

NTGK 9420/OTHB 9420 Ph.D Seminar: Biblical Intertextuality
Dr. Archie England and Dr. Charles Ray
New Orleans Baptist Theological Seminary
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Seminary Mission Statement

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

Course Purpose, Core Value Focus, and Curriculum Competencies

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately.

Course Description

The seminar entitled Biblical Intertextuality is a directed doctoral-level research seminar investigating textual relationships between the Old and New Testaments. Specifically, the seminar focuses on the New Testament's author's use of quotations, allusions, and echoes from the Old Testament.

Student Learning Outcomes:

1. The student will develop a working knowledge of the history, methods, and current status of the field of biblical intertextuality. Focus will be placed on issues of unity and diversity between the two testaments, the hermeneutics of early Judaism and early Christianity, as well as the tendencies of various New Testament witnesses in handling Old Testament texts.
2. The student will be able to articulate through research, writing, and oral presentation the discrete witness of each testament, and to propose how to relate each testament to the other. Both historic and contemporary models will be considered and evaluated.
3. The student will produce an intertextual study of a New Testament passage, which uses an Old Testament passage; the study will use skills that reflect historical and text-critical sensitivity to the diachronic and hermeneutical process, as well as a textual and theological sensitivity and sophistication with regard to the New Testament usage of the passage.

Course Teaching Methods:

This course will involve students reading assigned books and journals, preparing assigned reports, participating in scholarly discussion, and writing and presenting assigned papers. The professors will guide the students in completing this process.

Course Requirements:

Reading Assignments. All students will read selected textbooks that cover foundational issues such as the continuity and discontinuity between the testaments, hermeneutical approaches in early Judaism and Christianity, the influence of the Septuagint on the hermeneutical process, as well as the various methods currently used in intertextuality. The following textbooks are to be read by all students:

- Evans, Craig A., ed. *From Prophecy to Testament: The Function of the Old Testament in the New*. Peabody, MA: Hendrickson Publishers, 2004
- Fewell, Danna Nolan, ed. *Reading between Texts: Intertextuality and the Hebrew Bible* (Louisville: Westminster/John Knox Press, 1992)
- Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989; reprint, 1993.
- Longenecker, Richard N. *Biblical Exegesis in the Apostolic Period*, 2d ed. (Grand Rapids: Eerdmans Publishing Company, 1999)

Dissertation Reviews. Each student will download from ProQuest a dissertation from the list below. No dissertation may be reviewed by more than one student. Students are responsible for requesting approval from the professor by e-mail. Dissertations will be approved on a first-come basis. Each student will write an 7-10 page, single-spaced abstract and a critique of the dissertation. Copies of the review will be distributed on the day the dissertation is discussed. Each student will lead the seminar in a 30 minute discussion of the dissertation emphasizing the research problem, state of research, methodology, conclusions reached, and contributions to the study of intertextuality.

- Intertextuality in Isaiah 24--27: The reuse and evocation of earlier texts by **Hibbard, James Todd**, PhD, UNIVERSITY OF NOTRE DAME, 2003
- Framing the book of the twelve: Connections between Hosea and Malachi (Intertextuality, Prophets) by **Tooze, George Andrew**, PhD, THE ILIFF SCHOOL OF THEOLOGY AND UNIVERSITY OF DENVER, 2002
- Joel's use of scripture and the scripture's use of Joel: A study in the appropriation and resignification of scripture in Second Temple Judaism and early Christianity by **Strazicich, John**, PhD, FULLER THEOLOGICAL SEMINARY, SCHOOL OF THEOLOGY, 2004
- Jesus and the temple: The narrative role of the temple in the Gospel of Mark by **Gray, Timothy C.**, PhD, THE CATHOLIC UNIVERSITY OF AMERICA, 2006

The contribution of the Isaiah quotations to Paul's argument in Romans 9—11, by **Pinto, Carlos Osvaldo Cardoso**, PhD, DALLAS THEOLOGICAL SEMINARY, 2003
Complex prose: The poetics of allusion in the epistles of Pliny the Younger (Roman Empire) by **Marchesi, Ilaria**, PhD, RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK, 2002
Intertextuality and ideology in the Hagar narratives
by **Nikaido, Scott Ken**, PhD
UNIVERSITY OF CALIFORNIA, BERKELEY, 2002
Where to live: The hermeneutical significance of Paul's citations from scripture in Galatians 3:1--14 (Saint Paul) by **Wakefield, Andrew Hollis**, PhD, DUKE UNIVERSITY, 2000

Book Reviews. Each student will prepare a 7 to 10 page, single-spaced book review. The book review will consist of three parts: 1) Briefly sketch the author's career and significance in the field of intertextuality. 2) Summarize the contents of the book in paragraph fashion; noting the main tenets and/or arguments. 3) Evaluate the book in dialogue with other critical reviews and the relevance of the author's contribution to the ongoing dialogue in biblical studies. Each student will lead the seminar in a 30 minute discussion of the book.

The following books will be reviewed. You may email Dr. Ray your first choice.

Beale, G.K., ed. *The Right Doctrine from the Wrong Text: Essays on the Use of the Old Testament in the New*. Grand Rapids, MI: Baker Books, 1994.

Brodie, Thomas L. *The Birthing of the New Testament: The Intertextual Development of the New Testament Writings*. Sheffield Phoenix Press, 2004

Ellis, E. Earle. *The Old Testament in Early Christianity: Canon and Interpretation in the Light of Modern Research*, WUNT 54, Tübingen: Mohr Siebeck, 1991.

Fishbane, Michael. *Biblical Interpretation in Ancient Israel*. Oxford: Clarendon Press, 1985.

Flint, Peter W, ed. *The Bible at Qumran: Text, Shape, and Interpretation*. Grand Rapids: Eerdmans Publishing Company, 2001.

Goppelt, Leonhard. *Typos: The Typological Interpretation of the Old Testament in the New*. Translated by Donald H. Madvig. Grand Rapids: Eerdmans, 1981.

Porter, Stanley E. *Hearing the Old Testament in the New Testament* (McMaster New Testament Studies) Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2006.

Schultz, Richard. *The Search for Quotations: Verbal Parallels in the Prophets*. Journal for the Study of the Old Testament Supplement Series, no. 180. Edited by David J. A. Clines and Philip R. Davies. Sheffield: Sheffield Academic Press, 1999.

Major Papers. Each student will prepare a 30 page, single-spaced research paper. These papers will be descriptive in nature. The student will describe and dialogue with hermeneutical approaches, textual traditions (e.g., LXX), and various intertextual tendencies of New Testament writers. A copy of the completed paper must be distributed to each seminar member and the professor **one week in advance** of the presentation date. One hour will be given to the presentation, response, and discussion of each paper.

The research paper should include 1) the definition and scope of the topic, 2) seminal figures in the history of research, 3) analysis and explanation of prominent issues and debates, 4) specific relevance to the study of the relationship between the two testaments, and 5) a full and up-to-date bibliography.

You may choose from the various topics listed below. Email your first choice to Dr. Ray. Responders to the paper will be assigned by the professors.

1. Intertextuality in the Old Testament wisdom literature
2. Intertextuality in the Old Testament prophets (8th century to exile)
3. Qumran and Midrash as an interpretative tradition.
4. Intertextuality in the Synoptic Gospels
5. Intertextuality in the Johannine writings
6. Intertextuality in the Pauline writings
7. Intertextuality in Catholic epistles

Professional Papers. Each student will prepare a 15-20 page, double-spaced professional paper. These papers will be interpretive and creative. The student will demonstrate original research on the intertextual relationship between an Old Testament and New Testament text. The intent of the seminar directors is that the student will be able to present his paper in a professional meeting, such as the Evangelical Theological Society or the Society of Biblical Literature. Once again, a copy of the completed paper must be distributed to each seminar member and the professor **one week in advance** of the presentation date. One hour will be given to the presentation, response, and discussion of each paper.

The professional paper will feature the use of linguistic tools and the application of intertextual methodology. The paper should include 1) a statement of the problem or issue regarding the text chosen, 2) thorough exegesis of the text and its quotation/allusion (must include working with the Hebrew, LXX, and NT Greek texts), 3) a creative and unique proposal regarding the intertextual relationship and its theological significance, and 4) a full and up-to-date bibliography.

Final Project. To be explained in seminar.

Course Evaluation: Each student will be evaluated on the basis of 1) participation in the seminar discussion, 2) preparation and presentation of the dissertation and book reviews, 3) quality of the research paper, 4) presentation of the research paper and its revision if necessary, and 5) thoroughness, promptness, and critical awareness. Each item will be weighted equally in the evaluation of each student.

Seminar Schedule

Aug. 23	History of Research – Background Readings: Fewell/Hays
Aug. 30	History of Research – Background Readings: Longenecker/Evans
Sept. 6	Dissertation Reviews (1-4)
Sept. 13	Dissertation Reviews (5-8)
Sept. 20	Book Reviews (1-4)
Sept. 27	Book Reviews (1-4)
Oct. 4	Major Papers (1-2)
Oct. 11	Major Papers (3-4)
Oct. 18	Major Papers (5-6)
Oct. 25	Major Paper (7) Professional Paper (1)
Nov. 1	Professional Papers (2-3)
Nov. 8	Professional Papers (4-5)
Nov. 15	No Seminar: ETS and SBL Meetings
Nov. 22	Thanksgiving
Nov. 29	Professional Papers (6-7)
Dec. 6	Final Project and Dialogue

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Articles

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