

Greek Exegesis 2 – Romans NT 2J03/6J06

McMaster Divinity College
Winter 2017 (Term 2)
Monday 3:30–5:20pm

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Office Hours: Tuesday 2-4

COURSE DESCRIPTION

This course is an exegetical and interpretive study of the epistle to the Romans based on the Greek text. Following a two-step hermeneutical approach, we will look closely at the Greek text and learn to understand and articulate its original historical meanings. We will then reflect on the contemporary relevance of the epistle. Elements to be studied include all passages in the epistles from exegetical, grammatical, translational and theological perspectives.

In this class, students will grow in their ability to read and analyze the Greek New Testament by working through significant portions of Romans. The course is structured around weekly translation assignments. Assigned readings will be used to introduce the student to the background and theology of Romans. An online forum will be set up on Avenue to Learn (A2L) to facilitate a collaborative learning environment.

COURSE OBJECTIVES

The following goals are set for the student:

Knowing:

- To become familiar with the Greek text for use in teaching and preaching ministry
- To gain an understanding of exegetical and theological issues involving Romans and to be able to identify the relevant text(s)
- To know more advanced concepts for study of the Greek of the NT and exegetical methods that aid in the interpretation of individual passages

Being:

- To become competent interpreters of the text
- To appreciate the value of being able to exegete the Greek text for use in ministry
- To allow Romans to motivate, form and transform faith and Christian way of life

Doing:

- To master the skills necessary to exegete the Greek text
- To explain key topics and major exegetical issues related to Romans
- To develop and practice responsible exegetical methods that draw upon the varied resources available (opentext.org, Greek grammar, commentaries, etc.)

COURSE PREREQUISITES

NT 1G03 and NT 1H03, or equivalent.

TEXTBOOK AND MATERIALS

1. Students are required to possess the following:

A standard edition of the Greek New Testament, such as the Nestle-Aland (26th–28th ed.), UBS (3rd–4th ed.) or Westcott-Hort.

Porter, Stanley E., *Idioms of the Greek New Testament* (2nd ed.; Sheffield: Sheffield Academic Press, 1994).

Porter, Reed, and O'Donnell, *Fundamentals of New Testament Greek* (Grand Rapids, MI: Eerdmans, 2010).

A suitable Greek-English lexicon (see bibliography below).

A suitable commentary on Romans (chosen from the list below).

2. Students are recommended to have access to the following:

Metzger, Bruce Manning. *A Textual Commentary on the Greek New Testament*. 2nd ed. Stuttgart: Deutsche Bibelgesellschaft, 1994. **(6J06 only)**

Omanson, Roger L. *A Textual Guide to the Greek New Testament: An Adaptation of Bruce M. Metzler's Textual Commentary for the Needs of Translators*. Stuttgart: Deutsche Bibelgesellschaft, 2006. **(2J03 only)**

Porter, Stanley E., and Andrew W. Pitts. *Fundamentals of New Testament Textual Criticism* (Grand Rapids, MI: Eerdmans, 2015).

A parsing tool, such as Tyndale house STEP bible (www.stepbible.org), biblewebapp.org, Bibleworks, Logos, Accordance, etc.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact:

READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3;

Phone: 416.620.2934; fax: 416.622.2308; email: books@readon.ca.

Other book services may also carry the texts.

COURSE REQUIREMENTS

Students are required to complete all of the following assignments. Each weekly assignment should be uploaded in PDF format to the designated Avenue to Learn (A2L) course dropbox. No unfinished assignments are permitted. See below for late submission policy.

I. Requirements for Professional Degree Students (2J03):

1. Weekly Exegetical Assignments (50%)

Each week, students will examine an assigned passage (see schedule below) and then prepare both exegetical notes and an English translation. The exegetical note should include parsing of non-common verbs, comments on textual variants, and text-oriented and context-oriented questions and comments. A template for the weekly exegetical assignment will be uploaded to A2L before the first week of class. These assignments are due at 10:00am each Monday, according to the class schedule below.

2. Seminar and Online Participation (10%)

Students are expected to attend class and to participate in class discussions. This means that student must come to class having already: (a) read anything posted to A2L; (b) worked through the assigned passage and a suitable commentary (see below); and (c) produced detailed exegetical notes and an English translation. Each student will then come to class prepared to read several verses aloud and to contribute some comments and/or questions concerning those verses.

In addition to class participation, a significant component of this course is online discussion. It is expected that students will actively participate in the online forum by posting *at least one* discussion topic on Avenue to Learn (A2L) discussion forum each week. These posts must include an issue or a question that is related to the assigned passage of the week and *must* include discussion of both grammatical and exegetical aspects, although students may also discuss theological implications and the contemporary significance of the passage. Each week, each student must also *respond to two* posts with insightful comments that further the online discussion. Insights can be drawn from grammars and/or commentaries. Students are encouraged to post their questions at the beginning of the week in order to give other students some time to formulate their responses. These questions will also be discussed during class. The overall grade for this requirement will be determined by the student's participation both in class and the online forum.

3. Vocabulary Quizzes (10%)

Students will write three brief vocabulary quizzes on the dates listed in the schedule below (the starred dates). The “Special Vocabulary” from Kubo’s *A Reader’s Greek–English Lexicon of the New Testament* (Grand Rapids, MI: Zondervan, 1975) will be included on every quiz, but each quiz will also cover a specific section of the Greek vocabulary included in Porter, Reed and O’Donnell. The relevant vocabulary lists will be uploaded to the course page on A2L, with the relevant sections highlighted. Students must complete all three quizzes.

4. Exegetical Sermon (30%)

Students are asked to write an exegetical sermon (4000-5000 words) based on a passage in Romans. Paper Break Down: (1500–2000 words exegetical comment; 2500–3000 words sermon).

- a. The assignment is consisted of two parts. The first part is a 1000-1500 exegetical comment on the selected passage (with at least 10 sources). Students are expected to be able to engage in exegetical analysis of a particular passage. Succinct comment should be made on particular exegetical issues and hermeneutical decisions regarding the selected passage. This part of the assignment has to follow the MDC style guide.
- b. The second part of the assignment is the teaching/preaching component. It should be equivalent to a 20-30 minute presentation. It should be written in a spoken style, intended to be deliver on the pulpit or in a classroom setting. This part does not have to follow the style guide, but reference to illustrations should be included.
- c. The teaching project may include a teaching session for a Bible/small group study, a Sunday School course. Note that a teaching project also needs to have an application section.
- d. A short summary of the real/imagined target audience (demographic background and preaching/teaching setting) as well as a brief description of your homiletic decision are needed.
- e. Since this course is not a homiletics course, the main purpose of this assignment is not to access each student’s ability to write a good sermon. However, students are expected to be able to work under sound homiletic and teaching principles.
- f. The purpose of this assignment is to assess the student’s ability to (1) interpret the text of the NT with a theologically and biblically sound hermeneutical method and, (2) apply the message to discipleship, community and ministry formation and presenting it in the contemporary contexts.
- g. Student Presentations:** Students will give a short presentation of their preliminary ideas for the sermon/teaching ministry project during the last class (April 10th). The presentation should be in the form of a sermonette (10 mins max), summarizing the major exegetical issues of the passage and their intended main application/implication(s) of the sermon. Each presentation is followed by a short discussion, which allow students to gain **constructive** criticism in order to improve their work. The goal of this presentation is to facilitates a collaborative learning environment in which instructor and students are engaged in active learning together.

Due Date: **April 13 at 11:59pm** (Late paper will not be accepted after 17 April)

Grading Summary (**2J03**):

Exegetical Assignments	50%
Seminar and Online Discussion	10%
Vocabulary Quizzes	10%
<u>Exegetical Sermon</u>	<u>30%</u>
Total	100%

II. Requirement for Research Degree Students (6J06):

1. Translation and Exegetical Assignment (40%)

Research degree students are expected to produce more detailed exegetical notes and translations, reflecting more careful reading and an advanced knowledge of exegetical and interpretive issues.

2. Seminar and Online Discussion (10%)

Research degree students are expected to *post two discussion topics* on the forum each week and *respond to three posts* with insightful comments.

3. Research Paper I – Thematic (20%)

Each Student will select a theme/concept or a particular word/word group that is prominent in Romans and write a paper (5000 words). The paper must be grounded in passages from Romans, and it must incorporate the following elements: (1) a discussion of the meaning and significance of the theme/word in Paul’s historical context; (2) a discussion of how Paul’s message engaged with his (first-century) readers and how this engagement can provide insights for contemporary engagement with modern cultural contexts; and (3) a discussion of the practical applicability of the theme to a specific modern context. This paper must follow the *MDC Style Guidelines for Essays and Theses*. The thematic paper is due on **March 20th**. Each student will give a 15–20 minutes presentation of their paper in class. Possible themes: God’s plan of salvation, righteousness from God, justification by faith, guilt, sin, sanctification, unity, etc.

Due Date: **March 20, 2017 in class**

4. Research Paper II – Exegetical (30%)

Research degree students will submit a text-oriented paper that analyzes the language of Romans in order to clarify or resolve a specific interpretive issue (5000 words). This paper must follow the *MDC Style Guidelines for Essays and Theses*.

Due Date: **April 13, 2017 at 11:59pm** (Late paper will not be accepted after 17 April)

Grading Summary (6J06):

Exegetical Assignments	40%
Seminar and Online Discussion	10%
Research Paper I – Thematic	20%
Research Paper II – Exegetical	30%
<hr/> Total	<hr/> 100%

SCHEDULE

Dates	Assignment	Text	Reading
Jan 9		Rom 1:16–17	TBA on A2L
Jan 16	1	Rom 1:8–15	Rom 1, <i>Idioms</i> chs. 1, 10
Jan 23	2	Rom 2:1–11	Rom 2, <i>Idioms</i> chs. 11, 20
Jan 30	3	Rom 3:9–20	Rom 3, <i>Idioms</i> chs. 12, 14
Feb 6*	4	Rom 4:13–25	Rom 4, <i>Idioms</i> chs. 15–16
Feb 13	5	Rom 5:11–21	Rom 5, <i>Idioms</i> chs. 3–5
Feb 20	Reading Week (No Class)		
Feb 27	6	Rom 6:1–14	Rom 6, <i>Idioms</i> chs. 6–7
Mar 6*	7	Rom 7:7–25	Rom 7–8, <i>Idioms</i> chs. 8–9
Mar 13	8	Rom 9:30–10:21	Rom 9–11, <i>Idioms</i> chs. 2, 13
Mar 20	Thematic Paper Due and Presentation (6J06)		
Mar 27	9	Rom 12:1–21	Rom 12–13, <i>Idioms</i> chs. 18–19
April 3*	10	Rom 14:1–23	Rom 14–16, <i>Idioms</i> chs. 17, 21
April 10	Sermon Outline Presentation (2J03)		

REFERENCES

1. Greek-English Lexicons

Bauer, Walter, Frederick W. Danker, W. F. Arndt, and F. W. Gingrich. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.

Danker, Frederick W. *The Concise Greek-English Lexicon of the New Testament*. Chicago: University of Chicago Press, 2009.

Liddell, Henry George, Robert Scott, and Henry Stuart Jones. *A Greek-English Lexicon*. 9th ed. Oxford: Clarendon, 1996. [Available Online @ www.tlg.uci.edu/lsg/]

Liddell, Henry George, and Robert Scott. *An Intermediate Greek-English Lexicon*. Oxford: Clarendon Press, 1889.

Liddell, Henry George, and Robert Scott. *Liddell and Scott's Greek-English Lexicon, Abridged*. Simon Wallenberg Press, 2007.

Louw, J.P., and E.A. Nida, *Greek–English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: United Bible Societies, 1989.

Thayer, J.H., *A Greek–English Lexicon of the New Testament*. New York: American Book Company, 1897.

2. Some Commentaries on Romans

Barrett, C.K., *A Commentary on the Epistle to the Romans* (BNTC; London: A. & C. Black, 1957).

Barth, K., *The Epistle to the Romans* (trans. E.C. Hoskyns; London: Oxford University Press, 1933).

Bruce, F.F., *Romans* (TNTC; Grand Rapids: Eerdmans, rev. edn, 1985).

Bryan, C., *A Preface to Romans* (New York: Oxford University Press, 2000).

Cranfield, C.E.B., *A Critical and Exegetical Commentary on the Epistle to the Romans* (ICC; 2 vols.; Edinburgh: T. & T. Clark, 1975, 1979).

Dodd, C.H., *The Epistle of Paul to the Romans* (MNTC; London: Hodder and Stoughton, 1932).

Dunn, J.D.G., *Romans* (WBC 38A–B; Waco, TX: Word, 1988).

Fitzmyer, J.A., *Romans* (AB 33; New York: Doubleday, 1993).

Hultgren, A.J. *Paul's Letter to the Romans: A Commentary* (Grand Rapids: Eerdmans, 2011).

Jewett, R. *Romans* (Hermeneia; Minneapolis: Fortress, 2007).

Johnson, L.T., *Reading Romans: A Literary and Theological Commentary* (New York: Crossroad, 1997).

Käsemann, E., *Commentary on Romans* (trans. G.W. Bromiley; Grand Rapids: Eerdmans, 1980).

Keck, L.E., *Romans* (ANTC; Nashville: Abingdon Press, 2005).

Keener, C.S., *Romans: A New Covenant Commentary* (NCCS; Eugene: Cascade, 2009).

Kruse, C.G. *Paul's Letter to the Romans* (PNTC; Grand Rapids: Eerdmans, 2012).

Leenhardt, F.J., *The Epistle to the Romans: A Commentary* (trans. H. Knight; London: SCM Press, 1961).

Luther, M., *Commentary on the Epistle to the Romans* (trans. J.T. Mueller; London: Oliphants, 1954).

Matera, F.J., *Romans* (Paideia; Grand Rapids: Baker, 2010).

Moo, D., *The Epistle to the Romans* (NICNT; Grand Rapids: Eerdmans, 1996).

Moo, D.J. *Romans* (NIVAC; Grand Rapids: Zondervan, 2000).

Morris, L., *The Epistle to the Romans* (Pillar; Grand Rapids: Eerdmans, 1988).

Nygren, A., *Commentary on Romans* (trans. C.C. Rasmussen; London: SCM Press, 1952).

Osborne, G.R. *Romans* (NTC; Downers Grove, IL: InterVarsity, 2004).

Porter, Stanley E. *The Letter to the Romans: A Linguistic and Literary Commentary*. (New Testament Monographs 37; Sheffield Phoenix Press, 2015).

Robinson, J.A.T., *Wrestling with Romans* (Philadelphia: Westminster Press, 1979).

Sanday, W., and A.C. Headlam, *A Critical and Exegetical Commentary on the Epistle to the Romans* (ICC; Edinburgh: T. & T. Clark, 1895).

Schreiner, T.R., *Romans* (BECNT; Grand Rapids: Baker, 1998).

Stuhlmacher, P., *Paul's Letter to the Romans: A Commentary* (trans. S.J. Hafemann; Louisville: Westminster John Knox, 1994).

Witherington, B., and D. Hyatt, Paul's Letter to the Romans: A Socio-Rhetorical Commentary (Grand Rapids: Eerdmans, 2004).

Ziesler, J., Paul's Letter to the Romans (London: SCM Press; Philadelphia: Trinity Press International, 1989).

CLASSROOM BEHAVIOUR

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. 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.
2. Students should be on time to class, or be prepared to offer an explanation after class to the professor.
3. Students are expected to stay for the entire class session, unless arranged in advance.
4. Students may eat and drink in class so long as they do not distract others or leave a mess behind.
5. Students should not engage in anything during class time that prevents them from focusing and participating in class discussions.
6. Students are not to carry on private conversations in class. If something is unclear, the whole class will benefit by a question being asked out loud.
7. Cell phones and related devices are to be silenced during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class in order to do so.

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

LATE SUBMISSION POLICY

All assignments must be submitted on or before the date due, unless other arrangements are made in advance. A late penalty of 2% per day will be applied to all assignments submitted after the deadline, unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after **April 13, 2017** without written permission from the Office of the Registrar (thomn@mcmaster.ca).

STATEMENT ON ACADEMIC HONESTY

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are

responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://www.mcmasterdivinity.ca/programs/rules-regulations>.

In this course we will be using a web-based service ([turnitin.com](https://www.turnitin.com)) for plagiarism detection. Students who do not wish to submit their work to [turnitin.com](https://www.turnitin.com) can submit an electronic copy of their work via email in PDF format and no penalty will be assigned, but all submitted work is subject to normal verification standards in order to ensure that academic integrity has been upheld (e.g. online search).

GENDER INCLUSIVE LANGUAGE

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

STYLE

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

NOTE BENE

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.