



McMaster Divinity  
College

# GALATIANS

## NT 3G03 (BS)

## NT 2G03 (GREEK EXEGESIS)

McMaster Divinity College  
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Spring 2022  
May 2 – June 3  
Wednesday 1:00–2:50pm

## COURSE DESCRIPTION

The Apostle Paul's letter to the Galatians is sometimes neglected on account of its more famous cousin, Paul's letter to the Romans. Yet Paul's intensely passionate and controversial personality comes out far more clearly in the earlier Galatian letter than it does in the more measured and diplomatic Roman letter. In Galatians, Paul is surprised, disturbed, and angry. He is lashing out at Christian leaders whose behavior he regards as a betrayal of the radical message of Jesus. In this course, we will examine the text of Galatians and discuss the various historical, hermeneutical, theological, and social issues that it raises. We will also explore the contemporary relevance of Paul's letter, particularly its insistence that the gospel must be embodied in diverse, inclusive communities.

## SPECIALIZATIONS

NT 2G03 is available only as a Biblical Studies specialization.

≈ Students taking Galatians as a Biblical Studies course will be encouraged to explore the historical and cultural settings of Galatians, as well as recent discussions surrounding Pauline theology.

## COURSE OBJECTIVES

Through their active participation in this course, students will:

### KNOWING

- Know the basic outline of Galatians;
- Be familiar with contemporary scholarship as regards Galatians;
- Know the main theological and ethical teachings of Galatians;
- Better understand how Greek grammar enables the creation of coherent Greek texts (NT 2G03);

### BEING

- Assume a receptive and diligent posture towards the Bible;

- Become self-aware as a modern reader of the Bible, recognizing both the antiquity of the texts and the various ways in which contemporary life influences our understanding of it;
- Dispense with over-confidence (or lack of confidence) concerning knowledge of the Bible, adopting instead an attitude of life-long learning;

### DOING

- Have the ability to quickly locate reliable scholarly resources that discuss a particular NT passage;
- Have the ability to ask key questions in order to explore the meaning of a text;
- Have the ability to reflect canonically, theologically, and contextually so as to explore how people can/should understand the New Testament today;
- Have the ability to exegete a Greek text in a way that responsibly relates its grammar to all of the other things that are significant for interpretation (NT 2G03).

## COURSE REQUIREMENTS

Note: Students are required to complete all of the following assignments. No unfinished assignments are permitted. *Written assignments must be uploaded to Avenue to Learn either as Word documents (.doc, .docx) or in Rich Text Format (.rtf). Assignments cannot be submitted after June 15th without written permission from the Office of the Registrar ([strickpd@mcmaster.ca](mailto:strickpd@mcmaster.ca)).*

### WEEKLY ASSIGNMENTS (5 x 20%)

These are due according to the Coursework Schedule below. In each assignment, students in NT 2G03 will perform the following tasks:

1. Select one of the biblical passages listed in the Coursework Schedule below.
2. Read the passage.
3. Search for academic resources that discuss the passage and then list at least eight of them. You can include in your list as many academic resources as you can find, but in preparation for your next task (see below), you must include at least two academic journal articles and at least one dictionary/encyclopedia entry. The point of this assignment is to help you to develop the skill of locating academic resources quickly, so that you can find a diverse range of sources in a reasonable amount of time. A tutorial will be given during our first meeting, and an A2L module will offer detailed guidance on finding electronic resources (esp. in the Digital Theological Library) and using citation managers (esp. Zotero). You will become familiar with the major New Testament commentary series and dictionaries/encyclopedias, and you will learn to find specialized research dealing with specific topics/passages. While the grading of these lists will not require strict adherence to MDC bibliographic style, a bonus 5% will be added to any assignment that perfectly adheres to MDC style.
4. Choose from your list eight resources that you think will prove useful to you in trying to understand your chosen passage, in keeping with the following requirements: (1) at most four commentaries can be selected, and you must consult at least twelve different commentaries over

the course of the semester; (2) you must select at least two academic essays/articles; and (3) you must select at least one dictionary/encyclopedia entry.

5. Read each of your chosen resources (skimming, if the resource is lengthy and/or highly technical) noting key facts, key ideas, or key questions that arise as you are reading.
6. Having completed all your reading, explain (in a paragraph or two per resource) how each resource contributed to your understanding of the passage. If a resource was unhelpful, explain why it was unhelpful. Above all, try to integrate your learning, using these paragraphs as an opportunity to synthesize the material and to show how you are formulating a general understanding of key scholarly discussions regarding the passage. If you have chosen your eight sources well, you should be able to explain what you learned from them in such a way that your assignment offers a concise overview of scholarly discussion of the passage, including both the most general issues and at least one or two more detailed issues.
7. Answer each of the supplied Questions to Ask in a paragraph or two. An introductory overview of these questions is available in the initial module of the course. They will teach you to approach the New Testament from a variety of different perspectives, to draw imaginative connections with different facets of your own world/community/experience, and to create space for thoughtful reflection on its contemporary significance. Your goal in answering the questions is to seek understanding not simply as a historical exercise but as a twenty-first century person.

In each assignment, students in NT 2G03 will perform the following tasks (see schedule on A2L):

1. Read an assigned portion of Galatians in Greek.
2. Read and/or watch something that discusses the Greek language.
3. Work through an assigned passage in Galatians, generating a list of observations and questions.
4. Read at least two commentaries on the Greek text (see the bibliography below), drawing upon them in order to expand your list of observations and questions.
5. Come to class prepared to discuss your observations and questions with the professor or his GA.
6. Memorize a list of Greek words and complete a vocabulary quiz.

### CLASS MEETINGS (0%)

Attendance at weekly meetings is expected, because class discussions are a significant part of the overall learning experience. Each week, we will have small group discussions in which you will together explore the work you are doing in your assignments. At the same time, Greek exegesis students will meet with the professor and/or his graduate assistant.

### GRADING SUMMARY

<u>Weekly Assignments</u>	5 x 20%
Total	100%

## TEXTBOOKS

All students are required to possess the following:

An English translation of the New Testament.

Greek exegesis students are required to possess:

A standard edition of the Greek New Testament, such as the Nestle-Aland *Novum Testamentum Graece* (26th–28th ed.) or the UBS *Greek New Testament* (4th–5th ed.).

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

Greek exegesis students are recommended to have access to the following:

Omanson, Roger L. *A Textual Guide to the Greek New Testament: An Adaptation of Bruce M. Metzger’s Textual Commentary for the Needs of Translators*. Stuttgart: Deutsche Bibelgesellschaft, 2006.

All required textbooks for this class are available from the Hurlburt Family Bookstore located beside the MDC chapel entrance. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, ON, M9A 3C3: phone 416.620.2934; mobile 416.668.3434; email [books@readon.ca](mailto:books@readon.ca). Other book services may also carry the texts.

## MEETING SCHEDULE

Meeting Date	Preparation (Due at Meeting Time)	Lecture Topics
May 4	Read Course Syllabus Read Gal 1:1–2:14	Introduction to Galatians Paul, an Apostle (1:1–5) Not a People-Pleaser (1:6–24) The Supposed “Pillars” (2:1–14)
May 11	Read Gal 2:15–3:29	Jewish Rebels Like Jesus (2:15–3:6) Gentile Heirs Like Abraham (3:7–29)
May 18	Read Gal 4:1–5:1	Slavery and Freedom (4:1–16) Effort and Exclusion (4:17–5:1)
May 25	Read Gal 5:2–6:10	Expressions of Faith (5:2–18) Life in the Spirit (5:19–6:10)
June 1	Read Gal 6:11–18	Circumcision and New Creation (6:11–18) Concluding Reflections

## COURSEWORK SCHEDULE

A2L Module	Content		Due Dates
1	Course Syllabus Resources for Studying the NT Questions Worth Asking		N/A
2	Assignment #1	Choose <u>one</u> of the following passages for <u>each</u> assignment: 1:6–24 2:1–14 2:15–3:6 3:7–29 4:1–16 4:17–5:1 5:2–18 5:19–6:10	May 11 @ 11:59am
3	Assignment #2		May 18 @ 11:59am
4	Assignment #3		May 25 @ 11:59am
5	Assignment #4		June 1 @ 11:59am
6	Assignment #5		June 8 @ 11:59am
7	Course Evaluations		

## SUITABLE GREEK-ENGLISH LEXICONS

[BDAG:] 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.

Diggle, James et al. *The Cambridge Greek Lexicon*. 2 Vols. Cambridge: Cambridge University Press, 2021.

[LSJ:] Liddell, Henry George, Robert Scott, and Henry Stuart Jones. *A Greek-English Lexicon*. 9th ed. Oxford: Clarendon, 1996. [Available @ <http://www.tlg.uci.edu/lj/>] [8th edition available @ <https://archive.org/details/cu31924012909697>]

Liddell, Henry George, and Robert Scott. *An Intermediate Greek-English Lexicon*. Oxford: Clarendon Press, 1889. [Available @ <https://archive.org/details/intermediategree00lidd>]

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. [Available @ <https://archive.org/details/04508981.1536.emory.edu>]

## BIBLIOGRAPHY

- Asano, Atsuhiko. *Community—Identity Construction in Galatians: Exegetical, Social-Anthropological, and Socio-Historical Studies*. London: T & T Clark, 2005.
- Bachmann, Michael. *Anti-Judaism in Galatians? Exegetical Studies on a Polemical Letter and on Paul's Theology*. Grand Rapids: Eerdmans, 2009.
- Bryant, Robert A. *The Risen Crucified Christ in Galatians*. Atlanta: SBL, 2001.
- Burke, Trevor J. *Adopted into God's Family: Exploring a Pauline Metaphor*. Downers Grove: IVP, 2006.
- Cummins, Stephen Anthony. *Paul and the Crucified Christ in Antioch: Maccabean Martyrdom and Galatians 1 and 2*. Cambridge: Cambridge University Press, 2007.
- Davis, Basil S. *Christ as Devotio: The Argument of Galatians 3:1–14*. Lanham: University Press of America, 2002.
- Du Toit, A. B., Cilliers Breytenbach, and David S. Du Toit. *Focusing on Paul: Persuasion and Theological Design in Romans and Galatians*. Berlin: Walter de Gruyter, 2007.
- Eastman, Susan. *Recovering Paul's Mother Tongue: Language and Theology in Galatians*. Minneapolis: Fortress, 2007.
- Elliott, M. W., et al, eds. *Galatians and Christian Theology: Justification, the Gospel, and Ethics in Paul's Letter*. Grand Rapids: Baker, 2014.
- Elliott, Susan. *Cutting Too Close for Comfort: Paul's Letter to the Galatians in Its Anatolian Cultic Context*. London: T & T Clark, 2003.
- Elmer, Ian J. *Paul, Jerusalem, and the Judaizers: The Galatian Crisis in Its Broadest Historical Context*. Tübingen: Mohr Siebeck, 2009.
- Hansen, Bruce. *'All of You Are One': The Social Vision of Galatians 3.28, 1 Corinthians 12.13 and Colossians 3.11*. New York: T & T Clark, 2010.
- Hardin, Justin K. *Galatians and the Imperial Cult: A Critical Analysis of the First-Century Social Context of Paul's Letter*. Tübingen: Mohr Siebeck, 2008.
- Harmon, Matthew S. *She Must and Shall Go Free Paul's Isaianic Gospel in Galatians*. Berlin: Walter de Gruyter, 2010.
- Hays, Richard B. *The Faith of Jesus Christ: The Narrative Substructure of Galatians 3:1–4:11*. Grand Rapids: Eerdmans, 2002.
- Hietanen, Mika. *Paul's Argumentation in Galatians: A Pragma-Dialectical Analysis*. London: T & T Clark, 2007.

- Hogan, Pauline Nigh. *“No Longer Male and Female”*: Interpreting Galatians 3:28 in Early Christianity. New York: T & T Clark, 2008.
- Howard, George. *Paul: Crisis in Galatia: A Study in Early Christian Theology*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2004.
- Kahl, Brigitte. *Galatians Re-imagined: Reading with the Eyes of the Vanquished*. Minneapolis: Fortress, 2010.
- Kern, Philip H. *Rhetoric and Galatians: Assessing an Approach to Paul’s Epistle*. Cambridge: Cambridge University Press, 1998.
- Kwon, Yon-Gyong. *Eschatology in Galatians: Rethinking Paul’s Response to the Crisis in Galatia*. Tübingen: Mohr Siebeck, 2004.
- Morales, Rodrigo Jose. *The Spirit and the Restoration of Israel: New Exodus and New Creation Motifs in Galatians*. Tübingen: Mohr Siebeck, 2010.
- Murphy-O’Connor, Jerome. *Keys to Galatians: Collected Essays*. Collegeville: Liturgical Press, 2012.
- Nanos, Mark D., ed. *The Irony of Galatians: Paul’s Letter in First-Century Context*. Minneapolis: Fortress, 2002.
- Nanos, Mark D. *The Galatians Debate: Contemporary Issues in Rhetorical and Historical Interpretation*. Peabody: Hendrickson, 2002.
- Niang, Aliou C. *Faith and Freedom in Galatia and Senegal: The Apostle Paul, Colonists and Sending Gods*. Leiden: Brill, 2009.
- Park, Eung Chun. *Either Jew or Gentile: Paul’s Unfolding Theology of Inclusivity*. Louisville: Westminster John Knox, 2003.
- Perkins, PHEME. *Abraham’s Divided Children: Galatians and the Politics of Faith*. Harrisburg: Trinity, 2001.
- Rapa, Robert K. *The Meaning of “Works of the Law” in Galatians and Romans*. New York: Peter Lang, 2001.
- Riches, John Kenneth. *Galatians Through the Centuries*. Malden: Blackwell, 2008.
- Silva, Moisés. *Interpreting Galatians: Explorations in Exegetical Method*. Grand Rapids: Baker, 2001.
- Smiles, Vincent M. *The Gospel and the Law in Galatia: Paul’s Response to Jewish-Christian Separatism and the Threat of Galatian Apostasy*. Collegeville: Liturgical Press, 1998.
- Tantiono, Paulus T. *Speaking the Truth in Christ: An Exegetico-Theological Study of Galatians 4.12–20 and Ephesians 4.12–16*. Rome: Editrice Pontificia Università Gregoriana, 2008.
- Tolmie, D. F. *Persuading the Galatians: A Text-Centred Rhetorical Analysis of a Pauline Letter*. Tübingen: Mohr Siebeck, 2005.

Tsang, Sam. *From Slaves to Sons: A New Rhetoric Analysis on Paul's Slave Metaphors in His Letter to the Galatians*. New York: Peter Lang, 2005.

Wakefield, Andrew K. *Where to Live: The Hermeneutical Significance of Paul's Citations from Scripture in Galatians 3:1–14*. Atlanta: SBL, 2003.

Wiley, Tatha. *Paul and the Gentile Women: Reframing Galatians*. New York: Continuum, 2005.

Wilson, Todd A. *The Curse of the Law and the Crisis in Galatia: Reassessing the Purpose of Galatians*. Tübingen: Mohr Siebeck, 2007.

Wisdom, Jeffrey R. *Blessing for the Nations and the Curse of the Law: Paul's Citation of Genesis and Deuteronomy in Gal. 3.8–10*. Tübingen: Mohr Siebeck, 2001.

## 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:

<http://www.mcmasterdivinity.ca/programs/rules-regulations>

In this course, we will be using a web-based service (Turnitin.com) for plagiarism detection and the student's continuation in the course represents his or her consent to the use of this service. If a student has objections to the use of this service, alternate arrangements for assignment submission must be made with the professor in advance of the assignment deadlines.

A useful guide to avoiding plagiarism is the Harvard Guide to Using Sources:

<http://usingsources.fas.harvard.edu/icb/icb.do>

## STYLE

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the latest edition of 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.



## 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 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.**