

Gordon-Conwell Theological Seminary—Charlotte, Fall 2011; rev. 8.24.11  
Class Syllabus for NT 620: *Exegesis of Romans*

Instructor: James P. Sweeney, Ph.D.  
Dates: September 30–October 1, October 28–29, and December 2–3  
Times: Fridays: 6:50 to 9:30 pm (Note: chapel is 6:30–6:50 pm)  
Saturdays: 8:30 am to 4:30 pm  
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### I. Course Description

This class is devoted to an exegetical analysis of Paul's letter to the Romans, his longest and most influential letter, with specific focus given to the Greek text of Romans 1–8.

### II. Course Relationship to the Curriculum

NT 620 is a required Greek exegesis course (NT Epistles) for students who are pursuing the M.Div. degree. It has as a prerequisite the successful completion of NT 502, *New Testament Interpretation*

### III. Course Objectives

Students who complete this class will:

- A. Read Romans a minimum of *four* times total in two or more *contemporary* English translations, at least one of which should be in the NET Bible (<http://www.bible.org/netbible/index.htm>)
- B. Apply the specific principles of exegetical analysis appropriate to the NT letters to Romans. This include:
  1. Establishing the historical and logical context of the letter
  2. Applying the principles of textual criticism to specific textual issues in Romans, such as Romans 5:1
  3. Performing lexical, grammatical, semantic, and syntactical analysis on the text of Romans
  4. Drawing upon historical and cultural backgrounds that help to illuminate the background of this letter
  5. Writing an exegesis paper on an assigned passage, demonstrating the exegetical principles learned in NT 502 and exemplified in the class sessions

- C. Demonstrate facility with the content of Romans as a whole, the Greek text of Romans 1–8, and interpretive issues related to the formal study of Paul, in general, and Romans, in particular. A written exam will facilitate consolidation of various aspects of course content.
- D. Demonstrate the ability to do quality, biblically-faithful exegesis and to contextualize (i.e., apply) the resultant message to one's contemporary context
- E. Cultivate a greater ability to evaluate, in a discerning manner, the work of others who are formally engaged in the field of New Testament studies, in general, and the formal study of Paul and of Romans, in particular

#### IV. Course Texts

It is assumed that students own a copy of at least *one* of the following editions the Greek New Testament:

- Nestle, E., et al. (Nestle-Aland). *Novum Testamentum Graece*. 27<sup>th</sup> ed. Stuttgart: Deutsche Bibelgesellschaft, 1993, or latest imprint. Commonly abbreviated as NA<sup>27</sup>.
- OR
- Aland, Kurt, et al. *The Greek New Testament*. 4th rev. ed. Stuttgart: Deutsche Bibelgesellschaft/New York, NY: United Bible Society, 1993, or latest imprint. Commonly abbreviated as UBS<sup>4</sup>.

For aid in facilitating Greek reading, students should possess or have readily access to a quality Bible software program designed for Greek language study (e.g. Accordance, Gramcord, Bible Works, Logos) OR *one* of the following reading helps:

- Rogers, Cleon L., Jr. and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.
- Zerwick, Max, S.J., and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th rev. ed. Roma: Editrice Pontificio Istituto Biblico/Chicago: Loyola Univ. Press, 1996 or latest imprint.

It is further assumed that students either own or may readily access to *both* of the following works:

- Bauer, Walter, et al. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed. Chicago: University of Chicago Press, 2000. It is commonly abbreviated as BDAG.
- Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2d ed. Stuttgart: United Bible Societies, 1994.

A. Required texts:

- Bird, Michael F. *The Saving Righteousness of God: Studies on Paul, Justification and the New Perspective*. Paternoster Biblical Monographs. Bletchley, Milton Keynes, UK/Waynesboro, GA: Paternoster, 2007. Abbreviated below as Bird, *Saving Righteousness*.
- Moo, Douglas J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996. Abbreviated below as Moo, *Romans*.

B. Texts useful for “Library Building”:

1. General Resources:

- Alexander, Patrick, et al., eds. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, MA: Hendrickson, 1999.
- Carson, D. A. *New Testament Commentary Survey*. 6th ed. Grand Rapids: Baker Academic/Leicester: InterVarsity, 2007.
- Donfried, K. P., ed. *The Romans Debate*. Rev. and expanded ed. Peabody: Hendrickson, 2005.
- Hawthorne, G. F., and R. P. Martin, eds. *Dictionary of Paul and His Letters* (Downers Grove, IL: InterVarsity, 1993). Abbreviated below as *DPL*. While not required, students should have access this text.

2. Twentieth Century Commentaries:

- Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 vols. ICC. Edinburgh: T. & T. Clark, 1975, 1979.
- Dunn, James D. G. *Romans*. 2 vols. WBC 38A & B. Waco: Word, 1988.
- Fitzmyer, Joseph A. *Romans*. Anchor Bible 33. New York: Doubleday, 1993.
- Käsemann, Ernst. *Commentary on Romans*. Trans. G. W. Bromiley. Grand Rapids: Eerdmans, 1982.
- Morris, Leon. *The Epistle of Paul to the Romans*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 1988.
- Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1998.

3. Twenty-first Century Commentaries:

- Jewett, Robert. *Romans: A Commentary*. Hermeneia. Minneapolis: Augsburg Fortress, 2006.
- Witherington, Ben, III, and Darlene Hyatt. *Paul’s Letter to the Romans: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2004.
- Wright, N. T. “The Letter to the Romans.” Pages 395–770 in *The New Interpreter’s Bible: Acts – First Corinthians*. Ed. L. E. Keck. Vol. 10. Nashville, TN: Abingdon, 2002.

## V. Course Requirements and Grading

### A. *Quality of Class Participation* (10%)

Assessing class participation for each class session (in conjunction with the schedule listed in VII. below) will be based on the quality of targeted class interaction and quality of handling the assigned representative portions of the Greek texts of Romans (see footnote 1 below).

### B. *Assigned Greek and English Reading* (15% of the course grade)

1. Analysis of the assigned portions of the Greek text of Romans (5%).<sup>1</sup>
2. Assigned English reading (10%):
  - Read through Romans a minimum of *four* times total in at least *two* contemporary translations, one of which should be the NET Bible (other contemporary translations include: NRSV, NIV, NAB, NJB, NASB update, ESV, TNIV).
  - Read through Bird, *Saving Righteousness*.
  - Read through the assigned portions of Moo, *Romans*.
  - Read through the class-related notes and book reviews posted on CAMS.
  - Read through the introductory articles on the letter of Romans in *DPL* (see VIII.A. below).
  - Read through N. T. Wright, “Romans and the Theology of Paul”:  
[http://www.ntwrightpage.com/Wright\\_Romans\\_Theology\\_Paul.pdf](http://www.ntwrightpage.com/Wright_Romans_Theology_Paul.pdf)

A report on the assigned reading (Appended to the Syllabus) is to be submitted with the exegesis paper.

### C. Written Exam (35%): During the final weekend

During the exam week, students will sit for a written exam. The exam will focus on the content of Romans, including issues covered in the class and in the assigned reading (Moo, Bird, and the assigned articles in *DPL*), and a translation and grammatical analysis of selective portions of Greek text of Romans 1–8 covered during the first two weekends. A study sheet will be posted on CAMS to aid with preparation.

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<sup>1</sup>NOTE WELL: “Greek Analysis” indicates that I want you to demonstrate facility with the morphological (parsing), lexical (word meanings), and grammatical details of the assigned portions of the Greek text (Romans 1–8). To aid analysis, students should employ Bible software with original language tools or print resources like Max Zerwick, S.J., and Mary Grosvenor, *A Grammatical Analysis of the Greek New Testament*, unabridged fifth revised edition (or latest edition) (Roma: Editrice Pontificio Istituto Biblico/Chicago: Loyola University Press, 1996) OR Cleon L. Rogers, Jr., and Cleon L. Rogers, III, *The New Linguistic and Exegetical Key to the Greek New Testament* (Grand Rapids: Zondervan, 1998). Take whatever notes you deem necessary to be able to (1) render the assigned Greek passages into coherent English, and (2) discuss the details of the Greek text in class when called upon.

- D. Exegesis Paper (40%): To be postmarked no later than Monday, Dec. 11, and sent to my address.

Write an original research paper on Romans 9:1–5, applying the interpretive principles learned in NT 502, *New Testament Interpretation*, and reinforced throughout the present class. Its specifications will be delineated in a guide sheet posted on CAMS. It will provide guidelines necessary for a competent production as well as a mailing address to which to send the paper.

- E. At the completion of the course students will receive a conventional letter grade based on the quality of his or her work. Grading designations will be as follows:
- A+, A, or A- = signifying degrees (+ to -) of *conspicuously excellent work*
  - B+, B, or B- = signifying degrees (+ to -) of *more than adequate work*
  - C+, C, or C- = signifying degrees (+ to -) of *adequate work*
  - D+, D, or D- = signifying degrees (+ to -) of *unsatisfactory work*
  - F = Did not meet the necessary requirements of the course

## VI. Course Administration

- A. *Class Attendance*: Given the foundational nature of this class, the limited class meetings, and the duration of each class session, it is *required* that students attend *each class portion*. Students will not receive credit toward section V.A for any class portions missed.
- B. *Due Date for the Exegesis Paper*: The completed exegesis assignment is to be mailed to me and is to be *postmarked no later than* Monday, Dec. 11, 2011. Papers postmarked *later* than that date will receive a three point penalty per day late. My mailing address will be provided on the guide sheet posted on CAMS.
- C. *Assistance*: Electronic mail may be directed to me at [jimm.sw@gmail.com](mailto:jimm.sw@gmail.com)

## VII. Course Schedule

- A. WEEKEND ONE (Sept. 30–Oct. 1): Introduction to the Course. An introduction to the formal study of Paul and Romans. Exegesis of representative portions of the Greek text of Romans 1–3

Required preparation for weekend 1 (i.e., due ahead of the weekend 1 class segments): Analysis of the Greek text of Romans 1–3 (see footnote 1 above). Read through the introduction of Moo, *Romans*, 1–35, and his commentary on the content of Romans 1–3. Read also J. Dunn, “Romans, Letter to the,” in *DPL*, 838–50; and M. Reasoner, “Rome and Roman Christianity,” in *DPL*, 850–55.

1. The content of the Friday evening class (Sept. 30): A Survey of Introductory Issues: The interpretation of Paul and his letters; the historical background of

Paul's letter to the Romans; the content and argument of Paul's letter to the Romans and exegesis of Romans 1:1–15.

2. The content of the Sat am class (Oct. 1): Exegesis of representative portions of Romans 1:16–2:29
3. The content of the Sat pm class 3 (Oct. 1): Exegesis of representative portions of Romans 3

B. WEEKEND 2 (Oct. 28–29): Exegesis of Romans 4–6

Required preparation for weekend 2 (i.e., due ahead of the weekend 2 class segments): Analysis of the Greek text of Romans 4–6 (see footnote 1 above). Read through Moo's *Romans* commentary on the content of Romans 4–6. Read Bird, *Saving Righteousness*, in its entirety.

1. The content of the Friday evening class (Oct. 28): Exegesis of representative portions of Romans 4
2. The content of the Sat am class (Oct. 29): Exegesis of representative portions of Romans 4–5
3. The content of the Sat pm class 3 (Oct. 29): Exegesis of representative portions of Romans 5–6

C. WEEKEND 3 (Dec. 2–3): Final exam. Exegesis of representative portions of Romans 7–8. A survey of Paul's argument in Romans 9–16. Discussion of the theology of Romans. Discussion of the contextualization (i.e., application) of Romans.

Required preparation for weekend 3 (i.e., due ahead of the weekend 3 class segments): Prepare for the final exam. Analysis of the Greek text of Romans 7–8 (see footnote 1 above). Read through Moo's *Romans* commentary on the content of Romans 7–8, + pages 547–554 (introduction to Rom 9–11), + pages 744–47 (introduction to Rom 12–15), + page 912 (introduction to Rom 16). Read N. T. Wright, "Romans and the Theology of Paul": [http://www.ntwrightpage.com/Wright\\_Romans\\_Theology\\_Paul.pdf](http://www.ntwrightpage.com/Wright_Romans_Theology_Paul.pdf).

1. The content of the Friday evening class (Dec. 2): Final exam. Exegesis of representative portions of Romans 7.
2. The content of the Sat am class (Dec. 3): Exegesis of representative portions of Romans 7–8. A survey of Paul's argument in Romans 9–16.
3. The content of the Sat pm class 3 (Dec. 3): Discussion about the theology and contextualization of Romans

Reading Report (15% of course grade). To be submitted with the exegesis paper.  
(Circle Yes *ONLY* if you completed the assigned reading in full)  
PLEASE GIVE AN **ACCURATE** ASSESSMENT OF YOUR READING

A. Did you complete the assigned reading of the Greek text of Romans 1–8? (5 pts.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

B. Did you complete the assigned reading of Romans in English (a minimum of *four* times total in two or more translations, one of which should be the NET Bible)? (2 pts.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

C. Did you complete the reading of Bird, *Saving Righteousness*? (2 pts.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

D. Did you complete the assigned reading of the following articles in *DPL*? (.5 pt.)

1. J. D. G. Dunn, “Romans, Letter to the,” in *DPL*, 838–50
2. M. Reasoner, “Rome and Roman Christianity,” in *DPL*, 850–55

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

E. Did you read through the class-related notes and book reviews posted on CAMS? (1 pt.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

F. Did you complete the assigned reading of N. T. Wright, “Romans and the Theology of Paul”: [http://www.ntwrightpage.com/Wright\\_Romans\\_Theology\\_Paul.pdf](http://www.ntwrightpage.com/Wright_Romans_Theology_Paul.pdf)? (.5 pt.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %

G. Did you complete the assigned reading in Moo, *Romans*, introduction and commentary on the content of Rom 1–8, + 547–554 (introduction to Rom 9–11), + 744–47 (introduction to Rom 12–15), + 912 (introduction to Rom 16) (4 pts.)

Yes      If NOT, what percentage of the reading did you complete? \_\_\_\_\_ %