

NTGK 9420/OTHB 9420 Ph.D Seminar: Biblical Intertextuality
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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. The core value for this year is Spiritual Vitality.

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 the selected textbooks listed below. Students should come to seminar prepared to summarize the contents of the books, discuss the history of intertextuality, and dialogue about the major issues involved in the methodology.

- Allen, Graham. *Intertextuality*, 2d edition. The New Critical Idiom. London: Routledge, 2011.
- Enns, Peter. *Inspiration and Incarnation: Evangelicals and the Problem of the Old Testament*. Grand Rapids, MI: Baker Academic, 2005.
- Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989; reprint, 1993.
- Kaiser, Walter C., et al. *Three Views on the New Testament Use of the Old Testament*. Counterpoints: Bible and Theology. Grand Rapids, MI: Zondervan, 2008.

Students will be assigned individual chapters in the above books for which they will be responsible for leading the seminar discussion. See the chart following the seminar schedule.

Reflection. On the first day of class students will bring a two-page, single-spaced reflection of their understanding of the topic of intertextuality, along with five general journal articles on the topic written within the last five years.

Exhaustive Bibliographies. Each student will prepare an exhaustive bibliography of all the monographs, book chapters, or journal articles related to one of the areas listed below. List the twenty best sources and briefly explain why they were chosen. Copies of the exhaustive bibliography will be emailed to each student and the professors by the date listed in the syllabus. Topics will be assigned the first day of seminar.

1. Intertextuality in the Old Testament Law
2. Intertextuality in the Old Testament wisdom literature
3. Intertextuality in the Old Testament early prophets (Joshua through Kings)
4. Intertextuality in the Old Testament classical prophets, 835-681 BC
5. Intertextuality in the Old Testament classical prophets, 680-586 BC
6. Intertextuality in the exilic and post-exilic writings, 585-400 BC, and Qumran.

7. Intertextuality in the Synoptic Gospels
8. Intertextuality in the Gospel, letters of John, and the Revelation
9. Intertextuality in Acts
10. Intertextuality in Romans and Galatians
11. Intertextuality in the other Pauline writings
12. Intertextuality in Catholic Epistles

Dissertation Reviews. Each student will download from ProQuest a dissertation that uses the method of intertextuality. Dissertations must have been written within the past ten years. In approving dissertations preference will be given to non-SBC dissertations. 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 a 7-10 page, single-spaced abstract and a critique of the dissertation. Copies of the review will be emailed to each student and the professors prior to the beginning of the seminar meeting in which the dissertation is to be discussed. Be prepared to discuss a. the mechanics of the dissertation (research problem, state of research, etc.), b. how the methodology used in the dissertation fits into the scope of intertextuality, and c. an evaluation of the contents of the dissertation, including contributions to the fields of intertextuality and Biblical studies.

Survey Papers. Each student will prepare a 30 page, single-spaced 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 emailed to each seminar member and the professors **one week in advance** of the presentation date. Forty minutes will be given to the presentation and discussion of each paper.

The survey 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. Topics will be chosen on the first day of seminar.

1. Intertextuality in the Old Testament Law
2. Intertextuality in the Old Testament wisdom literature
3. Intertextuality in the Old Testament early prophets (Joshua through Kings)
4. Intertextuality in the Old Testament classical prophets, 835-681 BC
5. Intertextuality in the Old Testament classical prophets, 680-586 BC
6. Intertextuality in the exilic and post-exilic writings, 585-400 BC, and Qumran.

7. Intertextuality in the Synoptic Gospels
8. Intertextuality in the Gospel, letters of John, and the Revelation
9. Intertextuality in Acts
10. Intertextuality in Romans and Galatians
11. Intertextuality in the other Pauline writings
12. Intertextuality in Catholic Epistles

Group Presentations. Each group will prepare presentation on one of the topics listed below. Groups will be chosen the first seminar meeting. Sixty minutes will be given to the presentation and discussion of each paper.

Groups will briefly discuss the significant issues related to the topic in each of the genre areas listed above. Groups will then select one genre area where the related topic is most obvious and then choose one passage to examine in detail. A written report of the presentation should be distributed to the seminar three days before the presentation. Groups should be creative in their presentations.

Topics:

1. *Sensus plenior* and intertextuality
2. Eschatology and intertextuality
3. Application of OT Law not also found in the NT
4. Wilderness and intertextuality
5. Exodus/New Exodus and intertextuality
6. Wisdom and intertextuality

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 discussion of the dissertation reviews, 3) quality of the papers/presentations, 4) presentation of the papers and their revision if necessary, and 5) thoroughness, promptness, and critical awareness. Each item will be weighted equally in the evaluation of each student.

Seminar Schedule

Jan.	23	Background and Overview
Jan.	30	Allen. <i>Intertextuality</i>
Feb.	6	Enns. <i>Inspiration and Incarnation</i>
Feb.	13	Kaiser. <i>Three Views on the New Testament Use of the Old Testament</i> and Hays. <i>Echoes of Scripture in the Letters of Paul</i>

Feb. 20 Dissertation Reviews (Exhaustive bibliography due)

Feb. 27 Survey Papers 1 and 2

March 6 Survey Papers 3 and 4

March 13 Survey Papers 5 and 6

March 20 Survey Papers 7 and 8

March 27 **Spring Break**

April 3 **Good Friday**

April 10 Survey Papers 9 and 10

April 17 Survey Papers 11 and 12

April 24 Group Presentations 1 and 2

May 1 Group Presentations 3 and 4

May 8 Group Presentations 5 and 6

<u>Name</u>	Graham Allen	Peter Enns	Three Views	Richard Hays
Barnes, Cory	Chapter 1	Chapter 1		
Burnett, Megan	Chapter 1	Chapter 2		
Cooper, Mark	Chapter 2	Chapter 3		
Doss, Ray	Chapter 2	Chapter 4		
Hutchison, Ben	Chapter 3	Chapter 5		
Jensen, Leslie	Chapter 3		Chapter 1	
Nance, Allyson	Chapter 4		Chapter 2	
Richards, Brian	Chapter 4		Chapter 3	
Rose, Matthew	Chapter 5			Chapter 1
Sanders, Patricia	Chapter 5			Chapter 2
Turner, Dustin	Chapter 6			Chapter 3
Unsworth, Katherine	Chapter 6			Chapter 5

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Articles

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Books

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