

Gordon-Conwell Theological Seminary
NT 626 Exegesis of Galatians
Instructor: Roy E. Ciampa

Spring 2011

Thursdays, 2:00 – 5:00 PM

Office hours are posted online. See:

<http://www.viceregency.com/OfficeHours.htm>

(If these hours do not work for you please arrange an appointment by e-mail.)

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Course Description

A detailed analysis of the Greek text of Galatians, with special attention given to Paul's apostleship, his relationship with the Jerusalem church, his understanding of the law, justification and the role of the Spirit.

This course will reinforce and expand upon the exegetical methodology presented in *Interpreting the New Testament*. Special attention will be given to exegetical methodology, the theology of the letter, and contemporary application.

Course Objectives

1. The student will demonstrate an ability to read, translate, analyze and interpret the Greek text of Paul's letter to the Galatians. [GCTS Mission Statement articles 1-2; Class participation, translation notebook, exegesis paper and take-home exam]
2. The student will demonstrate familiarity with the theological and pastoral issues that are found in or raised by Paul's letter to the Galatians and an ability to think critically and biblically about those issues. [GCTS Mission Statement articles 1-3, 6; Class participation, exegesis paper and final exam]

Course emphases

1. Analysis and translation of the whole of Paul's letter to the Galatians.
2. Extensive exposure to semantic structure analysis and its value for exegesis and exposition.
3. Analysis of the theological and ministry issues raised by the letter in its original context and in subsequent history.
4. Learning from Paul the apostle, missionary/pastor, exegete and biblical theologian.

Required texts

Chrysostom, John. *Commentary on Galatians* (translation revised by Ciampa; pdf posted online).

Ciampa, Roy. *An Analysis of the Semantic and Rhetorical Structure of Galatians* (pdf posted online).

Schreiner, Thomas R. *Galatians*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids, Mich.: Zondervan, 2010.

Wright, N. T. *What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids: Eerdmans, 1997.

Nestle-Aland *Novum Testamentum Graece*, 27th edition.

One of the following books (student's choice):

Barclay, John M. G. *Obeying the Truth: Paul's Ethics in Galatians*. Vancouver: Regent College, 2005.

Silva, Moisés. *Interpreting Galatians: Explorations in Exegetical Method*. 2nd edition. Grand Rapids: Baker, 2001.

Recommended texts:

Ciampa, Roy E. *The Presence and Function of Scripture in Galatians 1 and 2*. WUNT 2.102; Tübingen: Mohr Siebeck, 1998.

Kopeseck, Michael F., John C. Callow, and John Beekman, *The Semantic Structure of Written Communication*. Dallas: Summer Institute of Linguistics, 1981.

Longenecker, Richard N. *Galatians*. Word Biblical Commentary. Waco: Word, 1990.

Nanos, Mark D. *The Galatians Debate: Contemporary Issues in Rhetorical and Historical Interpretation*. Peabody, Mass: Hendrickson Publ, 2002.

Piper, John. *The Future of Justification: A Response to N.T. Wright*. Wheaton, Ill.: Crossway, 2007.

Wright, N. T. *Justification: God's Plan & Paul's Vision*. Downers Grove, Ill: IVP Academic, 2009.

Course requirements and evaluation

The course will meet Tuesday afternoons from 1:15-4:15. The class will work its way through Paul's letter to the Galatians, dealing with issues of lexical meaning, syntax, semantic structure, historical issues, rhetoric, theology and application as they arise.

A *Greek Competency Quiz* is required of every Greek exegesis class. *Only those who receive a passing grade on this quiz will be allowed to remain in the class.* The quiz is prepared by the director of the GCTS Greek language program and will be given the first class hour. It may include translation, parsing, identification of syntactical functions, and other grammatical questions. See blackboard for a sample test. The best way to review is to visit www.analytikon.org. It is a pass/fail quiz with 75% required for a passing grade.

1. In preparation for each class period you should:

- a) Analyze and translate the assigned Greek text, using whatever tools are required (I encourage you to review forms and paradigms as necessary. Students may wish to consult one or more of the following aids: *A Reader's Greek-English Lexicon of the New Testament* by Sakae Kubo (Grand Rapids: Zondervan, 1975); *A Grammatical Analysis of the Greek New Testament* by Max Zerwick and Mary Grosvenor (Rome : Pontificio Istituto Biblico, 1993); *The Linguistic Key to the New Testament* by Fritz Rienecker and

Cleon L. Rogers (Grand Rapids: Zondervan, 1980). If you do not own Bible software you may find the <http://www.greekbible.com/> site helpful.

- b) Read the sections of the commentaries by Chrysostom, Schreiner and Ciampa that deal with the indicated passage.
- c) Study the section of my analysis of Galatians that deals with the indicated passage and be prepared to explain and/or critique it in class.
- d) Read any other required bibliography indicated in the syllabus for that class period.

Note: You are always expected to come prepared to be an informed participant in discussions regarding the issues raised by the passage at hand. You are responsible for all the assigned translation and reading regardless of how much is covered in class.

2. You are to record your *personal* translation (not someone else's and not an amalgam of published translations) of the Greek text of Paul's letter to the Galatians in the "**Translation Notebook**" provided by the professor. Along with your translation you should record whatever lexical, grammatical or syntactical notes you would need to explain your translation in class (these are not to be transferred through any cut-and-paste method). You should come to class prepared to work from your lexical notebook and an unmarked Greek New Testament. In the translation notebook you are also to indicate the basic syntactical function of each participle in the following ways:
 - a. Circle all participles.
 - b. In the case of adverbial participles and genitive absolutes you are to circle the verb of the main clause which is modified by the participial clause and draw an arrow from the participle to the verb of the clause it modifies.
 - c. In the case of adjectival participles you are to circle the substantive which is being modified by the participle and draw an arrow from the participle to that substantive.
 - d. In the case of substantival participles you are to circle the article (if there is one) and draw an arrow from the participle to the article. If there is no article with the substantival participle you are to simply leave the participle circled (and skip the arrow).

The first page of the translation notebook provides a few examples. All participles have been underlined.

3. You will write a 15-18 page **exegesis paper** in which you systematically analyze a complete passage in Galatians in the light of its literary and theological context, its grammatical, semantic and rhetorical structure, its use of important words and concepts, its main idea and key themes and its relevance in the original context and in our own. This paper should reflect the training provided in *Interpreting the New Testament*. It should reflect both inductive study of the text and knowledge of a wide variety of secondary literature (lexicons and other reference works, academic commentaries and journal articles). The passage should be a complete unit (pericope), or a subunit within the pericope (in either case the starting and ending points should be justified). For further orientation regarding the exegesis paper, see <http://www.viceregency.com/CiampaExegesisPaper.htm> and <http://www.viceregency.com/ExegesisOrientation.htm>.

This paper should reflect the training provided in NT 502 (Interpreting the New Testament). It should reflect both inductive study of the text and knowledge of a wide variety of secondary literature (lexicons and other reference works, academic commentaries and journal articles). See the course schedule for due date and late penalties. Please staple the paper together and refrain from using paper clips or special covers, etc. Also please attach the Exegesis Paper Evaluation Form (found in the following pages) to the back of your paper before stapling it together. Before beginning your exegesis paper be sure to study the attached document about plagiarism and how to avoid it.

For more orientation and help with your exegesis see www.viceregency.com and the resources found in the links provided there. Commentaries to be sure to consult and refer to in your exegesis paper include those by Schreiner (ZECNT), Longenecker (WBC), Bruce (NIGTC), Witherington (Eerdmans), Dunn (BNTC), Martyn (AB), Betz (Hermeneia), Fung (NICNT), and Burton (ICC). Journal articles, lexicons, theological dictionaries and monographs should also be consulted and referenced.

NOTE: Please include your box number on any work submitted. Papers without box numbers will be retained in my office until you pick them up. Papers that are not retrieved from my office will eventually be thrown out.

4. There will be a final exam which will entail translation and analysis of the Greek text of Galatians as well as questions relating to issues raised in the readings, class lectures and discussions.

Your grade will be determined by five (5) elements: 1) your translation notebook (25%); 2) the final exam (25%); 3) your 15-18 page exegesis paper (35%); 4) your spiritual formation journal (10%); and 5) my subjective assessment of your preparedness for class discussions (5%).

Spiritual Formation and the Exegesis of Galatians

My tentative definition of spiritual formation (adapted from one suggested by Dr. David Currie) is “the lifelong process by which the Holy Spirit transforms believers into the likeness of Christ in the context of the challenges and tribulations of this present fallen age through faith-full seeking of God in prayer, engagement with Scripture, ministry received from and contributed to the body of Christ, and participation in God’s mission to the world.” In this course I hope to promote spiritual formation/maturity in particular by requiring each student to do the following:

1. Memorize the fruit of the Spirit (Galatians 5:22-23) in any translation or in Greek (to be tested at the end of the semester).
2. Keep a journal in which you focus on a different fruit of the Spirit each week and pray for opportunities and seek to find and practice concrete ways of reflecting that fruit and promoting it fruit among colleagues at the seminary or at church and record your prayers and efforts in the journal (to be submitted at the end of the semester).

Note: No passing grade will be given in the following cases:

1. If either the Translation notebook or the exegesis paper is not turned in or is not essentially complete.

2. If the student's exegetical paper does not clearly demonstrate proficiency in the use of the Greek text.

Translation notebook	25%
Final Exam	25%
Exegesis paper	35%
Spiritual formation journal	10%
Class preparedness	<u>5%</u>
	100%

Proposed Schedule (subject to change)

Class	Date	Topic	Reading/Assignments
1	Thurs. Feb. 3	Proficiency quiz	
2	Thurs. Feb. 3	Introduction to the course and to Galatians	
3	Thurs. Feb. 10	Galatians 1:1-5	GNT, Chrysostom, Schreiner, Ciampa, Ciampa "The History of Redemption"
4	Thurs. Feb. 10	Galatians 1:6-10	Ciampa, "Theology of Galatians" GNT, Chrysostom, Schreiner, Ciampa
5	Thurs. Feb. 17	Galatians 1:11-24	GNT, Chrysostom, Schreiner, Ciampa
6	Thurs. Feb. 17	Galatians 2:1-10	GNT, Chrysostom, Schreiner, Ciampa
	Feb 21-25	Reading Week: NO CLASSES Complete reading of Wright, <i>What Saint Paul Really Said</i>	
7	Thurs. March 3	Galatians 2:11-21	GNT, Chrysostom, Schreiner, Ciampa, 4QMMT
8	Thurs. March 3	Galatians 3:1-5	GNT, Chrysostom, Schreiner, Ciampa
9	Thurs. March 10	Galatians 3:6-14	GNT, Chrysostom, Schreiner, Ciampa; Ciampa, "Abraham and Empire in Galatians," in <i>Perspectives on Our Father Abraham: Essays in Honor of Marvin R. Wilson</i> (edited by Steven Hunt; Grand Rapids: Eerdmans, 2010), pages 153-168; James M. Scott, "'For as Many as are of Works of the Law are under a Curse' (Galatians 3.10)" in <i>Paul and the Scriptures of Israel. Studies in Scripture in Early Judaism and Christianity</i> , 1. Edited by Craig A. Evans and James A. Sanders. JSNTSup, 83. Sheffield: JSOT Press, 1993, 187-221; Preston Sprinkle, "Justification from the Curse of the Law" (2010 ETS paper).
10	Thurs. March 10	Galatians 3:15-18	GNT, Chrysostom, Schreiner, Ciampa
11	Thurs. March 17	Galatians 3:19-22	GNT, Chrysostom, Schreiner, Ciampa
12	Thurs. March 17	Galatians 3:23-29	GNT, Chrysostom, Schreiner, Ciampa

	March 21-25	Reading Week: NO CLASSES Complete reading of Barclay, <i>Obeying the Truth</i> or Silva, <i>Interpreting Galatians</i>	
13	Thurs. March 31	Galatians 4:1-7	GNT, Chrysostom, Schreiner, Ciampa
14	Thurs. March 31	Galatians 4:8-11	GNT, Chrysostom, Schreiner, Ciampa
15	Thurs. April 7	Galatians 4:12-20	GNT, Chrysostom, Schreiner, Ciampa
16	Thurs. April 7	Galatians 4:21-31	GNT, Chrysostom, Schreiner, Ciampa
17	Thurs. April 14	Galatians 5:1-12	GNT, Chrysostom, Schreiner, Ciampa
18	Thurs. April 14	Galatians 5:13-24	GNT, Chrysostom, Schreiner, Ciampa
	Thurs. April 21	Snow day (may be rescheduled at professor's discretion)	
19	Thurs. April 28	Galatians 5:25-6:10	GNT, Chrysostom, Schreiner, Ciampa
20	Thurs. April 28	Galatians 6:11-18	GNT, Chrysostom, Schreiner, Ciampa
	May 5	Final Exam	(date and time to be determined by the registration office)
5/9	Last day to submit written work (graduating seniors must submit by 4/29)		Submit Exegesis paper and Translation Notebook



Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the [Student Code of Rights, Responsibilities, and Conduct](#).

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- [How to Recognize Unacceptable and Acceptable Paraphrases](#)
 - [An Unacceptable Paraphrase](#)
 - [An Acceptable Paraphrase](#)
 - [Another Acceptable Paraphrase](#)
- [Plagiarism and the World Wide Web](#)
- [Strategies for Avoiding Plagiarism](#)
- [Terms You Need to Know \(or What is Common Knowledge?\)](#)

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into

factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED**.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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