PhD – CHTH G105-C05 - NT/OT 6ZS6 Linguistic Modelling for Biblical Study

McMaster Divinity College   Fall 2020 (Term 1)
Stanley E. Porter, Ph.D.   Online Hybrid from September 14 to December 11, 2020
porters@mcmaster.ca   Face to face Tuesday October 21, 2020 1:30–5:30 p.m.
                                    and Wednesday October 22, 2020 9:00 a.m.–5:30 p.m.

Course Description

This course focuses upon developing appropriate linguistic models and methods to enhance study of the Bible in its original languages. These models may include such approaches as forms of discourse theory, SFL-based models, relevance theory, translation theory and related topics, according to individual student interest—all applied to selected issues, and passages in the original languages of the Bible. This course may be taken by those working in either Greek or Hebrew, and may be repeated in a new program with new content.

Course Objectives

The general objectives of the course are as follows, although individual students will have personal objectives based upon their own linguistic and research interests.

Knowing:
    1. to develop the student's ability to formulate and analyze advanced linguistic models appropriate to study of the Bible in its original languages
    2. to master the pertinent literature regarding such models
    3. to gain familiarity with a wide variety of linguistic models
Being:
    3. to become a competent constructive critic of the linguistic models of others
    4. to apply such methods or models in appropriate and interesting ways to enhance understanding of the Bible
Doing:
    5. to be able to articulate the nature of the method or model chosen in dialogue with others
    6. to become competent at devising and developing relevant linguistic models for biblical analysis
    7. to utilize recent advances in supporting media, such as OpenText.org, in the development of such methods and models

Course Prerequisites

Prerequisites: At least two years of study of the appropriate ancient language(s), admission to the M.A. or Ph.D. programs of McMaster Divinity College. A conversation with the professor is recommended.

Course Requirements

This is a 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.

The major requirements include demonstrated knowledge of a range of linguistic topics (as demonstrated through discussion responses to posted materials), knowledge of a range of linguistic models (as demonstrated in a single 5,000-word paper, Paper 1), the development and application of a particular linguistic model along with pertinent bibliography (9,000 word seminar paper, Paper 2), and critical response to the work of other students, including one formal response to a specific student's work (c. 2,500 words, Paper 3).

The design of this course is to encourage as much constructive thought and interaction on the topic of linguistic modeling as is possible. In some ways, we hope to imitate the kind of classroom dialogue found in face to face meetings, but done through written and occasionally live online discussion. The required readings are all by the professor, as a substitute for the "living voice" or lectures or recorded talks. Just as they would in a live classroom, these papers 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). Both Paper 1 and Paper 2 will be presented in seminar format during the course, the first during the Intensive Hybrid meeting, and the second and Paper 3 as a critical response to one other student's Paper 2 during an online synchronous meeting late in the term (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 during the online portion of the course and then present for the intensive hybrid meeting days and the later synchronous presentation session.

The mode of technology to be used in this course will be further specified closer to the time of commencement of the course, but will probably depend primarily upon email communication shared among the students and professor. Such 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. If the intensive hybrid face to face format is changed to completely online, we will use the intensive hybrid meeting days in a Webex or Zoom format for similar activities as indicated in the schedule below. We will use Webex or Zoom for the synchronous presentation session as well. If the form of technology changes along the way, I will inform everyone.

Course Textbooks

Recommended reading:

Porter, S. E. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor
     University Press, 2010.

This is an invaluable book for any academic to read as a guide to success in the academic world,
as well as providing important guidance for successfully writing one's dissertation.

There are other lists of required and recommended reading cited below. Students are encouraged
to mine into the various readings for further reading material.

Course Assessment

Each student is required to complete all of the following requirements (failure to attempt to
complete all constituents constitutes grounds for failure of the course):

     1. Reading and Response. There will be an assigned reading for each week, and then a choice
of readings from other sources as the student chooses (for the sake of this assignment, each week
goes from Monday to Friday). Each student is to read the required reading and as much of the
other material as is feasible. Then the student is to initiate a response to the material of up to 400
words (no more), using the designated Subject line and copying all course participants including
me. Each student is required to respond to at least one initiating post with a response of up to 200
words. Further posts may also be made. The required reading will be posted by Sunday night,
and initial responses are to be written on Monday or Tuesday of the week, with responses and
further responses allowed until Thursday night at midnight, with final thoughts as necessary up
to Friday midnight. Please remember to use the Subject line and copy all for each reading
response. The initiated discussion may discuss any pertinent matters raised by the material, and
the response may choose broader or more narrow topics for further discussion. The final
response of December 7 is to offer a summative overview of the nature of linguistic modeling
and what you have learned regarding it. Please respond to all the posts on this topic. Further
response and discussion throughout the term is encouraged, as the requirements are minimums.
20% for an aggregate of all discussion, initiated and responded to, from September 14 to
December 11, minus the intensive hybrid days and ETS/SBL weeks.
     2. Presentation and defense (5,000 words) of a particular linguistic model in relation to other
potential models available for the study of the Bible, including their relationships, contributions,
strengths, and weaknesses (Paper 1). This paper should be a specific engagement of one
linguistic model with other potential linguistic models, and serves as a breadth requirement to
establish a strong foundation for the specific work of Paper 2. The topic for Paper 1 is to be
agreed with the professor by **September 23**. This paper is to be electronically distributed by
October 13 for discussion for up to an hour on **October 20**, the first of the intensive hybrid face
to face days. The student will have two minutes to present the topic, to be followed by

discussion. Students are then able to develop further and revise their papers for final submission on **December 11**. **25%.**

As examples, one may choose to explore a variety of functional linguistic models and single out one of them for special consideration. This might include SFL or Tagmemics in relation to other functional models. One might use the division of Formal, Cognitive, or Functional models as a means of approaching this topic, although one cannot hope to be inclusive.

3. Presentation and defense of a major research project on an appropriate model for linguistic study of the Bible, with application to a selected text(s) (c. 9,000 well-selected words) (Paper 2). The research paper should chart new ground in the subject—both in terms of the student's own and previous work and in terms of the discipline itself. Think of this as researching and writing a publishable paper in linguistics, such as one might find in *BAGL* of *FilNeot*, the two major journals that publish research in Greek linguistics. The topic for this paper is to be agreed with the professor by **September 30**. The student is to electronically distribute working notes and outline of the paper to fellow class members by **October 17** for discussion for up to an hour on **October 21**, the second of the face to face days. Students then write and submit their more fully developed papers to the other members of the class on **November 17** for discussion in synchronous Webex/Zoom meeting tentatively scheduled for the afternoon of **December 1**. In light of discussion and further research, students are then able to develop further and revise their papers for final submission on **December 11**. **40%.**

This paper should probably develop further one's work on the linguistic model selected for Paper 1 and use it as a model for interpretation of a significant passage. MDC currently has several possible venues open for publication, so one might well write a paper in light of this. For example, a volume is being compiled on the influence of Prague School Linguistics, so this model has many possibilities. MDC Press also publishes the LENT series, and so is looking for papers that utilize well-defined linguistic models to examine passages within specific books of the New Testament. The next volume is on Romans and Galatians.

4. Presentation of a formal, critical response to one of the major research projects (Paper 3). This paper is to be distributed to all members of the class by **November 27**. In the synchronous online session on **December 1**, 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. The assignment of respondents is to be made by **September 24**. Students are then able to revise their responses for final submission on **December 11**, taking into consideration revisions to the originally presented paper (students must communicate the gist of their revisions to their respondents no later than December 4). **15%.**

The professor assumes that students already know how to research and write papers. Content, clear thinking, and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also required. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses* in presentations and submission of all written work. Failure to do so will result in a lower grade.

Late papers and posts are reduced 5% per day they are late, including late distribution of papers for others (both papers and responses). Failure to make a valid attempt at each and every assignment may result in failure of the course.

Building an Online Academic Community

The goal of this course is to build an online academic community among a small body of scholars. We are all scholars seeking after greater understanding, and it is through our work together on a common topic that we are often able to make great 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 me 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.

As a gentle reminder, we will be following all pertinent health and safety guidelines in force at the time of this course regarding the Covid-19 pandemic, so please be attentive to these in all of your interactions and behavior, so we may all remain safe and well in our academic community.

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 at
https://www.mcmasterdivinity.ca/programs/rules-regulations.

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 inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive

version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

READ On Bookstore
The recommended textbook for this class, as well as some of the other readings, is available from the College's book service, READ On Bookstore, in the Hurlburt Family Bookstore, McMaster Divinity College. The bookstore will open on September 8th, **by appointment only**, due to COVID-19 safety measures. For advance purchase (highly recommended before the course begins), you may contact READ On Bookstores by phone 416.620.2934; fax 416.622.2308; or e-mail books@readon.ca. Bernice Quek, the bookstore manager, is more than willing to send books to students. Other book services may also carry the texts.

Course Schedule

The schedule below provides for the weekly units. The required readings are all by the professor as a substitute for his interactive lectures and to ensure that these materials are available to all students. Students may find that other scholarly materials are difficult to find, so the other reading—as well as scholarship required for written papers—may be more problematic. I encourage students to follow up on works cited in the required reading and to communicate with each other regarding the availability of books, journal articles, chapters, and other materials online and through other means. The required reading will be digitally posted or distributed by at least midnight on Sunday, and all responses and discussion (remember to copy all) are to be posted by the following Friday night at midnight, using the Subject line indicated, to gain credit, as indicated above. Discussions may continue after this time, but they are not counted for credit toward assignment 1.

September 14: Introduction of the Course
Subject line: Introduction
Please introduce yourself in your initial post, give us an idea of your linguistic background, suggest topics of interest for both papers 1 and 2, and respond to the readings for this week. Do not hesitate to respond to the reading in terms of how a linguistic approach differs from the ways you have been previously taught or to ways that you are more familiar with in your previous studies. If you have any questions about the course syllabus please raise these so that we may have general clarity. If you have personal questions, please do not hesitate to contact me outside the discussion thread.
I will follow up with you individually to refine your topics for papers 1 and 2, and then inform the other class members. Please begin this discussion.
Required reading:
Porter, S. E. "Studying Ancient Languages from a Modern Linguistic Perspective: Essential Terms and Terminology." *Filología Neotestamentaria* 2 (4; 1989) 147–72 (available online).
Other reading:

John Lyons, *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968. Or other suitable introductions to linguistics. There are many, but most of them published in North America are Chomskyan in orientation. You should at least be familiar with the orientation of a linguistics approach to questions of language.

Finch, G. *How to Study Linguistics*. London: Macmillan, 1998.

Macaulay, M. *Surviving Linguistics: A Guide for Graduate Students*. 2nd ed. Somerville, MA: Cascadilla, 2011.

September 21: The History of Linguistics
Subject line: History of Linguistics
Required reading:
Porter, S. E. "Linguistic Schools part 1." In Porter, *Linguistic Description of the Greek New Testament* (forthcoming).
Other reading:
Allan, K. *The Western Classical Tradition in Linguistics*. 2nd ed. London: Equinox, 2010.
Robins, R. H. *A Short History of Linguistics*. 3rd ed. London: Longman, 1990.
Seuren, P. A. M. *Western Linguistics: An Historical Introduction*. Oxford: Blackwell, 1998.
Or find another suitable history of linguistics.
Topic for Paper 1 to be decided by September 23.

September 28: Modern Linguistics
Subject line: Modern Linguistics
Required reading:
Porter, S. E. "Linguistic Schools part 2." In Porter, *Linguistic Description of the Greek New Testament* (forthcoming).
Other reading:
Davis, P. W. *Modern Theories of Language*. Englewood Cliffs, NJ: Prentice-Hall, 1973.
De Beaugrande, R. *Linguistic Theory: The Discourse of Fundamental Works*. London: Longmans, 1991.
Ivic, M. *Trends in Linguistics.* The Hague: Mouton, 1970.
Lepschy, G. C. *A Survey of Structural Linguistics*. London: Andre Deutsch, 1980.
Or find other suitable discussions of modern linguistics, including other introductions (see also readings for October 5).
Topic for Paper 2 to be decided, and respondents for Paper 3, by September 30.

October 5: Various Linguistic Models
Subject line: Linguistic Models
Required reading:
Porter, S. E. "Systemic Functional Linguistics and the Greek Language: The Need for Further Modeling." In *Modeling Biblical Language: Selected Papers from the McMaster Divinity College Linguistics Circle*. Ed. Stanley E. Porter, Gregory P. Fewster, and Christopher D. Land, 9–47. LBS 13. Leiden: Brill, 2016. But note the second half of the chapter of required reading for the previous week as well.

Other reading:

Dixon, R. M. W. *Basic Linguistic Theory. I. Methodology.* Oxford: Oxford University Press, 2010.

Droste, F. G., and J. E. Joseph, eds. *Linguistic Theory and Grammatical Description*. Amsterdam: Benjamins, 1991.

Hengeveld, K., and J. L. Mackenzie. *Functional Discourse Grammar: A Typologically-based Theory of Language Structure*. Oxford: Oxford University Press, 2008.

Moravcsik, E. A., and J. R. Wirth, eds. *Syntax and Semantics. Volume 13: Current Approaches to Syntax*. New York: Academic, 1980.

Quigley, A. E. *Theoretical Inquiry: Language, Linguistics, and Literature*. New Haven: Yale University Press, 2004.

Sampson, G. *Linguistic Schools.* Stanford, CA: Stanford University Press, 1980.

Or find other suitable discussions of various linguistic models.

October 12: Systemic Functional Linguistics

Subject line: Systemic Functional Linguistics

Required reading:

Porter, S. E. "Recent Developments in Systemic Functional Linguistics: A Review Article." *Biblical and Ancient Greek Linguistics* 8 (2019) 5–32 (available online).

Porter, S. E. "Greek Prepositions in a Systemic Functional Linguistic Framework." *Biblical and Ancient Greek Linguistics* 6 (2017) 17–43 (available online).

Other reading:

Bartlett, T., and G. O'Grady, eds. *The Routledge Handbook of Systemic Functional Linguistics*. London: Routledge, 2017.

Halliday, M. A. K. *Introduction to Functional Linguistics*. London: Arnold, 1985. 4th ed. Rev. Christian M. I. M. Matthiessen. London: Routledge, 2014.

Halliday, M. A. K. *Language as Social Semiotic: The Social Interpretation of language and Meaning*. London: Arnold, 1978.

Halliday, M. A. K., and R. Hasan. *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press, 1989.

Halliday, M. A. K., and J. J. Webster. *Text Linguistics: The How and Why of Meaning*. London: Equinox, 2014.

Hasan, R. *Linguistics, Language, and Verbal Art*. 2nd ed. Oxford: Oxford University Press, 1989.

Martin, J. R. *English Text: System and Structure*. Amsterdam: John Benjamins, 1992.

Thompson, G., W. L. Bowcher, L. Fontaine, and D. Schönthal, eds. *The Cambridge Handbook of Systemic Functional Linguistics*. Cambridge: Cambridge University Press, 2019.

Feel free to read individual entries within the Martin and Doran volumes reviewed in *BAGL* or other SFL works if you have read the above and have time.

Paper 2 to be distributed in electronic form by October 13.

Working notes and outline for Paper 3 to be distributed in electronic form by October 17.

October 20: Intensive Hybrid Contact Day One, 1:30–5:30 p.m.

Session 1: Review and Reflection on Linguistic Modeling
Please come prepared with questions and observations for discussion and clarification, including questions raised by the required or other reading.
Session 2: Presentations of Paper 1

October 21: Intensive Hybrid Contact Day Two, 9:00 a.m.–5:30 p.m. (with lunch break)
Session 3: Discussion of Working Notes and Outlines of Paper 2
Session 4: The Future of Linguistic Modeling: Initiating and Continuing a Discussion

After the hybrid meeting days, students will focus upon the further development and revision of their papers, for final submission on December 11. However, there are many implications of linguistic modeling that go beyond simply the preparation of linguistics papers. These are explored through further reading and response online in the subsequent weeks.

October 26: Theoretical Implications
Subject line: Theoretical Implications
Required reading:
Porter, S. E. "Linguistics and Hermeneutics." In *Holding Forth the Word of Life: Essays in Honor of Tim Meadowcroft.* Australian College of Theology Monograph Series. Ed. John de Jong and Csilla Saysell, 284–99. Eugene, OR: Wipf & Stock, 2020.
Porter, S. E. *Linguistics and Hermeneutics* (forthcoming). This is a volume on the interface of linguistics and hermeneutics with implications for interpretation. The student may read selectively among the seven chapters according to interest, with particular emphasis upon chapters three and following.
Other reading:
Porter, S. E., and J. C. Robinson. *Hermeneutics: An Introduction to Interpretive Theory*. Grand Rapids: Eerdmans, 2011.
Other introductions to hermeneutics may also be read but be careful to distinguish between books on hermeneutics and on biblical interpretation. They are not the same.

November 2: Interpretive and Exegetical Implications
Subject line: Interpretive and Exegetical Implications
Required reading:
Porter, S. E. *The Letter to the Romans: A Linguistic and Literary Commentary*. NTM 37. Sheffield: Sheffield Academic, 2015, esp. pp. 24–35 and then selected sections of the commentary to see the exegetical implications.
Porter, S. E. *Linguistic Analysis of the Greek New Testament: Studies in Tools, Methods, and Practice*. Grand Rapids: Baker, 2015. Selected chapters.
Other reading:
Students should select a given topic, such as semantics (e.g. polysemy vs. monosemy), and explore how linguistic models make a difference for the linguistic area and hence for interpretive frameworks. The instance of prepositions is a good example, in light of a number of recent works that purport to treat prepositions in Greek, often bringing them into

relation with theology. But are they linguistic? There are also many works that attempt to demonstrate the exegetical implications of various linguistic models (many of these have already been mentioned in previous readings). Identify some of these and examine the exegetical results based upon their linguistic model.

November 9: Theological Implications
Subject line: Theological Implications
Required reading:
Porter, S. E. *Greek Language, Linguistics, and New Testament Theology: The Past, Present, and Future of a Discipline* (forthcoming), selected chapters on recent proposals and counter-proposals, the future of New Testament theology, and the Son of Man, in light of a linguistic assessment.
Other reading:
New Testament theology has lagged behind developments in linguistic modeling. Sample a variety of New Testament theologies (many of them listed in the required reading) to examine the linguistic models that they follow.

November 16—ETS in Providence, Rhode Island
There will be no new material presented or responded to during this week.
Paper 2 to be distributed electronically to class on November 17 for later synchronous discussion.

November 23—SBL in Boston, Massachusetts
There will be no new material presented or responded to during this week.
Paper 3, response paper, to be distributed electronically to class on November 27 for later synchronous discussion.

December 1: Synchronous Online Discussion
Synchronous Online Discussion from 1:00–5:00 p.m. of Paper 2 and Paper 3 (to be confirmed)

December 7: Final Comments
Subject line: Final Posting
Each student is to make a final posting on the nature of linguistic modeling and to respond to each of the prepared statements by the other students.

December 11 before midnight: Final versions of Papers 1, 2, and 3 are due.

This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course at any time.