I. Purpose of the Course

The primary purpose of this course is to enable students to develop further the exegetical skills that have been acquired in Greek and Interpreting the NT. These prior courses or their equivalent are thus a prerequisite, without which credit cannot be given for this course. The secondary purpose of this course is to gain a basic understanding of the argument and themes of 2 Peter. This goal will be accomplished inductively as we struggle through the Greek syntax of the epistle. The focus of the course is therefore on method, with 2 Peter providing the laboratory in which we will work. A third goal of the course is to begin to develop a theological framework from which we can build a basic biblical theology in view of the themes of this epistle. This will be done through a periodic focus in the lectures on the larger theological themes of the letter.

II. The Structure of the Course

Chairman Mao told the story about the wise man who gave a hungry beggar a fishing pole instead of a meal. When asked why, he replied with the basic insight: "If you give a man a fish you feed him for a day, but if you teach a man to fish you feed him for a lifetime." The structure of this course is built upon this insight. This course is not primarily designed to transfer a body of information from my notebook into yours, though there will be plenty of "raw material" that will need to be mined before you can make your own chalice of silver. The role of the teacher is not to dispense information like a pop (= soda) machine, but to help the student gain tools and skills. This means that the structure of the course is designed to provide as many opportunities as possible for practice (= daily homework!). The "typical" class session will be devoted to analyzing your work for that day and providing you with the necessary background to go on to the work ahead. Most often the work assigned will revolve around an analysis of the syntax and structure of an assigned text. You will be responsible not only for translating the text, but also for analyzing it according to the methods I will assign, as well as reading the assigned pages from the required textbooks.

III. Required Textbooks

1. It is assumed that all students will have access to the following:

2. In addition, the following textbooks are required:
   

IV. Course Requirements

1. Each student will be responsible for turning in **diagrams or flows** and a **semantic (SSA) or discourse analysis** of the passage assigned for that day and to take the **quizzes** on the Greek texts we discuss in class.

2. Each student will be responsible to read the secondary literature assigned for that day, including the relevant passages from Wallace.

3. Each student will be responsible to complete the study guides that correspond to the reading for that class period.

4. Each student will be responsible to write a 15 page exegesis paper, plus additional appendices on textual criticism, diagrams, and D.A.; double spaced (single spaced footnotes included); format to be explained in class. **THE PAPER IS DUE APRIL 2ND.**

   Late work will only be accepted with penalty. The success of this course depends on your preparation **before** class. I will presuppose that you are coming to class not to listen to me, but to wrestle with the text together with others who have invested time and energy in the hard work of understanding an author's original intention. There is no final exam in this class.

V. Grading

Your grade will be determined on the basis of your 1) Diagrams and D.A.; 2) four Study Guides 3) periodic Quizzes, and 4) an exegesis paper. The diagrams and D.A. will total 25 points; the "study guides" will be worth 25 points; the Quizzes will vary in length as announced, but in the end will combine for a total of 25 points; the paper will be worth 25 points. Thus, each element is worth 1/4 of the total grade.

The emphasis of this course thus falls squarely on your daily preparation and participation in our class time together. "Every Day is Greek Day!" The secret to enjoying this class is not to get behind. One does not learn to read Greek best by listening to others expound the text, though good role models play an important part in the process. Rather, the more you try to read texts yourself, the more you will learn, if guided by sound principles and monitored along the way. The purpose, structure, and grading of this course are all designed to enable you to do just that.
VI. Academic Integrity

In a class such as this, where students often work together in groups or pairs, questions sometimes arise as to what constitutes academic dishonesty or plagiarism. Students are expected to do their own work, but are encouraged to consult with classmates or your instructors for help along the way.

VII. Proposed Weekly Schedule and Assignments

(the following schedule lists the Greek texts that will be diagrammed [or flowed] and analyzed (semantic or discourse analysis; the other texts to be read only in English or Greek are given in the study guides. For EACH PASSAGE, the indexed passages from WALLACE must be studied!).

1. Jan 27, 29: Introduction to the Course and Overview of the Exegetical Method to be Used. Introduction to 2 Peter (2 Peter 1:1-2).

2. Feb 3, 5: Exegesis of 2 Peter 1:3-11 (Part One)
Study Guide due on Bauckham, pp. 3-17 and 131-163.
Quiz on Logical Relationships

3. Feb 10, 12: Exegesis of 2 Peter 1:3-11 (Part Two)
D.A. and S.G. due on 2 Peter 1:3-11 (Bauckham, pp. 172-193; Green, pp. 179-204)
Reading Week Green, pp. 139-177 and PAPER!

4. Feb 24, 26 Exegesis of 2 Peter 1:12-21 (Part One)

5. Mar 3, 5: Exegesis of 2 Peter 1:12-21 (Part Two)
D.A. and S.G. due on 2 Peter 1:12-21 (Bauckham, pp. 194-235; Green, pp. 205-234)

6. Mar 10, 12: Exegesis of 2 Peter 2:1-10a
D.A. and S.G. due on 2 Peter 2:1-10a (Bauckham, pp. 236-257; Green, pp. 235-268)

7. Mar 17, 19: Exegesis of 2 Peter 2:10b-22
D.A. and S.G. due on 2 Peter 2:11-22 (Bauckham, pp. 258-281; Green, pp. 269-308)

Reading Week
8. April 2  **PAPER DUE.** Introduction to 2 Peter 3:1-10

9. April 7, 9  **Exegesis of 2 Peter 3:1-10**

   D.A. and S.G. due on 2 Peter 3:1-10 (Bauckham, pp. 282-322; Green, pp. 309-331)

10. April 14, 16:  **Exegesis of 2 Peter 3:11-18 (Part One)**

11. April 21  **Exegesis of 2 Peter 3:11-18 (Part Two)**

   D.A. and S.G. due on 2 Peter 3:11-18 (Bauckham, pp. 323-342; Green, pp. 332-344)

**VII. The Course and the Master of Divinity Goals**

NT 641 is designed to meet the goals of the M.Div. degree in the following ways:

1. To gain competency with the biblical languages in order to develop exegetical and hermeneutical skills using the Hebrew text of the Old Testament and the Greek text of the New Testament (1): Every assignment is intended to meet this goal as its primary objective.

2. To understand the basic content and themes of the Old and New Testaments in their historical and cultural settings, (1) as well as the historical and theological dimensions of the Christian faith (2): A serious study of 1 Peter will further a student's understanding of the basic themes of the OT and NT in their original context, especially in view of the thorough use of the OT in the NT throughout 1 Peter.

3. To expound and proclaim effectively the biblical message of redemption (3): An understanding of 1 Peter will provide much need material for this proclamation.

4. To develop skills appropriate for church leadership as a pastor, teacher, counselor, evangelist, chaplain, church planter, missionary or other role as a leader (3): The centrality of the Bible for ministry is underscored and strengthened by this course.

5. To foster love for God and his word and therefore to cultivate the practices of spiritual maturity and Christ-like character, and to understand the Christian’s ethical responsibility in church and society (4, 5): The theme of submission to Christ as this works out in the various social and political contexts of life, which is central to 1 Peter, serves to meet this goal by forcing students to confront the realities of faith in a fallen world.

6. To acquire a biblical perspective and Christian worldview on the forces in our culture and to learn to engage those as they are at work both outside and inside the life of the church (5): Class lectures will repeatedly raise the implications of 1 Peter for contemporary culture.

7. To develop a global vision for the Christian faith so as to foster an appreciation and commitment to the worldwide proclamation of the gospel (6): 1 Peter's mandate for witness will be stressed.
8. To cultivate an appreciation for and a commitment to the personal and community sharing of the gospel (6): 1 Peter's emphasis on the life of faith within the body of Christ and especially the role of elders in the church will be stressed.