

CHTH G105-C04; NT/OT 6ZP6—Papyrology and Textual Criticism

McMaster Divinity College
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Winter 2021 (Term 2)
Intensive Hybrid from January 4 to April 9, 2021
Face to face Tuesday February 23, 2021 1:30–5:30 p.m.
and Wednesday February 24, 2021 9:00 a.m.–5:30 p.m.

Course Description

This course is a study of the characteristics, uses, and function 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

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

Course Prerequisites

Two years of Greek language study or equivalent (or Hebrew language if interested in Old Testament textual criticism), admission to the MA or PhD program of McMaster Divinity College.

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 topics in papyrology and textual criticism (as demonstrated through discussion responses to reading materials), 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, 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 a substitute for the “living voice” of lectures or recorded talks. Just as they would in a live classroom, 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). Both Paper 2 and Paper 3 will be presented in seminar format during the course, Paper 2 during the intensive hybrid face to face meeting, and Paper 3 and Paper 4 as a critical response to one other student’s Paper 3 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 face to face 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 professors. 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, we will inform everyone.

1. Reading and Response. 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 (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 the two professors. 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 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. Further response and discussion throughout the term is encouraged, as the requirements are minimums. Percentage: **15%** for an aggregate of all discussion, initiated and responded to, from January 4 to April 9, minus the intensive hybrid week and the week of the online synchronous meeting as indicated in the schedule.

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 during the intensive hybrid in-class sessions on February 24, but you should not wait to begin this project until then. This paper is due **February 26**. Percentage: **15%**.

Paper 2: Select a particular text-critical problem in the New Testament and produce a critical analysis of 2,500 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. The text-critical topic is to be chosen by **January 25**. These papers will be presented and discussed during our intensive hybrid in-class session on **February 23**, with the final revised paper due on **April 9**. 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 (**February 19**). Percentage: **15%**.

Paper 3: Produce a research paper of about 8,000 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 **February 1**, at which time assignments of respondents will be made. Several of these papers have been published in respected journals, so consider the assignment in that light. We will have time to discuss the progress of these papers during our intensive hybrid in-class session on February 24. Students will present their papers in a seminar format during our synchronous online session on **March 30**. For each presentation the student is required to distribute a draft of the paper (a substantial portion of the final paper) and any pertinent documents accompanying it one week before the presentation (**March 23**). The student will be given two minutes to present a summary of their paper, before the respondent then speaks. The final revised paper is due **April 9**. Percentage: **40%**.

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 by **March 26**. In the synchronous online session on **March 30**, 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 9**, taking into consideration revisions to the originally presented paper (students must communicate the gist of their revisions to their respondents no later than April 5). **15%**.

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

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, 2015. [PPNT]

Turner, E. G. *Greek Papyri: An Introduction*. Oxford: Clarendon Press, 1968. [TGP]

READ On Bookstore

The textbooks for this class, as well as some of the other readings, are available from the College's book service, READ On Bookstore, in the Hurlburt Family Bookstore, McMaster Divinity College. The bookstore may be open during the hybrid course meeting days. 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 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 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.

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 4: Introduction of Course

Introduction to papyrology

Read: BRP

Introduction to textual criticism

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

January 11: 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 18: History of Textual Criticism

Origins of textual criticism

Major figures in textual criticism

Major editions

Recent developments in textual criticism

Read: PHWGNT, ch. 2; PPNT, ch. 11; PINT, chs. 5, 6

January 25: Manuscripts and Their Physical 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

Paper 2 topics chosen by January 25

February 1: Writing Conventions

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

Paper 3 topics and Paper 4 respondents chosen by February 1

February 8: Editing Manuscripts

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

February 15: 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

Intensive Hybrid Meeting Days

February 23: Reviewing What We Have Learned
Presentation of Text-Critical Paper (Paper 2)
February 24: Presentation and discussion of progress on major paper (Paper 3)
Discussion of editing a papyrus (Paper 1)
Further discussion of pertinent topics

Paper 1 due February 26

March 8: 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

March 15: Textual Criticism

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 22: Manuscripts in the Life of the Church

Greek and other lectionaries

Textual notation for liturgical purposes

Read: Wendy 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.

March 30: Synchronous On-Line Session (1:30-4:30 pm)

Presentation of major research papers (Paper 3) and responses (Paper 4)

April 5: Concluding Session

What have we learned? Reflect on this topic in your responses.

Papers 2, 3, and 4 due April 9

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).

This syllabus for this course is for information only and remains the property of the respective professors. This syllabus is prepared with the best information available,

but the professors reserve the right to change the content and format 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. Papatomas, 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.

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- Clivaz, C., and J. Zumstein, eds. *Reading New Testament Papyri in Context*. BETL 242. Leuven: Peeters, 2011.
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- Deissmann, G. A. *Bible Studies*, translated by A. Grieve. Edinburgh: T&T Clark, 1923.
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- 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.
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- 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*. TENTIS 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.
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- 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.
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- 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.
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- 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.
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- Youtie, H. C. *The Textual Criticism of Documentary Papyri: Prolegomena*. London: Institute of Classical Studies, 1958.

Some of Professor S. and W. Porter's Publications in the Area of Papyrology and Epigraphy

- Porter, S. E. *Verbal Aspect in the Greek of the New Testament, with Reference to Tense and Mood*. SBG 1. New York and Bern: Peter Lang, 1989, 2nd ed. 1993 (paperback), reprinted 2003 (paperback).
- Porter, S. E. 'Is ἀμβιτεύειν Really ἐμβατεύειν (*P. Oxy XVII 2110.15*)?' *Bulletin of the American Society of Papyrologists* 27 (1990) 45-47.
- Porter, S. E. 'P.Oxy. 744.4 and Colossians 3:9.' *Bib* 73 (1992) 565-67.
- Porter, S. E. 'Artemis Medeia Inscription Again.' *Zeitschrift für Papyrologie und Epigraphik* 93 (1992) 219-21.

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