

NT 2XR3/3XR3: Romans

McMaster Divinity College
May 1 – 17
Monday, Wednesday 6–9pm
Summer 2017

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COURSE DESCRIPTION

This course is an exegetical and interpretive study of the epistle to the Romans. Following a two-step hermeneutical approach, we will look closely at the 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 and theological perspectives. An online forum will be set up on Avenue to Learn (A2L) to facilitate a collaborative learning environment. Assigned readings will be used to introduce the student to the background and theology of Romans. NT 2XR3 is structured around translation assignments. Students will grow in their ability to read and analyze the Greek New Testament by working through portions of Romans.

COURSE OBJECTIVES

The following goals are set for the student:

Knowing:

- To become familiar with the 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 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 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, commentaries, grammars, etc.)

COURSE PREREQUISITES

For NT 2XR3, students need to have already taken NT 1G03 and NT 1H03, or equivalent.

TEXTBOOK AND MATERIALS

1. Students are required to possess the following:

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

Thiselton, Anthony C. *Discovering Romans: Content, Interpretation, Reception*. Grand Rapids: Eerdmans, 2016.

Students in NT 2XR3 are assumed to possess the following:

A standard edition of the Greek New Testament, such as the Nestle-Aland (26th–28th ed.), UBS (3rd–5th 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).

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

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

1. Discussion Preparation (30%)

Starting from the second class, students will prepare three exegetical questions and three application questions on the assigned passages for that class. These questions are to be posted

on the A2L discussion forum by noon (12pm) on class days and will be used to guide the in-class discussions. Students should have read the assigned passage and the corresponding sections from the textbooks *before* formulating their questions and should come to class with a rough idea of their take on these questions. Student should hand in a summary (800–1000 words) of the in-class discussion on Friday (for both classes) including their preliminary conclusion to those questions.

2. Reading and Class 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 all the questions posted to A2L; (b) worked through the assigned passage with the help of the textbooks; and (c) produced exegetical notes on their own exegetical and application questions. Each student will then come to class prepared to contribute some comments and/or questions concerning the assigned passage(s).

3. Course Specific Assignment (20%)

For NT 3XR3: Commentary Analysis

Select three commentaries on Romans (from the list below) and compare them to the course text (Porter). Write a 2000-word critical review of these commentaries in which you evaluate them for their usefulness in biblical studies. Be sure you set out your criteria, which may include some of: presuppositions and assumptions, format and organization, breadth of scholarship, use of original languages, cogency of arguments, validity of theological conclusions, contemporary application, etc.

Due Date: **May 31 at 11:59pm** (Late papers will not be accepted after June 7)

For NT 2XR3: Exegetical and Translation Assignments

Students will examine two assigned passages (3:21—4:25; 6:1–23) and then prepare both exegetical notes and an English translation. The exegetical notes should include parsing of non-common verbs, comments on textual variants, and text-oriented and context-oriented questions and comments. A template for the exegetical assignment will be uploaded to A2L.

Due Date: **May 17 and May 31 at 11:59pm**

4. Final Written Assignment (40%)

Students will prepare a research paper of 6000 words. At least 10 academic secondary sources are required for these papers, and all must be used and cited in the paper. Sources may include the class texts, monographs, commentaries, and articles from journals and books. Sources must NOT include web sites (e.g. blog posts), one volume Bible dictionaries, study Bible, Bible translations, and dated devotional commentaries. Note, however, that Christian

Worldview and Pastoral students may wish to use relevant websites as additional resources that illustrate contemporary worldviews or application issues.

Biblical Studies Specialization: Exegetical Paper

Student will select one self-contained passage from Romans and complete an exegetical analysis. This paper must follow the *MDC Style Guidelines for Essays and Theses*. The paper should include:

- i. A clear statement of the thesis in the introduction
- ii. The historical and cultural context (*Sitz im Leben*) of the passage
- iii. A detailed exegesis of the entire passage
- iv. Reference to the Greek text
- v. Justification of text boundaries and explanation of how this passage fits within the overall argument of Romans
- vi. Theological reflections on the passage (either integrate with your exegesis or at the end of your paper)
- vii. Connections to the rest of the New Testament
- viii. A clear conclusion

Pastoral Studies Specialization: Exegetical Sermon

Students are asked to write an exegetical sermon (5000 words) based on a passage in Romans.

Paper Break Down: (1500–2000 words exegetical comment; 2500–3000 words sermon).

- i. 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.*
- ii. 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.
- iii. 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.
- iv. 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.
- v. 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.
- vi. 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.

Christian Worldview Specialization: Thematic Paper

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 paper should include:

- i. A clear statement of thesis in the introduction
- ii. A clear explication of the theme and its importance
- iii. Analysis of relevant passages (in Romans) that relate to the theme
- iv. Exegesis of any significant or controversial verses
- v. Theological reflections on the theme
- vi. Implications of the theme for a contemporary Christian worldview
- vii. Possible themes: God's plan of salvation; righteousness from God; justification by faith; guilt; sin; sanctification; unity; student's choice (must be approved in advance by the professor).

Student Presentations: Students will give a short presentation of their preliminary ideas for the written assignment during the last class (May 17). The presentation should summarize the major exegetical issues of the passage(s) and their intended main application/implication(s) of the paper. 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: **June 16 at 11:59pm** (Late paper will not be accepted after June 21)

Additional Requirement for NT 2XR3

Students in NT 2XR3 will complete the above assignment with the following differences:

- All written assignments must deal with the Greek text of Romans
- The student must read the Greek text of Romans before formulating the exegetical questions for in-class discussion.

Grading Summary:

Exegetical Assignments	30%
Seminar and Online Discussion	10%
Course Specific Assignment	20%
<u>Final Written Assignment</u>	<u>30%</u>
Total	100%

SCHEDULE

Dates	Class Topics
May 1	Introduction to Romans; 1:1–17 // 15:14–16:27
May 3	Rom 1:18–4:25
May 8	Rom 5:1–6:23
May 10	Rom 7:1–8:39
May 15	Rom 9:1–11:36
May 17	Rom 12:1–15:13
May 31	Commentary Analysis and Second Translation Exercise Due
June 16	Final Written Assignment Due

REFERENCES

1. 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* (PTNC; 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, 1989.

2. 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/lsj/]

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.

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) for plagiarism detection. Students who do not wish to submit their work to 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.