



NT Exegesis: Romans (Greek) (NTGK6306)

New Orleans Baptist Theological Seminary

Biblical Studies Division—Spring 2018

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I. MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. CORE VALUE FOCUS

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

The core value emphasis for this academic year is: Servant Leadership.

III. COURSE PURPOSE

This purpose for this course is to introduce the book of Revelation for purposes of teaching and preaching.

IV. CURRICULUM COMPETENCIES

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential competencies for effective ministry: Biblical Exposition, Christian Theological Heritage,

Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom deployment.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

V. COURSE DESCRIPTION:

This course consists of a thorough study of Romans through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying it in teaching and preaching. Prerequisites are *Introduction to Biblical Hermeneutics* and *Exploring the New Testament*. A video describing the course is here:

<http://drkoine.com/classes/romans/index.html>

VI. STUDENT LEARNING OUTCOMES:

Knowledge

Students who complete this course successfully should:

- Know the general historical, political, social, and cultural background to the letter of Romans in its first-century context
- Know the major hermeneutical and exegetical issues in the critical study of Romans as these impact an interpretation of the letter
- Know the structural outline of the letter of Romans as presented in class in order to contextualize passages within the letter

Attitudes

Students who complete this course successfully should:

- Appreciate the richness of Romans for Christian doctrine over the centuries, especially as codified in the crucial passages throughout the document
- Recognize the importance of original language for sound exegesis and application of a biblical text
- Be more confident in interpreting Romans in the context of teaching and preaching in the local church

Skills

Students who complete this course successfully should be able to:

- Produce a bible study or sermon outline based upon a passage in Romans that builds on historical exegesis and demonstrates practical application.
- Provide critical commentary of any section of Romans demonstrating interaction with the text, an understanding of class lecture, and of commentary reading
- Articulate a biographical outline of Paul's life and mission using Acts as a basis that situates Romans within this framework

VII. REQUIRED TEXTS:

- Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini, and Bruce Metzger, eds. *The Greek New Testament*. Fifth rev. ed. United Bible Societies, 2014
- Hultgren, Arland J. *Paul's Letter to the Romans: A Commentary*. Eerdmans, 2011
- Blackwell, Ben C., John K. Goodrich, and Jason Maston, eds. *Reading Romans in Context: Paul and Second Temple Judaism*. Zondervan, 2015
- Richards, E. Randolph. *Paul and First-Century Letter Writing: Secretaries, Composition and Collection*. InterVarsity, 2004
- Yinger, Kent L. *The New Perspective on Paul: An Introduction*. Cascade, 2010

VIII. ADDITIONAL RESOURCES:

Presentations

- Stevens, Gerald L. "The Gospel of God: Old Testament," 2012, available online at the link: <http://drkoine.com/classes/romans/index.html>.
- Stevens, Gerald L. "The Gospel of God: New Testament," 2012, available online at the link: <http://drkoine.com/classes/romans/index.html>.

Dictionary Articles and Books

- Betz, Hans Dieter. "Paul," in *The Anchor Yale Bible Dictionary* (AYBD), David Noel Freedman, ed., 5:186–201. Doubleday, 1992.
- Donfried, Karl P., Editor. *The Romans Debate: Revised and Expanded Edition*. Hendrickson, 1991
- Myers, Jr. Charles D. "Romans, Epistle to the," in *The Anchor Yale Bible Dictionary* (AYBD), David Noel Freedman, ed., 5:816–30. Doubleday, 1992.
- Reumann, John. "Romans, Letter to the," in *Eerdmans Dictionary of the Bible* (EDB), pp. 1135–38, David Noel Freedman, ed. Wm. B. Eerdmans, 2000
- Stegner, W. R. "Jew, Paul the," in *Dictionary of Paul and His Letters* (IVP-PL), pp. 503–511, Gerald F. Hawthorne and Ralph P. Martin, eds. InterVarsity Press, 1993

Commentaries

- Achtemeier, Paul J. *Romans*. In *Interpretation: A Bible Commentary for Teaching and Preaching* (Atlanta: John Knox Press, 1985)
- Augustine. *Augustine on Romans: Propositions from the Epistle to the Romans and Unfinished Commentary on the Epistle to the Romans*. Society of Biblical Literature, 1982
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- Dunn, James D. G. *Romans 1–8*, Vol. 38A; *Romans 9–16*, Vol. 38B. Word Biblical Commentary. Thomas Nelson, 1988
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- Luther, Martin. *Commentary on Romans*. Trans. J. Theodore Mueller. Luther Classic Commentaries. Kregel Classics, 2003
- Moo, Douglas J. *The Epistle to the Romans*. New International Commentary on the New Testament. Eerdmans, 1996
- Nygren, Anders. *Commentary on Romans*. Augsburg Fortress, 1978
- Osborne, Grant R. *Romans*. InterVarsity Press New Testament Commentary. IVP Academic, 2010
- Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament. Baker Academic, 1998
- Witherington III, Ben and Darlene Hyatt. *Paul's Letter to the Romans: A Socio-Rhetorical Commentary*. Wm. B. Eerdmans, 2004
- Wright, Nicholas T. "Romans," in *The New Interpreter's Bible, Vol. 10: Acts—First Corinthians*. Abingdon, 2002
- *DrKoine Website*:

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:
<http://drkoine.com/classes/index.html>
- To go straight to the Romans course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:
<http://drkoine.com/classes/romans/index.html>

IX. TEACHING METHODOLOGY:

- Class sessions will consist of presentations overviewing units of study followed by general discussion. Students occasionally will lead in panel discussions as assigned.
- Class preparation will consist of textbook readings according to the syllabus schedule, book reports, panel discussions, and exams.

- Class units presented are: three units on Paul’s life, mission, and message, three units on historical setting, integrity, and outline of Romans, and remaining units on exegesis of the text of Romans.

X. COURSE EVALUATION:

- **Reading Quizzes** on the assigned syllabus readings, with the lowest dropped up to the maximum number of cuts for the class. The reading quiz has no makeup.
- **Greek Translations** on assigned verses according to the syllabus schedule will be turned in by the student on each day as assigned in the syllabus schedule.
- **Exams** will be given on the days scheduled. These exams focus on the class lecture, translation, and reading assignments since the last exam. The final exam is on material since the last sectional exam, so functions as a third section exam.
- **Book Reviews** will be submitted on Richards and Yinger. These are brief reports that simply document that the student read the book assigned. The report should be one full page, single-spaced, 12 point Times, one-inch margins. Header information should look like the example at the end of this syllabus, but with correct margins.
- **Background Study.** Compile a background study about the historical and cultural context for any topic the student decides related to the term paper passage the student chooses from Romans (see below on the term paper). The study should include primary and secondary sources and the student’s own evaluation of the subject in light of the sources. The study should be two to three pages, single-spaced, 12 point Times, one-inch margins. The header information should look like the example at the end of this syllabus, but with correct margins. Information on how to do a background study and a sample background study is on Dr. Stevens’s Romans class webpage.
- **Word Study.** Compile a word study using the tools discussed in the Hermeneutics course for any word the student will decide related to the term paper passage the student chooses from Romans (see below on the term paper). The study should be three to four pages, single-spaced, 12 point Times, one-inch margins, using the format presented in the Hermeneutics class. The header information should look like the example at the end of this syllabus, but with correct margins. Information on how to do a word study and a sample word study is on Dr. Stevens’s Romans class webpage.
- **Term Paper.** The paper will be based upon a passage in Romans chosen by the student and approved by the professor. The paper should be Turabian style, 20–22 double-spaced pages, plus preliminaries (title, blank, contents) and a bibliography of a **minimum of 25** modern, critical, academic resources, a **minimum of 10 of which must come from the “VIII. Additional Resources” list above.** A penalty of 5 points/day will be assessed for late papers. Note that an example of a properly formatted paper with bookmarks to discussions of Turabian form can be downloaded from Dr. Stevens’s homepage: <http://www.drkoine.com>.
- **Final Average**

Yinger review =	05%	translations =	10%
Richards review =	05%	reading quizzes =	10%
background study =	05%	term paper =	20%
word study =	05%	exams =	40%

XI. TERM PAPER OUTLINE:

The paper's required outline is given in detail below:

Introduction—build interest; indicate the purpose for the paper, the general nature of the passage being studied, and the exegetical promise of the passage

Chapter 1: Text and Historical Background

- (1) *Text*—provide your translation with verse numbers and paragraph divisions, including a *summary of the results* (not the entire word study) of one theologically or historically significant term in the passage
- (2) *Historical Background*—give historical background material pertinent to the specific book and author and the particular passage being studied; include a *summary of the results* (not the entire background study) of one background topic that assists in exegesis of the passage

Chapter 2: Exegetical Analysis

- (1) *Literary Context*—overview the literary context in terms of placement of the passage in the immediate and larger outline of the letter
- (2) *Literary Analysis*—indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses
- (3) *Central Theme*—state the central theme of passage in one concise sentence as supported by the exegetical analysis and then expand on the idea; indicate a central biblical truth supported by the passage to guide teaching and preaching

Chapter 3: Practical Application

- (1) *Title*—give a title for the practical application that either invokes a key idea or teases the audience with an interesting angle (not cutesy or trite, though, such as silly puns or simplistic play on words)
- (2) *Truth*—the central bible truth or Christian living key to come from studying or preaching this passage, derived directly from the theme indicated above
- (3) *Objective*—a clear, concise, short statement of a.) desired lesson or sermon outcome and b.) appropriate audience response
- (4) *Outline*—not the same as the exegetical outline, which follows grammar and logic flow, this outline is based upon the exegetical work but is developed *topically* or *logically* for teaching or preaching the passage
- (5) *Development*—if a bible study, this would include your opening attention getter or illustration or activity, and a fleshing out of the outline with points and appropriate illustrations; if a sermon, this would be your opening attention getter or audience rapport device, and a fleshing out of your sermon outline with points and appropriate illustrations
- (6) *Conclusion*—if a bible study, this would include your final illustration, activity, or teaching aid that reinforces the focal truth; if a sermon, this would be your specific conclusion and challenge for response (illustration, story, etc.)

XII. ASSIGNMENTS:

WEEK	Session 1	Session 2
Week 1: Jan. 22	Gospel of God; Intro to Class <ul style="list-style-type: none"> • Watch the following narrated presentations online prior to class: • The Gospel of God: Old Testament • The Gospel of God: New Testament 	Paul: Life and Mission <ul style="list-style-type: none"> • Read Gal. 1:1–2:21; Phil. 3:2–11; 1 Cor. 15:3–11; Acts 9:1–31; 15:1–41; 28:11–31 • Betz, “Paul,” AYBD, 5:186–201
Week 2: Jan. 29	Paul: Message <ul style="list-style-type: none"> • Stegner, “Jew,” IVP-PL: 503–511 • Yinger Book Review Due 	Romans: Intro 1 <ul style="list-style-type: none"> • Reumann, “Romans,” EDB:1135–38 • Myers, “Romans,” AYBD, 5:816–30
Week 3: Feb. 5	Romans: Intro 2 <ul style="list-style-type: none"> • Hultgren: 1–34 • Richards Book Review Due 	Rom 16:1–27 <ul style="list-style-type: none"> • <i>Translate Rom 16:1–7</i> • Hultgren: 567–604; A8: 699–704 • BGM: 166–72 (Mathew)
Week 4: Feb. 12	MARDI GRAS	Rom 1:1–7 <ul style="list-style-type: none"> • <i>Translate Rom 1:1–7</i> • Hultgren: 35–58 • BGM: 31–37 (Hill)
Week 5: Feb. 19	Rom. 1:8–15 and 15:14–33 <ul style="list-style-type: none"> • <i>Translate Rom 1:13–15; 15:22–29</i> • Hultgren: 58–70; 535–66 • BGM: 158–65 (Briones) 	Rom 1:16–17 <ul style="list-style-type: none"> • <i>Translate Rom 1:16–17</i> • Hultgren: 70–84; A1: 605–15
Week 6: Feb. 26	Rom 1:18–32 <ul style="list-style-type: none"> • <i>Translate Rom 1:18–27</i> • Hultgren: 85–110; A2: 616–22 • BGM: 38–5 (Linebaugh) 	SECTIONAL EXAM 1
Week 7 Mar. 5	Rom 2:1–3:20 <ul style="list-style-type: none"> • <i>Translate Rom 2:26–29</i> • Hultgren: 110–147 • BGM: 46–51 (Whittle) • BGM: 52–58 (Maston and Sherwood) 	Rom 3:21–26 <ul style="list-style-type: none"> • <i>Translate Rom 3:21–26</i> • Hultgren: 149–66 • Hultgren: A3: 623–61; A4: 662–75 • BGM: 59–65 (Linebaugh)
Week 8 Mar. 12	Rom 3:27–4.25 <ul style="list-style-type: none"> • <i>Translate Rom 4:17–25</i> • Hultgren: 166–95 • BGM: 66–72 (Kamell) 	Rom 5:1–11 <ul style="list-style-type: none"> • <i>Translate Rom 5:1–2</i> • Hultgren: 197–217; A5: 676–80 • BGM: 73–79 (Mathews)
Break Mar. 19–23	SPRING BREAK	
Week 9 Mar. 26	Rom 5:12–21 <ul style="list-style-type: none"> • <i>Translate Rom 5:18–21</i> • Hultgren: 218–40 • BGM: 80–86 (Worthington) 	Rom 6:1–7:6 <ul style="list-style-type: none"> • <i>Translate Rom 6:1–5</i> • <i>Background Study Due</i> • Hultgren: 240–74 • BGM: 87–92 (Dodson)

Week 10 April 2	Rom 7:7–25 • <i>Translate Rom 7:19–25</i> • Hultgren: 274–94; A6: 681–91 • BGM: 93–99 (Maston)	Rom 8:1–17 • <i>Translate Rom 8:7–11</i> • Hultgren: 294–319 • BGM: 100–07 (Wells)
Week 11 April 9	Rom 8:18–39 • <i>Translate Rom 8:18–25; 28–30</i> • Hultgren: 319–45 • BGM: 108–14 (Blackwell)	SECTIONAL EXAM 2
Week 12 April 16	Rom 9:1–29 • <i>Translate Rom 9:22–26</i> • Hultgren: 347–74 • BGM: 115–21 (McFarland)	Rom 9:30–10:21 • <i>Translate Rom 9:30–33; 10:1–4</i> • Hultgren: 374–96 • BGM: 122–28 (Lincicum)
Week 13 April 23	Rom 11:1–24 • <i>Translate Rom 11:1–7</i> • <i>Word Study Due</i> • Hultgren: 396–413	Rom 11:25–36 • <i>Translate Rom 11:25–32</i> • Hultgren: 413–33 • BGM: 129–35 (Goodrich)
Week 14 April 30	Rom 12:1–21 • Hultgren: 435–63; A7: 692–98 • BGM: 136–42 (Dunson)	Rom 13:1–14 • Hultgren: 465–94 • BGM: 143–50 (Pinter)
Week 15 May 7	Rom 14:1–15:13 • Hultgren: 495–534 • BGM: 151–57 (Gupta)	Paper Due
Week 16 May 14–18	FINAL EXAM Mon., May 14, 2:00–4:00 pm	

XIII. EXAMPLE FORMATS:

A. Example Format—Book Review:

Your Name
Book Review
Date

Romans (Greek)
Spring 2017
Dr. Gerald L. Stevens

Bibliographical entry of book for review here.

1. About the Author

Find the book jacket and give biographical information about the author. Google the author's name, or check Amazon.com, and update the jacket information with additional material you discover about the author.

2. Book Report

Summarize the book in terms of the major sections of the table of contents. Then, give a brief critique of the book in terms of the expressed purpose of the author.

B. Example Format—Background Study:

Your Name	Romans (Greek)
Background Study	Spring 2017
Date	Dr. Gerald L. Stevens
<p>“Your Background Topic Title” Your Text Reference</p>	
<p>1. General Historical Background</p> <p>This would be a discussion of the general background of that topic. If the student were doing a background on the topic of slavery, for example, one would overview the history of slavery in the ancient world, then in the Roman empire in particular.</p>	
<p>2. Immediate Background</p> <p>This would be the more specific background of the book of Romans, its author, date, and composition. Other issues would be that one could overview the Edict of Claudius and its impact on the social makeup of the church in Rome. Again, one could cover the background of the sociology of house churches in early Christianity, particularly in Rome. One could survey the reign of the emperor Nero, particular the early and late stages of this reign.</p>	

C. Example Format—Word Study:

Your Name	Romans (Greek)
Word Study	Spring 2017
Date	Dr. Gerald L. Stevens
<p>Your Greek Word Your Text Reference</p>	
<p>1. Diachronic Analysis (Etymology and History)</p> <p>This would be a discussion of the use of the word through time. The report outline would follow the traditional periods of analysis as given in the Hermeneutics class.</p>	
<p>2. Immediate Background (Contemporary and Contextual)</p> <p>This would be the analysis of the contextual use of the word within the New Testament. The report outline would follow the form suggested in Hermeneutics class.</p>	

XIV. BIBLIOGRAPHY:

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