GORDON-CONWELL THEOLOGICAL SEMINARY

NT 970 Advanced New Testament Research: Sources and Methods
Fall 2013. Wednesdays & Fridays, 8:00 – 9:30 am.
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COURSE DESCRIPTION
This class provides an introduction to the primary sources, the secondary literature, and the major issues related to doctoral level New Testament studies. Students will become familiar with the scholarly editions of Hebrew, Aramaic, Latin, and Greek texts of the Old and New Testament as well as of the contemporary literature of the Hellenistic and Greco-Roman period, and with the lexicons, dictionaries, encyclopedias, and commentaries which scholars use in order to translate and interpret these texts. The major issues and methods of New Testament research are introduced in a discussion of the Synoptic Gospels, the Gospel of John, the Book of Acts, Paul’s Letters, the Catholic Epistles, and Revelation, the history of New Testament research, the history of the early church in the first century, and the theology of the New Testament.

COURSE OBJECTIVES
Students will
- develop advanced bibliographies in all the major areas of New Testament studies. MS 1
- become familiar with primary and secondary resources. MS 1
- consolidate knowledge of critical questions and methods of New Testament research. MS 1
- develop expertise in studying primary sources with the help of the most recent text editions, lexicons, dictionaries, encyclopedias, commentaries, monographs, and essays. MS 1.
- increase their familiarity with main areas of New Testament studies. MS 1,2,3
- be competent in citing scholarly literature according to The SBL Handbook of Style. MS 1

REQUIREMENTS
1. Students study the texts required for each session, prepared to discuss them in class.
2. Students will bring to class, from the shelves of the library, the assigned primary or secondary sources.
3. Each student will present at least ten papers (1,000 words); the paper must be copied and distributed to all students in the class. Both written content and oral presentation will be evaluated. Topics will be assigned in Session 1. For some topics the syllabus includes bibliographies, for other topics students will develop a bibliography. Late work will not be accepted.

Summary of assignments relative to final grade: ten papers 10% each
WARNING ON PLAGIARISM: Helpful guidelines on plagiarism can be found on the Indiana University website http://www.indiana.edu/~wts/plagarism.html. This document has the official recognition of the Gordon-Conwell faculty and provides very helpful tools to guide you as you prepare for your assignments. If a student is caught plagiarizing, the student will receive the consequences of this act according to the process established by the seminary.

INTELLECTUAL PROPERTY RIGHTS: To protect the professor’s intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings.

INTERNET USAGE: Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.
COURSE CALENDAR

Sept 11
Session 1: Introduction

Sept 13
Session 2: Primary Sources I: The Text of the Old Testament – The Hebrew Text
Introduction to the resources for studying the Hebrew text of the Old Testament: editions, lexicons, dictionaries, encyclopedias, commentaries, textual criticism.
(a) Every student reads E. Würthwein\(^1\) and E. Tov\(^2\)
(b) Critical editions of the Old Testament Hebrew text
(c) Hebrew and Aramaic lexicons and dictionaries
(d) Grammars and concordances
(e) Dictionaries and encyclopedias relevant for the study of the Old Testament; commentary series, journals, bibliographical guides
(f) Old Testament research: dissertation series, journals, Festschriften, publishers
(g) Example: Isa 56:7

Sept 18
Session 3: Primary Sources II: The Text of the Old Testament – Septuagint
Introduction to the resources for studying the Greek text of the Old Testament: editions, lexicons, textual criticism.
(a) Every student reads K.H. Jobes / M. Silva\(^3\)
(b) Critical editions and translations
(c) Greek lexicons
(d) Grammars and concordances
(e) Commentary series, journals, bibliographical guides
(f) Example: Isa 56:7 in Lk 19:45–46

Sept 20
Session 4: Primary Sources III: Second Temple Judaism – Apocrypha, Pseudepigrapha
Introduction to the resources for studying the Jewish texts traditionally called Apocrypha and Pseudepigrapha: editions, lexicons, dictionaries, encyclopedias, commentaries, studies.
(a) Every student reads D. A. deSilva\(^4\) and E. Schürer\(^5\)
(b) Critical editions and translations
(c) Lexicons, grammars, concordances, and dictionaries; commentaries, journals, bibliographical guides
(d) One student introduces Gen 3:15 in recent research
(e) One student introduces recent research on Wis 13:1-19
(f) One student introduces recent research on Jesus ben Sira
(g) One student introduces recent research on 2 Enoch
(h) One student introduces research on the law in the apocrypha / pseudepigrapha
Sept 25
Session 5: Primary Sources IV: Second Temple Judaism – Philo
Introduction to the resources for studying the works of Philo: editions, lexicons, dictionaries, encyclopedias, commentaries, studies.
(a) Every student reads P. Borgen and C. Mondésert
(b) Critical editions and translations of Philo
(c) Lexicons, grammars, concordances, and dictionaries
(d) Commentaries, journals, bibliographical guides
(e) One student introduces Philo’s allegorical method
(f) One student introduces Philo, Mos. 1.25-44

Sept 27
Session 6: Primary Sources V: Second Temple Judaism – Josephus
Introduction to the resources for studying the works of Josephus: editions, lexicons, dictionaries, encyclopedias, commentaries, studies.
(a) Every student reads T. Rajak
(b) Critical editions and translations of Josephus
(c) Lexicons, grammars, concordances, and dictionaries; commentaries, journals, bibliographical guides
(d) One student introduces Josephus’ historical method
(e) One student introduces Josephus, Ant. 18.63 in recent research
(f) One student introduces Josephus’ statements on the Pharisees

Oct 2
Session 7: Primary Sources VI: Second Temple Judaism – Qumran
Introduction to the resources for studying the literature discovered at Khirbet Qumran: editions, lexicons, dictionaries, encyclopedias, commentaries, studies.
(a) Every student reads G. Vermes, C.A. Evans, P.S. Alexander, M.A. Knibb
(b) Qumran texts: editions and translations; lexicons, concordances, dictionaries and encyclopedias; commentaries, journals, bibliographical guides
(c) One student introduces 1QS
(d) One student introduces 4Q246 II, 1-9
(e) One student introduces 11QTemple LIV, 8 – LV, 10

Oct 4
Session 8: Primary Sources VII: Second Temple Judaism – Rabbinic Texts
Introduction to the resources for studying the rabbinic literature: editions, lexicons, dictionaries, encyclopedias, commentaries, studies.
(a) Every student reads H. L. Strack / G. Stemberger M. Bockmuehl
(b) Rabbinic texts: editions and translations; lexicons, concordances, dictionaries and encyclopedias
(c) One student introduces m. Abot
(d) One student introduces m. Sanhedrin 7:10
(e) One student introduces b. Sanhedrin 43a-b

Oct 9
Session 9: Primary Sources VIII: Second Temple Judaism – Targumim
Introduction to the resources for studying the Targumim: editions, lexicons, dictionaries, commentaries, studies
(a) Every student reads M. Goshen-Gottstein, S. D. Fraade, B. Chilton
(b) Targumim: editions and translations; lexicons, concordances, and dictionaries
(c) One student introduces Tg. Isa. 53

Oct 11
Session 10: Primary Sources IX: Documentary Texts – Inscriptions I
Introduction to the resources for studying Hebrew, Greek and Latin inscriptions of the Hellenistic period: print editions, electronic editions, internet resources, relevant publications.
(a) Every student reads J. Bodel and B. H. McLean
(b) Introduction to Greek and Latin inscriptions
(c) Reference works: lexicons, dictionaries, grammars, onomastica, prosopographies; bibliographical guides and recent literature
(d) Standard collections: print editions, PH #7, internet collections
(e) One student introduces the ages of deceased persons in Jewish inscriptions

Oct 16 Reading Week
Oct 18 Reading Week

Oct 23
Session 11: Primary Sources X: Documentary Texts – Inscriptions II
Introduction to the resources for studying Hebrew, Greek and Latin inscriptions of the Hellenistic period: print editions, electronic editions, internet resources, relevant publications.
(a) Every student reads Chapman/Schnabel No. 9 (OGIS II 598)
(b) One student introduces CIIP I 9 (Theodoton Inscription, Jerusalem)
(c) One student introduces an honorary inscription
(d) One student introduces the inscriptions from Corinth dating to 50 B.C. to A.D. 50

Oct 25
Session 12: Primary Sources XI: Documentary Texts – Papyri
Introduction to the resources for studying Hebrew, Greek and Latin inscriptions of the Hellenistic period: print editions, electronic editions, internet resources, relevant publications.
(a) Every student reads R. S. Bagnall and G. H. R. Horsley
(b) Introduction to Greek and Latin papyri
(c) Reference works: lexicons, dictionaries, grammars, bibliographical guides, recent literature
(d) Standard collections: print editions, PH #7, internet collections
(e) One student introduces P. Ryl. II 154 (with BL 3,160)
(f) One student introduces P. Helsinki I 1

Oct 30
Session 13: Primary Sources XII: Greek and Latin Literary Texts
Introduction to the Greek and Latin literature of ca. 200 B.C. to A.D. 200: editions, historians, biographers, philosophers, ethicists, novelists.
(a) Every student reads 1. the entries for Cicero, Cynics, Dio Chrysostom, Epicurus, Quintilian, Plutarch, Seneca, Stoicism, Suetonius, Tacitus in the *Oxford Classical Dictionary*,26 and 2. Suetonius, *De vita Caesarum*27

(b) Editions and translations: print and online editions, TLG, PHI #5

(c) Reference works: lexicons, dictionaries, encyclopedias

(d) One student introduces recent research on Plutarch

(e) One student introduces recent research on the Isis cult

(f) One student introduces recent research on Stoicism

(g) One student introduces recent research on patronage

(h) One student presents the discussion on Suetonius, *Claud.* 25.3-4.

Nov 1

**Session 14: Primary Sources XIII: Archaeological Discoveries I**
Introduction to the relevance of archaeological discoveries for the study of the New Testament, with particular focus on Jerusalem and Galilee.

(a) Every student reads H. Geba28 and M. H. Jensen29

(b) Encyclopedias, excavations reports, and websites

(c) Journals and recent publications

(d) One student introduces the Herodian temple in Jerusalem30

(e) One student introduces the excavations in Sepphoris31

Nov 6

**Session 15: Primary Sources XIII: Archaeological Discoveries II**
Introduction to the relevance of archaeological discoveries for the study of the New Testament, with particular focus on Syria, Asia Minor, and Greece.

(a) Every student reads R. E. Oster32 and N. Bookidis33

(b) Encyclopedias, excavations reports, and websites

(c) Journals and recent publications

(d) One student introduces the temple of Asclepius in Corinth34

(e) One student introduces the theater in Ephesus35

(f) One student introduces the evidence for head-coverings in Roman society36

Nov 8

**Session 16: The Text of the New Testament**
Introduction to the resources for studying the text of the New Testament: text editions, lexicons, dictionaries, encyclopedias, textual criticism.

(a) Every student reads B. M. Metzger / B. D. Ehrman37

(b) NA28, *Editio Critica Maior*, and other editions

(c) Lexicons, grammars, concordances, dictionaries and encyclopedias

(d) Commentaries, dissertation series, journals, bibliographical guides

(e) One student introduces Codex Sinaiticus

(f) One student introduces B. F. Westcott and F. J. A. Hort

(g) One student introduces the text-critical discussion of Mark 16:9–20

Nov 13 Reading Week

Nov 14 Reading Week
Nov 20
Session 17: The Synoptic Gospels I
Introduction to the study of the Gospels of Matthew, Mark, and Luke, with a focus on introductory questions (authorship, date).
(a) Every student reads D. A. Carson / D. J. Moo
(b) Lexicons, grammars, concordances, dictionaries and encyclopedias
(c) Commentaries, dissertation series, journals, bibliographical guides
(d) One student introduces the arguments for Markan priority
(e) One student introduces the discussion about Q
(f) One student presents a bibliography on the Pharisees
(g) One student presents a bibliography on tax-collectors

Nov 22
Session 18: The Synoptic Gospels II
Introduction to the study of the Gospels of Matthew, Mark, and Luke, with a focus on historical and literary issues.
(a) Every student reads G. R. Osborne and R. J. Bauckham
(b) One student introduces form criticism
(c) One student introduces redaction criticism
(d) One student introduces literary methods (narrative, reader-response, rhetorical)
(e) One student introduces the issues of orality (J. D. G. Dunn)
(f) One student introduces the issues of eyewitnesses (R. J. Bauckham)
(g) One student introduces the meaning of “messiah”
(h) One student introduces the discussion on the “son of man”
(i) One student presents the exegetical discussion on Mark 10:45

Nov 27
Session 19: The Gospel of John
Introduction to the study of the Gospel of John, with a focus on introductory questions (authorship, date) as well as on historical and literary issues.
(a) Every student reads J. A. T. Robinson and M. Hengel
(b) One student introduces the discussion about authorship
(c) One student introduces the discussion about date of composition
(d) One student introduces the discussion about sources
(e) One student introduces the discussion about “John and gnosticism”
(f) One student introduces the discussion about the relationship with the Synoptics
(g) One student introduces the discussion about historical authenticity
(h) One student introduces the phrase οἱ οὐδὲνοι
(i) One student presents the exegetical discussion on John 8:12–20

Dec 4
Session 20: The Book of Acts and Paul’s Letters
Introduction to the New Testament letters and the book of Revelation, with a focus on introductory, literary, and theological issues.
(a) Every student reads B. Witherington and U. Schnelle
(b) One student introduces the discussion about the historicity of the book of Acts
(c) One student introduces the discussion about the speeches in Acts
(d) One student introduces the discussion about δικαιοσύνη τοῦ θεοῦ in Romans
(e) One student presents the exegetical discussion on 2 Cor 3:1-18
(f) One student introduces the discussion about the authorship of the 1 Timothy

Dec 6
Session 21: The Catholic Epistles and Revelation
Introduction to Hebrews and the Book of Revelation, with a focus on introductory, literary, and theological issues.
(a) Every student reads B. Lindars and R. Bauckham
(b) One student introduces the discussion about the addressees of Hebrews
(c) One student introduces the discussion about the purpose of Hebrews
(d) One student introduces the discussion about the genre of the Book of Revelation
(e) One student presents the exegetical discussion on Rev 20:1–6

Dec 11
Introduction to accounts of the field of New Testament studies, with a particular emphasis on developments since the Reformation.
(a) Every student surveys A. Schweitzer, W. Baird, and R. W. Yarbrough
(b) One student introduces F. C. Baur and W. Wrede
(c) One student introduces J. C. K. von Hofmann and A. Schlatter
(d) One student introduces R. Bultmann and E. Käsemann
(e) One student introduces J. D. G. Dunn and N. T. Wright
(f) One student introduces the discussion about the historical Jesus c. 1750–1950
(g) One student introduces the discussion about the historical Jesus after 1985
(h) One student introduces the so-called New Perspective on Paul

Dec 13
Session 23: New Testament History and Theology
Introduction to the primary resources relevant for, and the secondary literature on, the study of the history of the early church in the first century, and to the theology of the New Testament, with a focus on major descriptions in the 20th century
(a) Every student reads P. Barnett, D. A. Carson, F. Thielman
(b) One student introduces Herod Antipas
(c) One student introduces the Pharisees
(d) One student introduces Pilate
(e) One student presents the discussion on Acts 15:1–35
(f) One student presents the discussion on the relationship between Peter and Paul
(g) One student presents the discussion on the death of Peter
(h) One student introduces H. J. Holtzmann, R. Bultmann, and J. Jeremias
(i) One student introduces G. E. Ladd, F. Thielman, and G. K. Beale
(j) One student introduces the concept of “salvation history”
(k) One student introduces the discussion about the “center” of New Testament theology


42 M. Dibelius, R. Bultmann, V. Taylor, K. Berger.

43 H. Conzelmann, W. Marxsen, G. Bornkamm.


