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NT 640 Exegesis of General Epistles

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COURSE OBJECTIVES

Having successfully completed this course, participants should:

1. Be able to recognize the importance of a close reading of the text of the General Epistles.
2. Be able to begin to master the skills necessary to exegesis the Greek text of this NT document.
3. Grasp the importance of the rhetorical structure of these works and their contribution to NT thought.
4. Understand the role of these works in the New Testament canon.
5. Be able to propose fruitful ways in which these documents may be read within the horizons of the contemporary church and world; understand the importance of these documents for the Wesleyan theology.
6. Be able to employ a range of exegetical approaches relevant to the interpretation of these documents.
7. Be able to identify central issues in the critical study of one or more of these documents.
8. Be able to articulate the central theological assumptions and presuppositions one brings to the interpretation of books like these.
9. Be able to critically assess commentaries and secondary literature, learning to distinguish between scholarly and devotional treatments of these documents.
10. Be able to understand these books in its social, historical, rhetorical, and canonical contexts.
Course Requirements and Reading

On questions of style, especially with regard to paper organization and references, see Carol Slade, *Form and Style: Research Papers, Reports, Theses*, 11th ed. (New York: Houghton Mifflin, 2000). The Chicago Manual of Style can also be used. Footnotes are preferred to either endnotes or parenthetical notation.

Students should submit written materials on time; late papers will receive no written comments and the grade will be penalized one-third of a grade per day.

Class Preparation, Attendance, and Participation: Participants should prepare for each class session by (1) carefully reading the assigned portions of the book in question in advance of class, (2) taking notes on the text, and (3) comparing their observations with those in appropriate commentary. (15%). Towards the end of the semester I will be coming around during class to see that you have done this in your notebooks.


N.B. All of these commentaries should be read during the course of the term, working through them as we work through the books themselves. We will be working through James, then Jude, then 1 Peter and finally 2 Peter, in that order during the semester.

Attendance at all sessions of the course is expected. In order to complete the course with a passing grade, no more than two classes may be missed.

(2) A Critical Review: A comparison and contrast of the two works listed below:

This review should be approximately 1300-1600 words (i.e., 5-6 pages, with a standard 12-point font like Times New Roman and one-inch margins) in length, typed, double-spaced. **Due at the beginning of the first class in March.** As a critical review, this essay should summarize the author’s central theses about 2 Peter and Jude; demonstrate the author’s approach to the subject matter; and critique the author’s analysis (e.g., with regard to the author’s method, its faithfulness to the primary materials, its engagement with the wider discussion on the topic, and so on). (35%)

The book to be reviewed this term is Peter Davids, *The Letters of 2 Peter and Jude* (Pillar Commentary Series), (Eerdmans, 2006).
(3) A Research Assignment: An exegesis paper of approximately 10 pages (with a standard 12-point font like Times New Roman and one-inch margins), typed, with 1.5 or double spacing, with appropriate notes and bibliography, treating a selected pericope of James, Jude, 1 Peter or 2 Peter. This paper should evidence both a close reading of the text and critical engagement with the range of secondary resources appropriate to the study. (See the bibliographic resources in the commentaries, as well as New Testament Abstracts in the Library.) Due by 4:00 April 1. (50%).

Reading Schedule
The student should plan to work through the commentaries as we progress through the course.

Course Schedule
Approximately one week will be spent on introductory matters then we will deal with the James, then Jude, then 1 Peter, then 2 Peter. A one page reading report is required to be submitted by May 1, detailing exactly how much of the required reading has been completed.

Bibliography
There are now several resources one can turn to as guides for selecting commentaries and secondary literature for the preparation of research papers as well as for ministry. The best of these is D.R. Bauer, An Annotated Guide to Biblical Resources for Ministry, (Peabody: Hendrickson, 2003).

A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.” See ATS 2007-08 Online Catalog page 31.
the Epistle of James’ audience. Jewish Christians who were scattered because of their faith in Christ. Paul called James. This set is often saved in the same folder as NT Survey, Biblical Literature: Job and Suffering, Test. 31 terms. jocewallyTEACHER. NT Survey, Biblical Literature: Job and Suffering, Quiz 2. 20 terms. jocewallyTEACHER. Prison epistles: ephesians and philippians. 25 terms. ms4-14. NT Survey, Acts, Test. 52 terms. jocewallyTEACHER. more general contents. He doubts, however, that the original manuscript of 1:1 lacked “in Ephesus.” On every count, the evidence argues for Pauline authorship. No specific subgenre of “epistle” accounts for the exact structure of the letter, which divides neatly into two halves (chs. 1-3, 4-6). Similarly, while Hoehner’s dispensationalism rarely colors his exegesis in a way to which practitioners of other theological systems would object, it is not obvious that only those portions of the OT repeated in the NT remain operative. All the OT has been fulfilled in Christ; all applies to Christians but only once we understand how the Christ-event has changed things. View General Epistles Research Papers on Academia.edu for free. When it comes to introductory matters related to New Testament books Second Epistle of Peter is usually singled out as the epistle with the most complicated background. In early church history it was classified along with James, Jude, more. When it comes to introductory matters related to New Testament books Second Epistle of Peter is usually singled out as the epistle with the most complicated background. In early church history it was classified along with James, Jude, Hebrews, Second and Third John, and Revelation as antilegomena, i.e. the disputed books.