



**NTGK 9420/OTHB 9420 Ph.D
Seminar
Biblical Intertextuality
New Orleans Baptist Theological
Seminary
Fall 2020
Wednesday: 8:15-10:45 AM**

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Believing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit our lives to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000.
2. **Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.
3. **Mission Focus:** Our Seminary does not exist merely to get an education or to give an education. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

4. **Characteristic Excellence:** We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

5. **Servant Leadership:** We follow the model of Jesus to exert leadership through nurturing and encouraging those around us.

The emphasis this year is on **Mission Focus**

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:

Allen, Graham. *Intertextuality: The New Critical Idiom, 2d ed.* London: Routledge, 2011.

Kaiser Jr., Bock, Enns. *Three Views on the New Testament Use of the Old Testament: Counterpoints: Bible & Theology.* Grand Rapids: Zondervan, 2007.

Beale, G. K. *Handbook on the New Testament use of the Old Testament: Exegesis and Interpretation.* Grand Rapids: Baker Academic, 2012.

Beale, G. K., *The Right Doctrine from the Wrong Texts?: Essays on the Use of the Old Testament in the New.* Grand Rapids: Baker Academic, 1994.

Hays, Richard B. *Echoes of Scripture in the Letters of Paul.* New Haven: Yale University Press, 1989; reprint, 1993.

Hays, Richard B. *Echoes of Scripture in the Gospels.* Waco: Baylor University Press, 2017.

Hays, Richard B. *Reading with the Grain of Scripture.* Grand Rapids: Eerdmans, 2020. (Forthcoming, so depends on availability.)

Porter, Stanley E. *Sacred Traditions in the New Testament: Tracing Old Testament Themes in the Gospels and Epistles.* Grand Rapids: Baker Academic, 2016.

Blog Entries:

https://docs.google.com/document/d/1AnC_ASel6bK6Mbj4O8ozej1xTSj1mv4bk88VTjnoA8/edit?usp=sharing

Richard Schultz Article:

See above blog data.

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.

8/26 Meet and Greet and Sign Up

Blog Entries:

https://docs.google.com/document/d/1AnC_ASe16bK6Mbj4O8ozej1xTSj1mv4bk88VTjnoA8/edit?usp=sharing

Richard Schultz Article:

See above blog data.

Book critiques. (TBD on first day of class)

9/2:

Kaiser, *Three Views*

Beale, *Handbook*

Beale, *Right Doctrine, Wrong Text*

9/9:

Hays, *Echoes of Scripture in the Letters of Paul*

Hays, *Echoes of Scripture in the Gospels*

(get a hold of the forthcoming *Reading with the Grain of Scripture*)

9/16:

Porter, *Sacred Traditions*

9/23:

Schultz's article: addressing the apologetic pros and cons for intertextuality

Exegesis of the following intertextual pairs (Choose one pair):

Hosea 11:1 and Matt 2:15

Isaiah 7:14; 9:6-7 and Matt 1:21-23

Eph 4:8 and Psalm 68:18

Psalm 22 and synoptics and John 19:24

Hosea 13:9-11 and 1 Sam 8

Short research projects. (Students must cycle through each category)

9/30

Intertextuality in the Gospel of John

Creation

Q _____

prophets _____

C _____

writings _____

A _____

G/GE _____

E _____

Paul _____

10/7

Intertextuality in the book of Hebrews

Covenant

Q _____

prophets _____

C _____

writings _____

	A _____	G/GE _____
	E _____	Paul _____
10/14	Intertextuality in a selection of the Pauline corpus	Redemption
	Q _____	prophets _____
	C _____	writings _____
	A _____	G/GE _____
	E _____	Paul _____
10/21	<i>Fall Break</i>	
10/28	Intertextuality and the Apocalypse	Kingdom
	Q _____	prophets _____
	C _____	writings _____
	A _____	G/GE _____
	E _____	Paul _____
11/4	ETS/SBL-length presentation papers _____	
	<i>Respondent:</i> _____	
11/11	ETS/SBL-length presentation papers _____	
	<i>Respondent:</i> _____	
11/18	<i>No meeting for annual ETS/SBL</i>	
11/25	<i>Thanksgiving</i>	
12/2	ETS/SBL-length presentation papers _____	
	<i>Respondent:</i> _____	
12/9	ETS/SBL-length presentation papers _____	
	<i>Respondent:</i> _____	

ETS/SBL-length presentation papers: 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. Following the presentation, a designated respondent will present a critical evaluation of the

paper. Be rigorous; be fair; and be professional (never demeaning).

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.

Course Evaluation:

Each student will be evaluated on the basis of 1) participation in the seminar discussion, 2) preparation and presentation of the book reviews, 3) quality of the research attempted in the exegetical and meta-narrative investigations, 4) quality, thoughtfulness, thoroughness (critical awareness), logical development, and presentation of an intertextual problem as a professional paper. Each item will be weighted equally in the evaluation of each student.

Seminar Schedule

Date	Seminar Topic
8/26	Graham Allen Intertextuality, plus pre-read or skim all blog entries from the attached list compiled by your professors https://docs.google.com/document/d/1AnC_ASel6bK6Mbj4O8ozej1xTSj1mv4bk88VTjnoA8/edit?usp=sharing
9/2	Kaiser : Three Views; Beale Handbook + Beale, Right Doctrine, Wrong Text
9/9	Richard Hays: Echoes of Scripture in the Letters of Paul, Echoes of Scripture in the Gospels, Reading with the Grain of Scripture
9/16	Stan Porter, <i>Sacred Traditions</i>
9/23	Richard Schultz article (Hosea 11:1; Matt 2:15) (Isaiah 7:14; 9:6-7; Matt 1:221-23) (Eph 4:8; Psalms 68:18) (Psalm 22; synoptics & John 19:24) (Hos 13:9-11; 1 Sam 8); Apologetic pros and cons for intertextuality
9/30	Intertextuality in the Gospel of John Creation
10/7	Intertextuality in the book of Hebrews Covenant

10/14	Intertextuality and a selection of the Pauline corpus Redemption
10/21	Fall Break
10/28	Intertextuality and the apocalypse Kingdom
11/4	Student Paper #1
11/11	Student Paper #2
11/18	ETS
11/25	Thanksgiving
12/2	Student Paper #3
12/9	Student Paper #4
TBD	Focusing on 1 or 2 books and doing extensive research on 1 or 2 books

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Articles

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