

New Testament Exegesis (Greek)

Second Corinthians

NT 2J03

McMaster Divinity College
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Winter 2012 (Term 2)
Tuesday 10:30am–12:20pm

COURSE DESCRIPTION

This course is an exegetical study of Second Corinthians. It provides students with an opportunity to examine the Greek text of Second Corinthians and to consider its contents from various perspectives.

COURSE OBJECTIVES

In this course, students will be encouraged to:

Knowing

- Remember the basic structure and content of Second Corinthians
- Become familiar with scholarly discussions surrounding Second Corinthians
- Understand the theological teachings found in Second Corinthians
- Learn more Greek grammar and vocabulary

Being

- Appreciate the importance of participating in critical and respectful discussions concerning biblical texts
- Become competent readers and interpreters of Greek texts
- Sympathize with the historical realities that shaped Paul and his missionary work
- Integrate biblical scholarship and Christian discipleship

Doing

- Take time to look closely at Second Corinthians in its original language
- Read books that engage with Second Corinthians in a careful and critical manner
- Talk and write intelligently about Second Corinthians
- Relate the contents of Second Corinthians to life in the 21st century

COURSE PREREQUISITE

NT 1A03 & NT 1C03 or equivalent of a one-year course in elementary Greek.

COURSE PROCEDURE

In order to accomplish the objectives of this course, we will follow a simple plan.

At the outset of the course, and then again at its conclusion, students will submit a brief written reflection that summarizes their perspective on Second Corinthians. This will allow students to assess how they are embracing Second Corinthians as a part of Christian scripture, and how their ability to understand and receive the message of Second Corinthians has grown over the course of the semester.

Each week, students will read an assigned section in Runge's *Discourse Grammar of the Greek New Testament* along with an assigned passage from Second Corinthians in Greek. Students must be prepared to discuss both of these readings in class. The degree to which students are prepared will be determined with reference to the written notes they bring to class and also with reference to their participation in class discussions.

Each class session will begin with a brief lecture addressing some topic that is relevant to the study of the Greek New Testament or the study of Second Corinthians. A brief discussion of Runge's *Grammar* will follow. The majority of each class session will be devoted to taking up questions concerning the assigned passage from Second Corinthians.

For their first major assignment, students will write a brief article such as might be found in a scholarly dictionary. The article must address some interpretive issue that problematizes the study of Second Corinthians (e.g. literary integrity, historical setting, Paul's opponents, etc.). It should summarize and synthesize recent scholarly approaches to that issue.

For their second major assignment, students will write a paper that treats Second Corinthians as a resource for contemporary reflection. These papers will include a significant exegetical component that takes into account the relevant dimensions of biblical scholarship (e.g. textual criticism, linguistics, historical criticism, etc.), but the papers will also seek to explain how an occasional document like Second Corinthians can be taken up as a meaningful and relevant resource by Christians in the 21st century.

COURSE REQUIREMENTS

Note: Students are required to complete all of the following assignments. No unfinished assignments are permitted. *All assignments must be submitted in hard copy unless prior arrangements are made with the professor.* Late assignments will be penalized 5% per day.

1. Class Preparation and Participation (40%). Students are expected to complete assigned readings on schedule, to attend class, and to participate in class discussions. Grades for this preparation and participation will be established using three criteria. First, class attendance will be recorded. Second, students will report each week whether they completed the assigned readings. Third, students will submit the written notes that they bring to each class discussion. These notes should demonstrate that the student has carefully read and evaluated Runge's *Grammar*, that the assigned biblical text has been examined from various perspectives, and that the student's chosen commentary has been consulted. More details concerning these notes will be given in class on January 3.
2. Reflection Papers (15% total). At the beginning of the semester, each student will briefly describe how they view Second Corinthians and how they understand its relevance for history, theology, discipleship, and ministry (5%). At the end of the semester, the same assignment will be repeated, with emphasis falling on how the student's understanding has been challenged and refined (10%). The initial paper should be roughly 600 words and is due on **January 10**; the concluding paper should be roughly 1,200 words and is due on **April 10**.
3. Dictionary Article (20%). Each student will write a dictionary article such as would be suitable for inclusion in an academic reference work. This article will address a specific interpretive issue related to Second Corinthians. Articles should be at least 3,000 words in length and must follow the "McMaster Divinity College Style Guidelines for Essays and Theses." They must include (in some form or another) a summary of the relevant primary data, a historical overview of scholarly approaches to the issue, a critical synthesis that establishes the present state of scholarship, and a bibliography containing (at least) the most important literature. Topics should be approved by the professor no later than **January 17**. The dictionary article is due on **February 14**.
4. Essay (25%). Each student will write an essay that demonstrates the relevance of Second Corinthians for contemporary Christian reflection. The essay must contain a sustained exegetical discussion that employs suitable methods of biblical scholarship and thus demonstrates awareness of the text-critical, linguistic, and historical facets of a specific passage (or passages). It must also summarize the various insights that emerge from the passage(s), and must explain how these ideas contribute to the theology, discipleship, and ministry of contemporary followers of Jesus. Papers should be at least 3,500 words in length, and should follow the "McMaster Divinity College Style Guidelines for Essays and Theses." Topics are to be chosen in consultation with the professor by **March 6**. The essay is due on **April 3**.

GRADING SUMMARY

Initial Reflection Paper	5%
Preparation and Participation	40%
Dictionary Article	20%
Essay	25%
<u>Concluding Reflection Paper</u>	<u>10%</u>
Total	100%

TEXTBOOKS

Students are required to possess the following:

A standard edition of the Greek New Testament, such as Nestle-Aland (26th or 27th edn), UBS (3rd or 4th edn) or Westcott-Hort.

An English translation of the New Testament.

Porter, Stanley E., *Idioms of the Greek New Testament* (Biblical Languages: Greek 2; Sheffield: Sheffield Academic Press, 2nd edn, 1994). Familiarity with this book will be assumed throughout the course.

Runge, Steven E., *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis* (Peabody: Hendrickson, 2010). Listed as *DG* in the table below.

A commentary on Second Corinthians. Each student's choice of commentary must be approved in advance by the professor (using the email address given above). This approval should be obtained as early as possible, but not later than January 10th.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 218, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail books@readon.ca. Other book services may also carry the texts.

COURSE SCHEDULE

Dates	Lecture Topic	Assigned Reading (to be completed before the class session listed)	Assignments Due
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Jan 3	Approaches to the Greek of the New Testament	<ul style="list-style-type: none"> • Second Corinthians (in a modern translation) • <i>DG</i>: “Introduction” 	
Jan 10	The Literary Integrity of Second Corinthians (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Connecting Propositions” • 1:1–11 & 13:11–13 	<ul style="list-style-type: none"> • Preparatory Notes • Initial Reflection
Jan 17	The Historical Setting of Second Corinthians (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Forward Pointing Reference and Target” and “Point/Counterpoint Sets” • 1:12–2:13 	<ul style="list-style-type: none"> • Preparatory Notes
Jan 24	Opposition to Paul in Corinth (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Metacomments” • 2:14–4:6 	<ul style="list-style-type: none"> • Preparatory Notes
Jan 31	Paul’s Understanding of His Apostolic Ministry (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Historical Present” • 4:7–5:10 	<ul style="list-style-type: none"> • Preparatory Notes
Feb 7	Paul’s Collection for Jerusalem (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Redundant Quotative Frames” and “Tail-Head Linkage” • 5:11–6:10 	<ul style="list-style-type: none"> • Preparatory Notes
Feb 14	Current Issues in Greek Language Studies (Part I)	<ul style="list-style-type: none"> • <i>DG</i>: “Information Structure” • 6:11–7:16 	<ul style="list-style-type: none"> • Preparatory Notes • Dictionary Article
Feb 21	Reading Week		
Feb 28	Current Issues in Greek Language Studies (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Framing Devices (1 & 2)” • 8:1–24 	<ul style="list-style-type: none"> • Preparatory Notes
Mar 6	Paul’s Collection for Jerusalem (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Circumstantial Frames” • 9:1–15 	<ul style="list-style-type: none"> • Preparatory Notes
Mar 13	The Literary Integrity of Second Corinthians (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Emphasis” and “Left-Dislocations” • 10:1–18 	<ul style="list-style-type: none"> • Preparatory Notes
Mar 20	Opposition to Paul in Corinth (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Overspecification and Right-Dislocation” • 11:1–21a 	<ul style="list-style-type: none"> • Preparatory Notes

Mar 27	Paul's Understanding of His Apostolic Ministry (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Thematic Addition” and “Changed Reference and Thematic Address” • 11:21b–12:13 	<ul style="list-style-type: none"> • Preparatory Notes
Apr 3	The Historical Setting of Second Corinthians (Part II)	<ul style="list-style-type: none"> • <i>DG</i>: “Near/Far Distinction” • 12:14–13:10 	<ul style="list-style-type: none"> • Preparatory Notes • Essay
Apr 10	No class (Exam Week)		<ul style="list-style-type: none"> • Concluding Reflection

SELECT BIBLIOGRAPHY

For a comprehensive bibliography on Second Corinthians, see Bierenger, Reimund, Emmanuel Nathan, and Dominika Kurek-Chomycz. *2 Corinthians: A Bibliography*. Biblical Tools and Studies. Leuven: Peeters, 2008.

Barnett, Paul. *The Second Epistle to the Corinthians*. NICNT. Grand Rapids: Eerdmans, 1997.

Barrett, C. K. *A Commentary on the Second Epistle to the Corinthians*. BNTC. New York: Harper & Row Publishers, 1973. (Also available from Hendrickson and Continuum.)

Furnish, Victor Paul. *II Corinthians*. AB. Garden City: Doubleday & Company, 1984.

Harris, Murray J. *The Second Epistle to the Corinthians: A Commentary on the Greek Text*. NIGTC. Grand Rapids: Eerdmans, 2005.

Martin, Ralph. *2 Corinthians*. WBC. Waco: Word Publishers, 1986.

Matera, Frank J. *II Corinthians: A Commentary*. NTL. Louisville: Westminster John Knox, 2003.

Plummer, Alfred. *A Critical and Exegetical Commentary on the Second Epistle of St. Paul to the Corinthians*. ICC. New York: Charles Scribner's Sons, 1915.

Thrall, Margaret. *A Critical and Exegetical Commentary on the Second Epistle of the Corinthians*. 2 vols. ICC. New York: T&T Clark, 2004.

STATEMENT ON ACADEMIC HONESTY

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result

in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at www.macdiv.ca/regs/honesty.php.

GENDER INCLUSIVE LANGUAGE

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

STYLE

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses (<http://www.macdiv.ca/students/documents/MacStyleGuide.pdf>). Failure to observe appropriate form will result in grade reductions.

Disclaimer: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.