINT, ch. 2

Handwriting and its evolution, punctuation, accents, spelling, and paragraphs

Eusebian canons and Ammonian sections, testimonia and colophons

Documentary versus literary manuscripts

Dating of manuscripts

Read: BOHP, chs. 5, 11, 16, 20, 25; TGP, chs. 1, 6

MDC Reading Week February 15-19. Class does not meet on February 15.

February 22: Editing Manuscripts

Discovery of ancient manuscripts
 Current collections of ancient manuscripts
 Editing task and procedure
 Work still to be done
 Read: BOHP, chs. 8, 9; TGP, ch. 5

Paper 1 due

March 1: Textual Criticism in Practice

Evaluating individual manuscripts
 Copying errors and other corruptions
 Manuscript families, text types, and other organizational principles
 Important New Testament manuscripts
 Principles and methods of New Testament textual criticism
 The *UBSGNT5* and NA28
 Read: PPNT, chs. 5, 6, 7, 8, 9, 10, 12; PINT, chs. 1, 4

March 8: Documentary Papyri

Types of manuscripts: Petitions, letters, lists, receipts, censuses, etc.
 Provenance and Dating
 Value of studying documentary papyri
 Grammatical, lexical, and cultural issues
 Read: BOHP, chs. 6, 17, 21; TGP, chs. 4, 7, 8; DLAE, chs. 2, 3, 4
 P. Arzt-Grabner, J. S. Kloppenborg, and C. M. Kreinecker. *More Light from the Ancient East: Understanding the New Testament through Papyri* (Leiden: Brill, 2023); P. Arzt-Grabner, *Letters and Letter Writing* (Leiden: Brill, 2023); S. Porter and M. B. O'Donnell. "Building and Examining Linguistic Phenomena in a Corpus of Representative Papyri," In *The Language of the Papyri*, edited by T. V. Evans and D. D. Obbink, 287-311 (Oxford: Oxford University Press, 2010).

March 15: Literary Papyri and Manuscripts for Biblical Textual Study

Classical texts
 Biblical texts in Greek
 Versions
 Church Fathers
 Non-canonical texts
 Values and Cautions for use in New Testament study

Read: BOHP, ch. 12; TGP, ch. 7; PINT, ch. 3; PPNT, ch. 4

Presentations of Papers on Textual Criticism (Paper 2)

Paper 2 due

March 22: Recent Discussions in Textual Criticism and Papyrology

A papyrus mentioning Jesus's wife?

A first-century Mark fragment?

The Oxyrhynchus papyri and possible scandal

Is the CBGM the solution?

Paratextual features

Read: P.Oxy. 5345 (83 [2018] 4-7); S. E. Porter, C. S. Stevens, and D. I. Yoon, eds. *Studies on the Paratextual Features of Early New Testament Manuscripts: Texts and Editions of the New Testament* (Leiden: Brill, 2023), esp. chs 1, 2, 11, 12, 13; T. Wasserman and P. J. Gurry. *A New Approach to Textual Criticism: An Introduction to the Coherence-Based Genealogical Method* (Atlanta: SBL Press, 2017).

March 29: Manuscripts in the Life of the Church

Greek and other lectionaries

Textual notation for liturgical purposes

Read: W. J. Porter. "The Use of Ekphonic Notation in Vienna New Testament Manuscripts." In *Akten des 23. Internationalen Papyrologenkongresses, Wien, 22.–28. Juli 2001*, edited by B. Palme, 559–72. *Papyrologica Vindobonensia* Bd. 1 (Vienna: Verlag der Oesterreichischen Akademie der Wissenschaften, 2007).

Presentations of Research Paper 3 (and Paper 4 responses)

April 5: Presentations of Research Paper 3 (and Paper 4 responses)

April 12: Concluding Session

What have we learned?

Papers 3 and 4 due April 16

College Style for Submission of Written Work

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide** <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in grade reductions.

Please Note: This syllabus is for information only and remains the property of the instructors. This syllabus is prepared with currently available information, but the instructors reserve the right to change the content, format, and requirements of the course at any time.

Additional Bibliography for Papyrology and Manuscript Study

(See also separate bibliography for S. Porter below)

Compiled by Stanley E. Porter

Abel, F.-M. *Grammaire du grec biblique: Suivie d'un choix de papyrus*. Paris: Gabalda, 1927.

Aland, K., and B. Aland. *The Text of the New Testament*, translated by E. F. Rhodes. 2nd ed. Grand Rapids: Eerdmans, 1989.

Arzt-Grabner, P. *Philemon*. Papyrologische Kommentare zum Neuen Testament 1. Göttingen: Vandenhoeck & Ruprecht, 2003.

Arzt-Grabner, P. 2. *Korinther*. Papyrologische Kommentare zum Neuen Testament 4. Göttingen: Vandenhoeck & Ruprecht, 2014.

Arzt-Grabner, P., R. E. Kritzer, A. Papathomas, and F. Winter. *1. Korinther*. Papyrologische Kommentare zum Neuen Testament 2. Göttingen: Vandenhoeck & Ruprecht, 2006.

Arzt-Grabner, P., and C. M. Kreinecker, eds. *Light from the East: Papyrologische Kommentare zum Neuen Testament*. Wiesbaden: Harrassowitz, 2010.

Bagnall, R. S. *Early Christian Books in Egypt*. Princeton: Princeton University Press, 2009.

Bell, H. I., and T. C. Skeat. *Fragments of an Unknown Gospel and Other Early Christian Papyri*. London: British Museum, 1935.

Barbour, R. *Greek Literary Hands, A.D. 400–1600*. Oxford: Clarendon Press, 1981.

Bodel, J. *Epigraphic Evidence: Ancient History from Inscriptions*. London: Routledge, 2001.

Blumell, L. H., and T. A. Wayment, eds. *Christian Oxyrhynchus: Texts, Documents, and Sources*. Waco, TX: Baylor University Press, 2015.

Bowers, F. *Textual and Literary Criticism*. Cambridge: Cambridge University Press, 1959.

Bowman, A. K., et al., eds. *Oxyrhynchus: A City and Its Texts*. London: Egypt Exploration Society, 2007.

- Cavallo, G., and H. Maehler. *Greek Bookhands of the Early Byzantine Period, A.D. 300–800*. London: Institute of Classical Studies, 1987.
- Cavallo, G., and H. Maehler. *Hellenistic Bookhands*. Berlin: De Gruyter 2008.
- Clivaz, C., and J. Zumstein, eds. *Reading New Testament Papyri in Context*. BETL 242. Leuven: Peeters, 2011.
- Comfort, P. *Encountering the Manuscripts: An Introduction to New Testament Paleography and Textual Criticism*. Nashville: Broadman & Holman, 2005.
- Comfort, P., and D. P. Barrett. *The Text of the Earliest New Testament Greek Manuscripts*. Wheaton: Tyndale House, 2001.
- Deissmann, G. A. *Bible Studies*, translated by A. Grieve. Edinburgh: T&T Clark, 1923.
- Easterling, P., and C. Handley, ed. *Greek Scripts: An Illustrated Introduction*. London: Society for the Promotion of Hellenic Studies, 2001.
- Ehrman, B. D., and M. W. Holmes, eds. *The Text of the New Testament in Contemporary Research*. Grand Rapids: Eerdmans, 1995. Rev. ed. Leiden: Brill, 2013.
- Elliott, J. K. *New Testament Textual Criticism: The Application of Thoroughgoing Principles. Essays on Manuscripts and Textual Variation*. NovTSup 137. Leiden: Brill, 2010.
- Elliott, J. K., ed. *The Collected Biblical Writings of T.C. Skeat*. NovTSup 13. Leiden: Brill, 2004.
- Elliott, J. K., ed. *Studies in New Testament Language and Text*. NovTSup 44. Leiden: Brill, 1976.
- Epp, E. J. *Perspectives on New Testament Textual Criticism: Collected Essays, 1962–2004*. NovTSup 116. Atlanta: SBL, 2005.
- Epp, E. J., and G. D. Fee. *Studies in the Theory and Method of New Testament Textual Criticism*. Grand Rapids: Eerdmans, 1993.
- Finegan, J. *Encountering New Testament Manuscripts*. London: SPCK, 1974.
- Foster, P. *The Gospel of Peter: Introduction, Critical Edition and Commentary*. TENTS 4. Leiden: Brill, 2010.

- Gallo, I. *Greek and Latin Papyrology*, translated by M. R. Falivene and J. R. March. London: Institute of Classical Studies, 1986.
- Gathercole, S. *The Gospel of Thomas: Introduction and Commentary*. TENTS 11. Leiden: Brill, 2014.
- Gignac, F. T. *A Grammar of the Greek Papyri of the Roman and Byzantine Periods*. 2 vols. Milan: Istituto Editoriale Cisalpino—La Goliardica, 1976, 1981.
- Greenlee, J. H. *Introduction to New Testament Textual Criticism*. Grand Rapids: Eerdmans, 1964.
- Greetham, D. C. *Textual Scholarship: An Introduction*. New York: Garland, 1994.
- Gregory, C. R. *Canon and Text of the New Testament*. New York: Scribners, 1907.
- Haelst, J. van. *Catalogue des papyrus littéraires Juifs et Chrétiens*. Paris: Publications de la Sorbonne, 1976.
- Hatch, W. H. P. *The Principal Uncial Manuscripts of the New Testament*. Chicago: University of Chicago Press, 1939.
- Horsley, G. H. R., et al. *New Documents Illustrating Early Christianity*. North Ryde, N.S.W., Australia: Macquarie University, 1981–.
- Hull, R. F., Jr. *The Story of the New Testament Text: Movers, Materials, Motives, Methods, and Models*. Atlanta: SBL, 2010.
- Jones, B. W., and R. D. Milns. *The Use of Documentary Evidence in the Study of Roman Imperial History*. Sydney: Sydney University Press.
- Kenyon, F. G. *Handbook to the Textual Criticism of the New Testament*. 2nd ed. London: Macmillan, 1912.
- Kenyon, F. G. *The Palaeography of Greek Papyri*. Oxford: Clarendon Press, 1899.
- Kraus, T. J., M. J. Kruger, and T. Nicklas. *Gospel Fragments*. Oxford: Oxford University Press, 2009.
- Kraus, T. J., and T. Nicklas, eds. *Das Petrus-evangelium und die Petrusapokalypse: Die griechischen Fragmente mit deutscher und englischer Übersetzung*. GCS 11. Berlin: de Gruyter, 2004.

- Kraus, T. J. and T. Nicklas, eds. *New Testament Manuscripts: Their Texts and Their World*. TENTS 2. Leiden: Brill, 2006.
- Kraus, T. J., and T. Nicklas, eds. *Early Christian Manuscripts: Examples of Applied Method and Approach*. TENTS 5. Leiden: Brill, 2010.
- Kreinecker, C. M. 2. *Thessaloniker*. Papyrologische Kommentare zum Neuen Testament. 3. Göttingen: Vandenhoeck & Ruprecht, 2010.
- Kruger, M. J. *The Gospel of the Savior: An Analysis of P.Oxy. 840 and its Place in the Gospel Traditions of Early Christianity*. TENTS 1. Leiden: Brill, 2005.
- McKendrick, S., D. Parker, A. Myshrall, and C. O'Hogan, eds. *Codex Sinaiticus: New Perspectives on the Ancient Biblical Manuscript*. London: British Library; Peabody, MA: Hendrickson, 2015.
- Mandilaras, B. G. *The Verb in the Greek Non-Literary Papyri*. Athens: Hellenic Ministry of Culture and Sciences, 1973.
- Mayser, E. *Grammatik der griechischen Papyri aus der Ptolemäerzeit*. 2 vols. Berlin: de Gruyter, 1906–34.
- Meecham, H. G. *Light from Ancient Letters*. London: George Allen & Unwin, 1923.
- Merkelbach, R., and H. van Thiel. *Griechisches Leseheft zur Einführung in Paläographie und Textkritik*. Göttingen: Vandenhoeck & Ruprecht, 1965.
- Metzger, B. M. *Manuscripts of the Greek Bible: An Introduction to Palaeography*. Oxford: Oxford University Press, 1981.
- Metzger, B. M. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. New York: Oxford University Press, 1964. 4th ed., rev. B. D. Ehrman, 2005.
- Milligan, G. *Selections from the Greek Papyri*. Cambridge: Cambridge University Press, 1910.
- Moulton, J. H. *Prolegomena*. Vol. 1 of *A Grammar of New Testament Greek*. 3rd ed. Edinburgh: T&T Clark, 1908.
- Nestle, E. *Introduction to the Textual Criticism of the Greek New Testament*. Trans. W. Edie. London: Williams and Norgate, 1901.

- Parker, D. C. *Codex Bezae: An Early Christian Manuscript and Its Text*. Cambridge: Cambridge University Press, 1992.
- Parker, D. C. *Codex Sinaiticus: The Story of the World's Oldest Bible*. Peabody: Hendrickson, 2010.
- Parker, D. C. *Textual Scholarship and the Making of the New Testament*. Oxford: Oxford University Press, 2012.
- Parsons, P. *City of the Sharp-Nosed Fish: Greek Papyri Beneath the Egyptian Sand Reveal a Long-Lost World*. London: Phoenix, 2007.
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