

NT 5100 – English Bible:
1 & 2 Corinthians
Draft Syllabus, Fall 2018

For I decided to know nothing among you except Jesus Christ and him crucified. (1 Cor 2:2)
My grace is sufficient for you, for my power is made perfect in weakness. (2 Cor 12:9)

I. Course Description

Demonstration of inductive Bible study method and treatment of the special teaching of 1 Corinthians based on the English text. Overview and examination of selected portions of 2 Corinthians.

II. Learning Objectives

1. Grow in love for the Lord, for his written word, and for his people.
2. Gain experience, acquire skills, and develop wisdom for interpreting Scripture in its original context and for applying its message in the church today.
3. Become thoroughly familiar with the distinctive characteristics, theological contributions, and ethical vision of Paul's letters to the Corinthians.
4. Become acquainted with the major interpretive issues in the Corinthian correspondence.

III. Texts and Software

1. **Access to an electronic ESV Strong's Bible** (available through OliveTree Bible app, Accordance Mobile app, or www.stepbible.org). The instructor will discuss software recommendations during the first class meeting. The ESV will serve as the basis for homework exercises and class discussions, but students are *strongly encouraged*—and will often be required—to read other translations for comparison purposes.
 - *Recommended for Word Studies*: Verlyn D. Verbrugge, *New International Dictionary of New Testament Theology: Abridged Edition* (available through OliveTree Bible app, Accordance Mobile, etc.)
2. **Access to a quality Bible dictionary, e.g.,**
 - Gerald F. Hawthorne, Ralph P. Martin, and Daniel G Reid, eds., *Dictionary of Paul and His Letters*. (Downers Grove: InterVarsity, 1993). [Link to free e-book version available on Moodle]
 - J.I. Packer, I. Howard Marshall, A. R. Millard and D. J. Wiseman, eds. *New Bible Dictionary*. 3rd edition (Downers Grove: InterVarsity, 1996).
 - David Noel Freedman, *Eerdmans Dictionary of the Bible* (Grand Rapids: Eerdmans, 2000).
3. **Richard B. Hays, *First Corinthians***. Interpretation. Louisville: Westminster John Knox, 1997 (or 2011 paperback edition). E-book formats are allowed. Page numbers in schedule below follow the print edition.
4. **Linda L. Belleville, *2 Corinthians***, IVPNTC. Downers Grove: IVP, 1996 (or 2011 paperback edition). Students may, but are *not required*, to purchase a print version of this commentary. A pdf of the introduction will be posted on Moodle, and most of the rest of the commentary is available for free on www.biblegateway.com. Page numbers in schedule below follow the print edition.
5. **Ben Witherington III, *A Week in the Life of Corinth***. Downers Grove: IVP Academic, 2012. E-book formats are acceptable.
6. **Additional required readings will be posted as pdfs on Moodle** (marked [Moodle] on schedule below). Students are strongly encouraged to make sure they have Moodle access prior to the start of the semester.

IV. Course Requirements and Grading

1. Inductive Study Binder (35%). Students will assemble a 3-ring binder that will document their inductive study of 1 and 2 Corinthians. The binder will include their own written annotations on a “manuscript” of the ESV text of 1 and 2 Corinthians and their responses to weekly inductive study exercises. More detailed instructions will be provided separately, but before each class meeting students will be required to complete a set of observation and interpretation exercises for an assigned biblical text. The ESV “manuscript” and weekly exercises for each assigned text will be posted on Moodle.

The binder will not be graded until the end of the semester (**Due: 12/13**). On the one hand, this means that you can revise and update your work in individual passages throughout the semester. *I will provide some initial feedback for students who submit a sample of their work on 9/27*, but I will grade only the final product. On the other hand, this does not mean that you can simply skip/procrastinate and then play catch-up at the end of the semester. Students are required to complete the inductive study exercises *before* each class and bring their binders each week. Not doing so will adversely affect your participation grade (see below).

2. Class Participation (20%). The participation grade is made up of three components, each of which is essential to learning the inductive method taught in this course:

(i) **Preparation.** The quality of both the class discussions and the overall learning experience depends a great deal on student preparation. Students are required to complete the homework exercises and reading assignments before class each week. *I will perform frequent spot checks on your Inductive Study Binders to check your progress. If your binder is not up-to-date, I will deduct points from your participation grade.*

(ii) **Attendance.** Much like good leadership and good character, good interpretive practices are “more caught than taught.” To acquire the necessary skills and truly learn the inductive method, you must experience it. Students are therefore required to attend ALL class meetings. *If unforeseen circumstances necessitate an absence, you have the responsibility of notifying the professor ahead of time. If you miss more than two weekly sessions, you will be in danger of having points deducted from your participation grade. Persistent tardiness will also adversely affect your participation grade.*

(iii) **Class discussion.** According to Scripture itself, Paul’s letters can sometimes be “hard to understand” (2 Pet 3:16) While God is omniscient, human perspectives are limited. This means our individual understanding of the Bible is also limited. And because we are fallen creatures living in a fallen world, our understanding of Scripture can sometimes be distorted as well. Studying the Bible with other people can help on both fronts. Different people will notice different things when reading the same passage of Scripture. As a result, studying with people of other cultures, denominational backgrounds, family experiences, personalities, etc. can often help you to see new things in even the most familiar Bible passages. Therefore, everyone in this course should practice active listening in addition to sharing their own observations, interpretations, and questions. This is not to say that all interpretations are equally valid, but that the wise interpreter will humbly recognize his or her own limitations and take into consideration various insights and perspectives.

3. Bible Content Quizzes (10%). There will be two quizzes, one on 1 Corinthians (**11/15**) and one on 2 Corinthians (**12/13**). For each, students will be required to reproduce a brief outline of the letter, affirm that they read the entire letter during the course of the semester, and then answer a set of multiple choice questions on the content of the letter.

4. Application Methodology Paper (10%). 1000 words. Write a letter to someone you know (other than the professor or your classmates) explaining *in your own words* the three “Models for Cultural Analysis” and the eight “Criteria for Discerning the Heart of God in Cultural Context” in chapter 8 of Strauss, *How to Read the Bible in Changing Times*. The Reading and detailed instructions will be provided on Moodle. **Hardcopy draft due in class on 10/11. Final version submitted on Moodle by 11/1.**

5. Interpretation Paper (25%). Using the skills learned in this course, students will identify the intent of a specific passage from 1 or 2 Corinthians, defend their interpretation with evidence from the passage itself and its original context, and then briefly discuss its implications for the church today. 2000-2500 words (including footnotes). Detailed instructions with a list of pre-approved passages/topics will be provided in separate handout. **Final version must be uploaded to Moodle by 12/14.**

Grading Scale:	A	93–100	B+	88–90	C+	78–80	D	65–70
	A–	91–92	B	83–87	C	73–77	F	0–64
			B–	81–82	C–	71–72		

NOTE FOR AUDITORS: Auditors are not required to complete the secondary reading assignments, take quizzes, or write the papers. However, because this course is discussion dependent, auditors are expected to prepare for discussions by reading the assigned biblical texts and by making a good faith effort at completing the inductive study exercises prior to each class meeting.

V. Classroom Rules and Etiquette

1. What to Bring to Class every day:

- Your Inductive Study Binder.
- A means to access an electronic ESV Strong's Bible.
- Writing instruments of various colors. Bring at least three different colors. It could be pens, pencils, highlighters, or even crayons.

2. Electronic Device Policies:

- **Laptops** may be used if you need to research something during the study/discussion time, but otherwise keep them closed. I'm not just being old fashioned here. Studies show that students learn better by writing out their notes by hand. Also, it's harder to have good conversations with people when your face is hidden behind a screen.
- **Cellphones:** Keep them on vibrate (or if you are someone who gets a lot of notifications, just turn it off).
- **Tablets:** Ok.
- **Please refrain from texting, tweeting, Facebooking, Instagramming, Snapchatting, emailing, or anything of a similar sort during class.**

3. **Questions:** Class meetings will consist of a combination of group discussions and lectures. *It's always okay to interrupt a lecture with a clarification question. In fact, you are strongly encouraged to do so.* (If you need clarification, chances are some of your classmates need it as well). On the other hand, if your question is off topic or likely to lead the class off topic, please ask it after class or during breaks.

4. **Eating and Drinking** is permitted as long as it is not messy (🍷), distracting to others (🍷), and does not involve a controlled substance (🍷, 🍷, 🍷). 😊

VI. Tentative Topics and Assignment Schedule (subject to minor changes)

Unless otherwise noted below, all readings and exercises are to be completed before class. Ideally, “Pre-Study Readings” should be completed before the exercises. These will often include background information or methodological discussions. The purpose of the “Companion Readings” is to supplement your inductive study with scholarly commentary. While there will no doubt be occasions on which students will want to consult the commentaries as questions arise, the “Companion Readings” are usually best completed after students have exhausted their own inductive study efforts.

8/30 Introduction to Course, the Inductive Method, and Bible Translations

Readings: Kuhatschek, *A Message for All Time*, 7-20 [Moodle]

Further Study: Dewey, “The Translator’s Art,” 29-43 [Moodle]

9/6 Introduction to Paul and to Corinth

Pre-Study Readings:

Acts 6:8-9:31

Polhill, “Hebrew of Hebrews,” 24-42 [Moodle]

Inductive Study Exercises: Acts 18:1-19:10 [see Moodle for specific instructions]

Companion Readings:

Witherington, *A Week in the Life of Corinth*, chs. 1-4

Bellville, *2 Corinthians*, 13-22

9/13 Paul as Letter Writer and Special Characteristics of 1 Corinthians

Readings:

Witherington, *A Week in the Life of Corinth*, chs. 5-9

Gray, *Opening Paul’s Letters*, 67-78 [Moodle]

Hays, *First Corinthians*, 1-20

Atkins, “Typical Structure of Paul’s Letters” [one-page handout on Moodle]

Inductive Study Exercises [not homework, will be done during class this week]: 1 Cor 1:1-9; 16:1-24

Further Study:

Capes, Reeves, and Richards, *Rediscovering Paul*, ch. 3 [Moodle]

Jefferey A. D. Weima, *Paul the Ancient Letter Writer: An Introduction to Epistolary Analysis* (Grand Rapids: Baker Academic, 2016)

9/20 The Wisdom of the Cross and Christian Unity, Part I

Pre-Study Readings:

1 Cor 1:10-4:21

Bailey and Vander Broek, “Chiasm,” 49-54 [Moodle]

Gray, *Opening Paul’s Letters*, 121-136 [Moodle]

Inductive Study Exercises: 1 Cor 1:17-2:16 [see Moodle for specific instructions]

Companion Reading: Hays, *First Corinthians*, 21-47

Further Study:

Bailey, “The Structure of 1 Corinthians and Paul’s Theological Method.” [Moodle]

Roy E. Ciampa and Brian S. Rosner, “1 Corinthians” in *Commentary on the New Testament Use of the Old Testament* [Moodle]

9/27 The Wisdom of the Cross and Christian Unity, Part II

Pre-Study Readings: Schreiner, “Tracing the Argument” 97-124 [Moodle]

Inductive Study Exercises: 1 Cor 3:1-4:6 [see Moodle for specific instructions]

Companion Reading: Hays, *First Corinthians*, 47-79

- 10/4 The Cross and Sexual Ethics**
Pre-Study Readings:
 1 Cor 5:1-7:40
 Gray, *Opening Paul's Letters*, 78-84 [Moodle]
 Ben Witherington III, *A Week in the Life of Corinth*, chs. 10-13
Inductive Study Exercises: 1 Cor 5:1-6:20 [see Moodle for specific instructions]
Companion Reading: Hays, *First Corinthians*, 80-134
- 10/11 Applying the Bible Today: Methodology**
Reading: Strauss, *How to Read the Bible in Changing Times*, 207-244 [Moodle]
Application Methodology Paper (DRAFT DUE in class)
Paul's Christology
Readings:
 1 Cor 8:1-13
 Bauckham, "Paul's Christology of Divine Identity" 182-218 [Moodle]
- 10/18 Cruciform Love and The Issue of Idol Meat**
Pre-Study Readings:
 1 Cor 8:1-11:1
 Rom 14:1-15:13
Inductive Study Exercises: 1 Cor 9:19-11:1 [see Moodle for specific instructions]
Companion Readings:
 Hays, *First Corinthians*, 134-181
 Bellville, "Imitate me, Just as I Imitate Christ" (part 1), 120-126 [Moodle]
- 10/25 Cruciform Love and Worship, part I**
Pre-Study Readings: 1 Cor 11:2-14:40
Inductive Study Exercises:
 1 Cor 11:17-34 [see Moodle for specific instructions]
 1 Cor 14:26-40 [not homework, will be done in class]
Companion Readings:
 Hays, *First Corinthians*, 181-206
 Blomberg, *1 Corinthians*, 207-240, 277-292 [Moodle]
- 11/1 Cruciform Love and Worship, part II**
Pre-Study Reading: Rom 12:1-13
Inductive Study Exercises: 1 Cor 12:27-14:5 [see Moodle for specific instructions]
Study Companion Reading:
 Hays, *First Corinthians*, 206-252
 Witherington, *A Week in the Life of Corinth*, chs. 14-15
Further Study:
 Witherington, *Conflict & Community in Corinth*, 253-290 [Moodle]
Application Methodology Paper – Final Submission due to Moodle
- 11/8 The Resurrection**
Pre-Study Readings: 1 Cor 15:1-58
Inductive Study Exercises: 1 Cor 15:12-34 [see Moodle for specific instructions]
Companion Readings:
 1 Cor 2:6-16
 Hays, *First Corinthians*, 252-282

Further Study:

Johnson, "Turning the World Upside Down in 1 Corinthians 15" [Moodle]

Wright, *The Resurrection of the Son of God*, 340-361 [Moodle]

11/15 Guest Lecture: TBD

Bible Content Quiz #1: 1 Corinthians

Pre-Study Readings:

2 Corinthians (all)

Bellville, *2 Corinthians*, 19-49

Inductive Study Exercises: 2 Cor 1:1-11; 13:11-14 [see Moodle for specific instructions]

Companion Readings: 2 Corinthians (all)

Bellville, *2 Corinthians*, 51-60

Further Study:

Gorman, *The Apostle of the Crucified Lord*, 287-337 [Moodle]

11/22 **NO CLASS: THANKSGIVING**

11/29 **Cruciform Reconciliation, part I**

Pre-Study Readings:

2 Cor 1-4:6

Gombis, "The Cross and the Spirit," [Moodle]

Inductive Study Exercises: 2 Cor 2:14-4:6 [see Moodle for specific instructions]

Companion Readings:

Belleville, *2 Corinthians*, 60-119

Further Study:

Peter Balla, "2 Corinthians" in *Commentary on the New Testament Use of the Old Testament* [Moodle]

12/6 **Cruciform Reconciliation, part II**

Pre-Study Readings:

2 Cor 4:7-7:16

Inductive Study Exercises: 2 Cor 4:7-5:21 [see Moodle for specific instructions]

Companion Readings:

Belleville, *2 Corinthians*, 119-160

Cruciform Generosity

Readings:

2 Cor 8-9

Bellville, "Imitate me, Just as I Imitate Christ" (part 2), 126-141 [Moodle]

Belleville, *2 Corinthians*, 206-247

12/13 **Cruciform Leadership**

Bible Content Quiz #2: 2 Corinthians

Pre-Study Readings: 2 Cor 10-13

Inductive Study Exercises: 2 Cor 11:16-13:4 [see Moodle for specific instructions]

Companion Readings:

Belleville, *2 Corinthians*, 284-330

Further Study:

Witherington, *Conflict & Community in Corinth*, 429-470 [Moodle]