

University of
Dubuque
Theological
Seminary

BI 672: Romans

Greek Exegesis

Fall 2023

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Instructor Information

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Virtual Office Hours:

Tuesdays, 12-2 PM and by
appointment

Course Description

A study of Paul's letter to the Romans focusing on the content and theology of the letter and in-depth exegesis of key passages. Different scholarly perspectives on Romans will be discussed and explored. Special attention will be paid to understanding Romans in light of its first century context and to the relevance of Romans for the church today.

The artistic centerpiece for the course is Lovis Corinth's 1911 oil painting, *Der Apostel Paulus*. Corinth offers a compellingly repugnant portrait of Paul. He is wild-eyed, pale, disheveled, and looks like he might be a danger to himself and others. His right hand is raised in a classic iconographic teaching pose. But the hand is not airy and serene as in most depictions of the apostle; it is tense and impassioned, like Paul's message. Paul anachronistically holds a bound, codex-form Bible, but his gaze is not on it. Rather, he glowers at the viewer, and the more one stares back into his gaunt eyes, the more captivating he becomes.

This class explores the religious, theological, historical, and social worlds of Paul's letter to the Romans. It also attends to the reception of Paul throughout history and how this letter is presently read in various social contexts. Students will practice and develop various exegetical skillsets related to the interpretation of the New Testament in general, Pauline letters more specifically, and Romans most specifically. In the act of interpretation, they will merge their own intersectional social worlds with Paul's.

Paul is polarizing. Many find him either repugnant or compelling, like Corinth's portrayal of him, though not usually both at the same time. For some, he is theological genius *par excellence* as Christianity's founder. For others, his message is stiff and repressive. By the end of this course, as we gaze at the apostle and his letter to the Romans, my hope is that disagreeable impressions of Paul will be refined by something compelling and liberative. Likewise, I hope strictly amiable and goodly portrayals of the apostle might be besmirched by something ribald and indecorous.

Objectives

Course Objectives

1. Exegete a select passage from Romans, paying attention to the world behind, world of, and world in front of the text.
2. Identify and articulate central tenets of your own social context, explaining how these affect how you interpret the New Testament and Romans in particular.
3. As part of the interpretive process, make use of multiple biblical commentaries that adopt various exegetical, theological, and ideological perspectives.
4. Utilize Greek linguistic tools in service of interpretation of Romans and select passages from it.

Curricular Objectives

- *Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the church (MDiv)*
- *Interpret the Christian Scriptures through faithful exegesis and in light of the Christian tradition (MDiv)*
- *Preach the Word of God with faithfulness and clarity (MDiv)*
- *Articulate and reflect critically and constructively on the biblical and theological foundations of God's mission to the world (MAMD)*
- *Articulate and interpret key themes from the Christian scriptures in conversation with contemporary and ecclesial contexts. (MAM)*

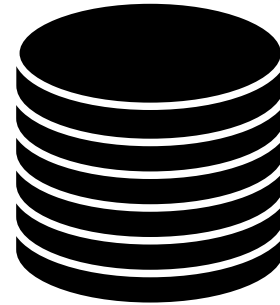
Specifications Grading

This class uses what is called specifications or "specs" grading. Final grades are **not** determined by the collective score of weighted items. Rather, they are determined by the number of grade items that you successfully complete. Each grade item is assessed on a pass-fail basis and contains detailed specifications. If these specifications are met, then the item is passed. If they are not, the work can be revised on the basis of the professor's feedback and resubmitted until the specifications are met and the submission passes.

The rationale for using this grading system is that it removes much of the subjectivity of grading, restores rigor to academic work, and it is learning-outcome oriented.

To earn a specific letter grade, you must complete the minimum number of items in each of the categories. The minimum number you complete in any category will ultimately determine your final grade. For example, if you complete the 25 minor items required for an "A" but only complete 4 major items, which is the requirement for a "B+", then your final grade would be a "B+" not an "A."

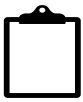
Letter Grade	Minor Items ⊖	Major Items ⊕
A	25	5
A-	23	5
B+	22	4
B	21	4
B-	20	4
C+	19	3
C	18	3
C-	17	3
D+	16	2
D	15	2
D-	14	1
F	0-13	0



Grace Tokens: Every student receives two "grace tokens" that can be used at any time during the course. These "grace tokens" can be redeemed for any of the following with no explanation needed:

- Credit for a minor item that was not completed
- A one-week extension on a major grade item

"Attendance" is a tricky thing in asynchronous classes. The UDTS student handbook indicates that students must "attend" at least 2/3 of a course to pass it. For this class, this means that you must complete by its due date at least one grade item (i.e. a minor grade item, a major grade item, or course community engagement) in eight of the twelve weeks. That is, you cannot "ghost" four weeks or more of the class and pass it.



Grade Items

Options-based Learning

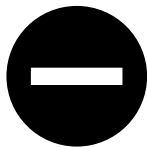
I work under the principle that as humans we do our best work when we choose what work we do. For this reason, there are a variety of options for the various kinds of assignments that you might complete in the class. The number of assignment options goes beyond what is required to receive an “A” in the course. That is, **you do not need to complete or attempt every assignment.** Rather, you choose which assignments and the total number of assignments you wish to complete on the basis of what interests you and what grade you hope to achieve in the class. While you have options about the kinds of grade items you complete in the course, your success will be dependent on completing different kinds of assignments at different points in the semester.

“Minor” Items

There are two different kinds of minor grade items for this class: course community engagement and assignments. Course community engagement comes in the form of residential courses, discussion forums, and Zoom-based “book clubs.”

There will be separate assignments each week for English Exegesis and Greek Exegesis students. For Greek students, these assignments are related to Greek grammar, translation, and textual criticism. For English exegesis students, they are usually related to the content and interpretation of the biblical text.

While these assignments are labeled “minor,” they are not minor in importance. Learning best occurs in small increments, and these minor items are meant to facilitate this. Moreover, the course community grade items serve as the basis for establishing human relationships, which are also imperative for learning.

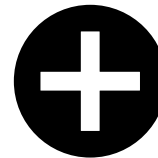


“Major” Items

There are various major grade item options, including exams, reports, exegetical papers, topical assignments, translations, and others. Detailed instructions for these assignments can be found on the course Moodle page.

These major items are intentionally of various types and are meant to engage different learning styles at different points in the semester. I strongly encourage you to complete different types of major assignments.

The due dates for these assignments vary. Some of them cannot be completed until later in the semester, after certain material and concepts have been learned. Others can be completed at any point in the semester. Moreover, some of these assignments have hard deadlines, while others can be completed up until the end of the semester. Please refer to the course Moodle page for deadline information on these assignments.



Final Exegetical Paper

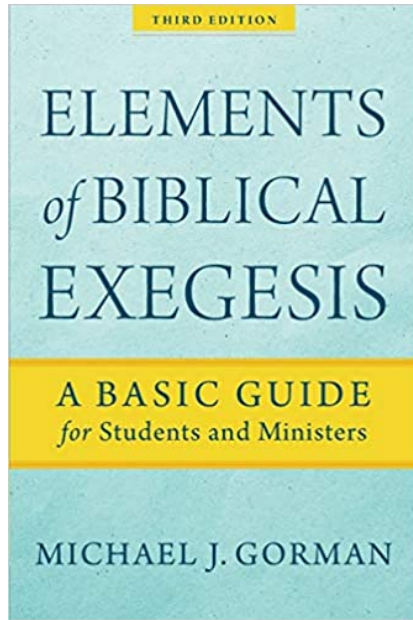
All students have the option to write a final exegetical paper. Successful completion of this paper counts for three major grade items. Thus it is technically a sub-category of the “major grade items” category.

The exegetical paper represents the culmination of the student’s learning in the course and thus requires them to consider the passage’s historical and cultural contexts, its literary context, its contemporary relevance, and to consult several articles and commentaries on the passage.

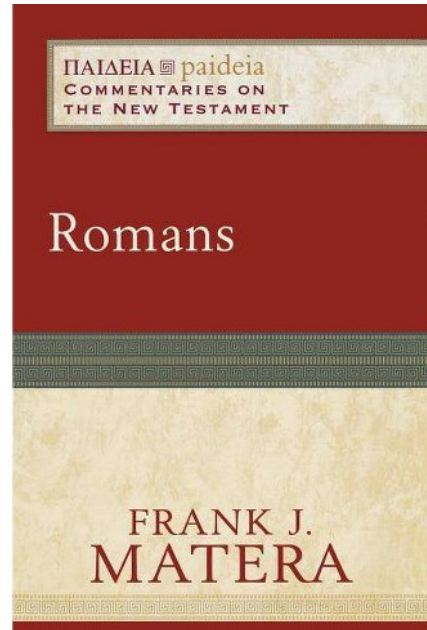




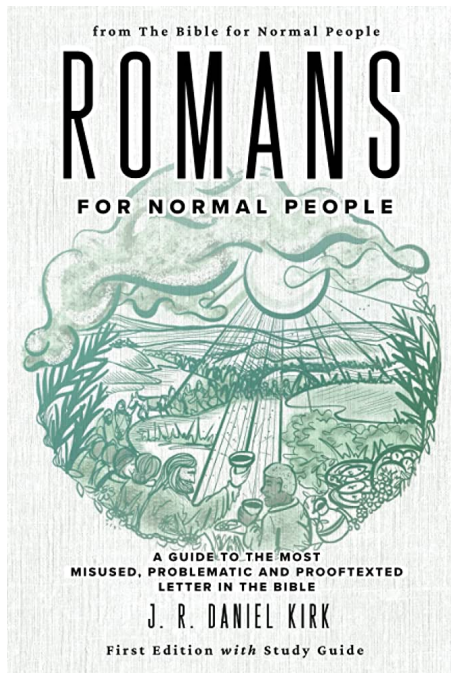
Required Texts



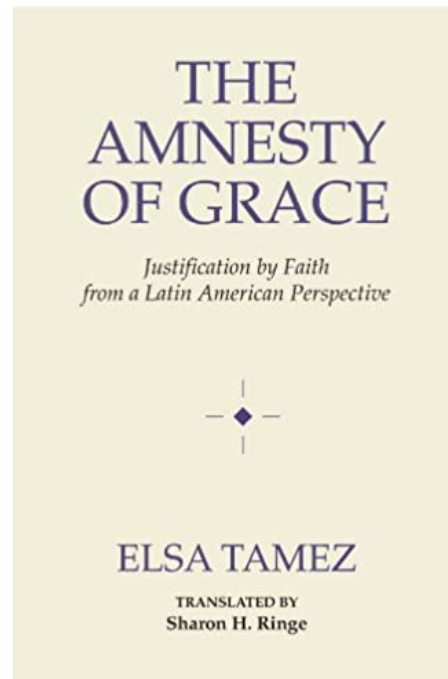
Michael J. Gorman,
Elements of Biblical Exegesis (3rd ed.),
Grand Rapids: Baker Academic (2020).
ISBN: 1540960315.



Frank J. Matera,
Romans (Paideia Commentary Series),
Grand Rapids: Baker Academic Press (2010).
ISBN: 0801031893.

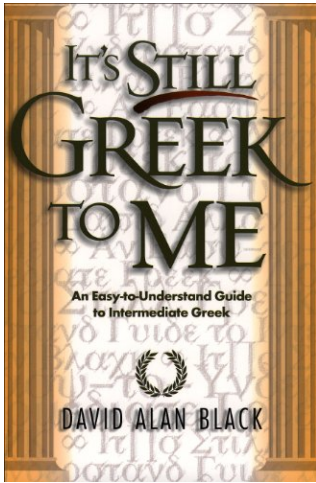


J. R. Daniel Kirk,
Romans for Normal People: A Guide to the Most Misused, Problematic, and Prooftexted Letter in the Bible,
Perkiomenville, PA: The Bible for Normal People (2022). ISBN: 1736468626.

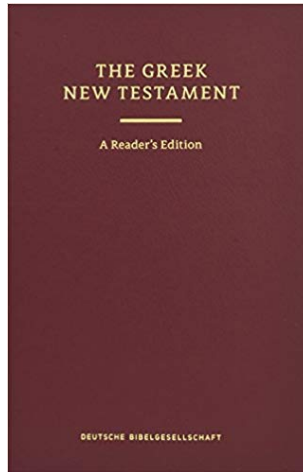


Elsa Tamez (Author); Sharon H. Ringe
(Translator)
The Amnesty of Grace: Justification by Faith from a Latin American Perspective,
Eugene, OR: Wipf and Stock (2002).
ISBN: 1579108652.

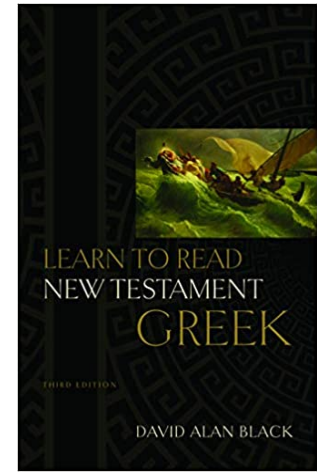
Required Texts



David Alan Black,
It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek,
Grand Rapids: Baker Academic
(1998) ISBN: 0801021812.



UBS 5th Revised Greek New Testament Reader's Edition
German Bible Society, 2015
ISBN: 1619706180.



David Alan Black,
Learn to Read New Testament Greek,
Nashville: B&H Publishing
(2009).
ISBN: 0805444939.

Recommended Texts

The following are not strictly necessary to pass or to get an “A” in the class, but will be very helpful in completing the objectives for the course and for any students who will be taking the PCUSA Ordination Exam.

Walter Bauer and Frederick W. Danker et al. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3d ed. (Chicago: University of Chicago Press, 2000).

Commonly referred to as BDAG, this is the best lexicon for New Testament Greek. The price is steep, but serious Greek students will need to own this eventually. It is one to keep an eye out for at used book stores.

Metzger, Bruce Manning. *A Textual Commentary on the Greek New Testament: A Companion Volume to the United Bible Societies' Greek New Testament (Fourth Revised Edition)*. 2nd ed. New York: United Bible Societies, 1994.

This book explains many of the “textual variants” that appear in the Greek New Testament. It is particularly helpful for the “establishing the text” portion of the PCUSA Ordination Exam.

Köstenberger, Andreas J., Benjamin L. Merkle, and Robert L. Plummer. *Going Deeper with New Testament Greek: An Intermediate Study of the Grammar and Syntax of the New Testament*. Nashville: B&H Academic, 2016.

This is a more expansive Greek grammar than the required grammar for the course. It goes deeper into and gives more explanation to many of the grammatical concepts introduced in Black's *It's Still Greek to Me*.



Commentaries (Choose One or More)

Each student will choose one of the following commentaries on Romans. Reading from this commentary will inform his or her forum posts. The intention is that several different interpretive perspectives will be brought into the online discussion on a given portion of Romans. Of course students may purchase more than one of these commentaries (and this is recommended for the purpose of future preaching, teaching, and research), but students will only be responsible to read and report on one of these commentaries for the purposes of the course.

Greek Exegesis students ***must*** choose a commentary from the second list. The reason for this is that the commentaries in the second list presume knowledge of Greek and attend to issues of translation and grammar to a much greater extent than the commentaries in the first list. English Exegesis students may choose a commentary from either list but should be aware that commentaries in the second list presume a working knowledge of Greek.

English Exegesis Students:

- Achtemeier, Paul J. *Romans*. Interpretation: A Bible Commentary for Teaching and Preaching. Louisville: Westminster John Knox Press, 2010.
- Bird, Michael F. *Romans*. Story of God Biblical Commentary. Zondervan Academic, 2016.
- Byrne, Brendan. *Sacra Pagina: Romans*. Collegeville, MN: Liturgical Press, 2007.
- Gorman, Michael J. *Romans: A Theological and Pastoral Commentary*. Grand Rapids: Eerdmans, 2022.
- Jewett, Robert. *Romans: A Short Commentary*. Minneapolis: Fortress, 2013.
- Keck, Leander E. *Romans*. Abingdon New Testament Commentaries. Nashville: Abingdon Press, 2005.
- Lancaster, Sarah Heaner. *Romans: A Theological Commentary on the Bible*. Louisville: Westminster John Knox Press, 2015.
- Moo, Douglas J. *Romans: The NIV Application Commentary: From Biblical Text to Contemporary Life*. Grand Rapids: Zondervan Academic, 2000.

Greek Exegesis Students:

- Dunn, James D. G. *Word Biblical Commentary: Romans*. 2 vols. Waco: Thomas Nelson, 1988.
- Jewett, Robert. *Romans: A Commentary*. Edited by Eldon Jay Epp. Hermeneia. Minneapolis: Fortress, 2006.
- Hultgren, Arland J. *Paul's Letter to the Romans: A Commentary*. Grand Rapids: Eerdmans, 2011.
- Longenecker, Richard N. *The New International Greek Testament Commentary: The Epistle to the Romans*. Grand Rapids: Eerdmans, 2017.
- Moo, Douglas J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996.
- Schreiner, Thomas R. *Romans*. 2nd ed. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2018.
- Thielman, Frank S. *Romans*. Grand Rapids: Zondervan Academic, 2018.

Dates	Readings	Assignments Due
Week One	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 1–16 <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Tamez, <i>The Amnesty of Grace</i>, 13–43 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 3–35 (“The Task”) • Ekaputra Tupamahu, “The Stubborn Invisibility of Whiteness in Biblical Scholarship” <p>Greek Grammar:</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 19–40 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #1: Getting Back into Greek • Course Community
Week Two	<p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Tamez, <i>The Amnesty of Grace</i>, 47–117 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 37–65 (“The Text”) • Gorman, <i>Elements of Biblical Exegesis</i>, 109–37 (“Detailed Analysis”) • Benjamin Merkle, “Word Studies” (Moodle) 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #2: Word Study pt. 1 • Course Community
Week Three	<p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Tamez, <i>The Amnesty of Grace</i>, 121–66 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 69–74 (“Survey”) • Gorman, <i>Elements of Biblical Exegesis</i>, 75–88 (“Contextual Analysis”) <p>Greek Grammar</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 43–56 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #3: Translation Comparison (Cases) • Course Community
Week Four	<p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 89–108 (“Formal Analysis”) <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 1–16 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #4: Word Study, pt. 2 • Course Community
Week Five	Study Days	

Dates	Readings	Assignments Due
<p>Week Six</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 1 <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 17–38 <p>Greek Grammar:</p> <ul style="list-style-type: none"> • Black, <i>It's Still Greek to Me</i>, 57–74 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #5: Translation (Adjectives, Pronouns) • Course Community
<p>Week Seven</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 2–3 <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 39–50 <p>Greek Grammar</p> <ul style="list-style-type: none"> • Black, <i>It's Still Greek to Me</i>, 75–88 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #6: Translation (the Article, Prepositions) • Course Community
<p>Week Eight</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 4–5 <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 51–70 <p>Greek Grammar</p> <ul style="list-style-type: none"> • Craig Blomberg, “New Testament Textual Criticism” (Moodle) 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #7 (Establishing the Text, pt. 1) • Course Community <p>Major:</p> <ul style="list-style-type: none"> • Greek Passage Memorization and Recitation • Midterm Multiple-choice Grammar Exam

Dates	Readings	Assignments Due
<p>Week Nine</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 6–8 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 139–51 (“Synthesis”) <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 71–102 <p>Greek Grammar</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 91–112 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #8: Translation (Verbs) • Course Community <p>Major:</p> <ul style="list-style-type: none"> • Sample PCUSA Exegesis Exam #1
<p>Week Ten</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 9–11 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 153–87 (“Reflection—Theological Interpretation”) <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 103–36 <p>Greek Grammar</p> <ul style="list-style-type: none"> • J. Harold Greenlee, “The Transmission of the Text” (Moodle) 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #9 (Establishing the Text, pt. 2) • Course Community
<p>Week Eleven and Twelve (Includes Thanksgiving Break)</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 12–13 <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 137–46 <p>Greek Grammar:</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 113–20 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #10: Translation (Infinitive) • Course Community

Dates	Readings	Assignments Due
<p style="text-align: center;">Week Thirteen</p>	<p>Biblical Text and Commentary:</p> <ul style="list-style-type: none"> • Romans 14–16 <p>Exegesis:</p> <ul style="list-style-type: none"> • Gorman, <i>Elements of Biblical Exegesis</i>, 189–95 (“Expansion and Refinement”) <p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Kirk, <i>Romans for Normal People</i>, 147–62 • Find and read an academic article related to your passage <p>Greek Grammar:</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 121–26 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #11: Translation (Participle) • Course Community <p>Major:</p> <ul style="list-style-type: none"> • Three-article Report • Annotated Translation
<p style="text-align: center;">Week Fourteen</p>	<p>Romans Scholarship:</p> <ul style="list-style-type: none"> • Find and read an academic book related to your passage <p>Greek Grammar:</p> <ul style="list-style-type: none"> • Black, <i>It’s Still Greek to Me</i>, 127–57 	<p>Minor:</p> <ul style="list-style-type: none"> • Greek #12: Translation (Exegesis Passage) • Course Community <p>Major:</p> <ul style="list-style-type: none"> • Sample PCUSA Exegesis Exam #2 • Exegesis Paper • Final “Top Five” • Final Multiple-choice Grammar Exam