

**NEW TESTAMENT DOCTORAL SEMINAR**  
**NTGK9436 New Testament Exegesis: Romans**  
**Dr. Gerald L. Stevens**  
**Summer 2012**

**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 VALUES:**

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. The core value for NOBTS this year is Characteristic Excellence.

**III. KEY COMPETENCIES:**

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

**IV. COURSE DESCRIPTION:**

The exegetical doctoral seminars are designed for intensive exegetical work in selected portions of the New Testament. Attention is given to such introductory matters as date, authorship, occasion, and purpose. Exegesis of the Greek text is made with the help of the best critical literature available.

**V. COURSE OUTCOMES:**

*Knowledge*

Students who complete this course successfully should:

- Know a biographical outline of Paul's life and letters, with special focus on the historical background to letter to the Romans
- Know the major issues in the critical study of Paul's life and letters as these impact an interpretation of Romans
- Know the structural outline of the letter of Romans as presented in class and given in a class handout

*Attitudes*

Students who complete this course successfully should:

- Appreciate the richness of Romans for Christian doctrine over the centuries
- Recognize the importance of original language for sound exegesis

- Be more confident in interpreting Romans

### *Skills*

Students who complete this course successfully should be able to:

- Dialogue intelligently over current issues in Pauline study, as well as in the study of Romans in particular
- Provide critical commentary of any section of Romans demonstrating interaction with the text, an understanding of class lecture, and of commentary reading
- Participate in regional and national professional meetings, such as ETS and SBL, and be ready to present paper proposals for these meetings

## VI. PROFESSOR'S WEBSITE:

Dr. Stevens's personal website is:

<http://www.drkoine.com>

This website is for students in classes taught by Stevens. The site has a dual purpose: (1) to provide personal information about Dr. Stevens for his students to get to know their professor in more dimensions than just a classroom, and (2) to support his seminary teaching. The personal pages include background, family, photography, and music. The professional pages include Dr. Stevens's published textbooks, the courses he teaches with related files for downloading, travelogues of educational travel videos, podcasts, and blogs.

## VII. ASSIGNMENTS:

- (1) **Introductory Material:** mastery of introductory material, using both Fitzmyer (Anchor) and Dunn (Word)
- (2) **Text Summaries:** typed, single-spaced, *two-page summaries* of each book on the assigned dates with *copies for all seminar participants*
- (3) **Journal Summaries:** typed, single-spaced, *one page summary* for each of two up-to-date journal articles related to your major paper on the assigned dates with *copies for all seminar participants*
- (4) **Greek Translation:** a working knowledge of the assigned portions of the *Greek text* of Romans, including preparation to read and lead in seminar discussion at any point in exegesis, and familiarity with assigned commentary readings
- (5) **Major Paper:** a seminar paper on a topic integral to the critical study of Romans, *all papers due on the same date*, as indicated in the syllabus with *copies for all seminar participants*. Use Turabian style, sixth edition, as supplemented by those form conventions in place at this institution (e.g., title page, single spaced), and the SBL Style Guide. Successive seminar meetings will be discussions of these papers on assigned dates.
- (6) **Paper Critiques:** typed, single spaced, *two-page critiques* of each seminar paper covering form, style and content with *copies for all seminar participants*
- (7) **Lead Critique:** a typed, single-spaced, four-page *lead critique* of *one* seminar paper, as assigned in the syllabus, with *copies for all seminar participants*. This student will lead the discussion of that seminar paper on the assigned date. (When due, this is in lieu of the regular, two-page paper critique.)
- (8) **Seminar Participation:** active participation in seminar discussion is an integral ingredient to the seminar grade
- (9) **Final Exam:** comprehensive

**VIII. MEETINGS:**

Seminar meetings are bi-monthly on Tuesdays, starting in May. The last meeting (July 31) is the final exam. The seminar will meet in the professor's home. A two-hour break for lunch is included in the schedule. Meeting dates are as follows:

- May 15, 29
- June 12, 26
- July 10, 24, 31

Each meeting will have a morning and afternoon session:

- Session 1: 8:30–11:30 AM
- Session 2: 1:30–4:30 PM

**IX. TEXTS:**

- (1) *Greek New Testament*, 4th edition
- (2) Robert Jewett, *Romans: A Commentary*, in *Hermeneia—A Critical and Historical Commentary on the Bible*, Eldon Jay Epp, ed. (Minneapolis: Fortress Press, 2007)
- (3) E. Randolph Richards, *Paul and First-Century Letter Writing*
- (4) Harry Gamble, Jr., *The Textual History of the Letter to the Romans: A Study in Textual and Literary Criticism*
- (5) Karl P. Donfried, *The Romans Debate: Revised and Expanded*
- (6) A. J. M. Wedderburn, *The Reasons for Romans*
- (7) H. Christiaan Beker, *Paul the Apostle: The Triumph of God in Life and Thought*
- (8) E. P. Sanders, *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*
- (9) N. T. Wright, *The Resurrection of the Son of God*
- (10) Frank Thielman, *Paul and the Law*
- (11) Bruce W. Longenecker, ed., *Narrative Dynamics in Paul*
- (12) Francis Watson, *Paul and the Hermeneutics of Faith*
- (13) Stanley K. Stowers, *A Rereading of Romans*

**NTGK9436–ROMANS SEMINAR SCHEDULE (SPRING 2008)**

<b>WEEK 1</b> May 15 Session 1	(1) Organization of seminar (2) Discussion of <b>Richards</b> , <i>Paul and First-Century Letter Writing</i> (3) Discussion of <b>Gamble</b> , <i>The Textual History of the Letter to the Romans</i> (4) Discussion of Jewett, introductory material (5) <b>Romans 16</b> (translation and exegesis): Jewett
Session 2:	(1) <b>Rom. 1:1–15; Rom. 15:14–33</b> (translation and exegesis) (2) Discussion of <b>Wedderburn</b> , <i>The Reasons for Romans</i> (3) Discussion of <b>Donfried</b> , <i>The Romans Debate</i>
<b>WEEK 2:</b> May 29	(1) <b>Rom. 1:16–32</b> (translation and exegesis) <i>Meeting: Wed. 8:00–10:30 AM</i> (2) Discussion of <b>Beker</b> , <i>Paul the Apostle</i>
Session 2	(1) <b>Rom. 2:1–3:20</b> (translation and exegesis) (2) Discussion of <b>Sanders</b> , <i>Paul and Palestinian Judaism</i>
<b>WEEK 3:</b> June 12	(1) <b>Rom. 3:21–26</b> (translation and exegesis) (2) Discussion of <b>Wright</b> , <i>The Resurrection of the Son of God</i>
Session 2	(1) <b>Rom. 3:27–4:25</b> (translation and exegesis) (2) Discussion of <b>Longenecker</b> , <i>Narrative Dynamics in Paul</i>
<b>WEEK 3:</b> June 26	(1) <b>Rom. 5:1–7:25</b> (translation and exegesis) (2) Journal articles due (3) Discussion of <b>Thielman</b> , <i>Paul and the Law</i>
Session 2	(1) <b>Rom. 8:1–39</b> (translation and exegesis) (2) Discussion of <b>Watson</b> , <i>Paul and the Hermeneutics of Faith</i>
<b>WEEK 4:</b> July 10	(1) <b>Rom. 9:1–11:36</b> (translation and exegesis) (2) Discussion of <b>Stowers</b> , <i>A Rereading of Romans</i> (3) Discussion of SBL Style: Front matter—title page, table of contents, etc.
Session 2	(1) <b>Rom. 12:1–13:14</b> (translation and exegesis) (2) Discussion of SBL Style: Body—headings, notes; End matter—bib., etc.
<b>WEEK 5:</b> July 24	(1) <b>Rom. 14:1–15:13</b> (translation and exegesis) (2) Major papers due
Session 2	(1) Paper: _____ Discussion Leader: _____ (2) Paper: _____ Discussion Leader: _____ (3) Paper: _____ Discussion Leader: _____ (4) Paper: _____ Discussion Leader: _____ (5) Paper: _____ Discussion Leader: _____ (6) Paper: _____ Discussion Leader: _____ (7) Paper: _____ Discussion Leader: _____
<b>WEEK 6:</b> July 31	SEMINAR FINAL EXAM

## ROMANS STRUCTURE (© 2012 Gerald L. Stevens)

Two verses serve to set up the structure of Romans, Rom. 11:32 and Rom. 12:1. These verses emphasize the coherent thought of divine grace. The main theme is the universal gospel calling the whole world to obedience to Jesus Christ. Thus, in brief, we have:

- Main Theme: The Universal Gospel
- Coherent Thought: The Divine Grace
- Part One: Theological Development of Main Theme (Romans 1–8)  
*Structure Verse: Rom. 11:32* (“For God has shut up all in disobedience that he might show mercy . . .”)
- Part Two: Historical Development of Main Theme (Romans 9–11)  
*Structure Verse: Rom. 11:32* (“ . . . to all.”)
- Part Three: Practical Development of Main Theme (Romans 12–15)  
*Structure Verse: Rom. 12:1* (“I beseech you therefore . . . by the mercies of God”)

### Romans Outline

#### Introduction (1:1-15)

#### Main Theme (1:16-17): The Universal Gospel

PART ONE: Theological Development of Main Theme (Romans 1-8)

#### I. The Universal Guilt in Disobedience (1:18-3:20)

(“For God has shut up all in disobedience . . .”)

- A. Disobedience against the Revealed Creator (1:18-32)
- B. Disobedience against the Revealed Law (2:1-3:20)

#### II. The Universal Grace in Jesus Christ (3:21-8:39)

(“ . . . that He might show mercy . . .”)

- A. Jesus Christ, the Righteousness of Faith (3:21-4:25)
- B. Jesus Christ, the Reign of Grace (5:1-8:39)

PART TWO: Historical Development of Main Theme (Romans 9-11)

#### III. The Universal Salvation in the Promise to Abraham (9:1-11:32)

(“ . . . to all.”)

- A. The Promise as Prevenient Grace (9:1-10:21)
- B. The Promise as Saving Remnant (11:1-32)

PART THREE: Practical Development of Main Theme (Romans 12-15)

#### IV. The Universal Basis of Daily Conduct (12:1-15:13)

(“I beseech you . . . by the mercies of God . . .”)

- A. Principles of Service (12:1-16)
- B. Principles of Submission (12:17-13:14)
- C. Principles of Edification (14:1-15:13)

#### V. The Universal Call to Cooperative Mission (15:14-33)

- A. The Gospel Call to Mission (15:14-21)
- B. The Gospel Call to Cooperation (15:22-29)
- C. Appeal for Prayers for Safety (15:30-33)

#### Conclusion (16:1-24)

#### Supplemental Doxology (16:25-27)

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