



# Nazarene Theological Seminary

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## GRK871 – Romans (Greek) Block Fall 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Andy Johnson, Ph.D.  
Office: (816) 268-5485  
Office Hours: By appointment

Email: [ajohnson@nts.edu](mailto:ajohnson@nts.edu)

### ***Catalog Description***

Translation and exegesis of Romans. Attention will be given to syntax, style, and vocabulary.

### ***Course Narrative & Rationale***

It is difficult to overstate the impact that Paul's Epistle to the Romans has had on the Church throughout its history. Its canonical place at the beginning of the Pauline corpus has always given impetus for Christian interpreters to read the rest of the corpus through its lens—whether consciously or unconsciously, rightly or wrongly. From the time that Luther discovered a “new” way to read the phrase “the righteousness of God” (Rom 1:17) giving birth to the traditional Protestant view of justification, through the day of Wesley's “strangely warmed heart” while hearing the preface to Luther's commentary on Romans, on into the day when Barth dropped his (Romans commentary) bombshell on the theologians' playground, all the way down to the present day controversies over justification, Romans has not only nourished the Church; it has also been a scriptural flashpoint for heated disagreements. In this class, we'll be discussing some of those disagreements in the interpretation of this important letter, e.g., the meaning of important phrases like *dikaiosunē tou Theou* and *pistis Christou*, the proper background against which to hear the letter, Paul's view of Israel. We'll certainly be paying close attention to the Greek of Romans as our first task. However, we won't be able to do that without giving attention to how rhetorical, epistolary, socio-political, narrative, and theological aspects of Romans impact its translation, and therefore, the possibilities for the meaning of the epistle. Reading Romans in Greek can be a bit like going on a

journey—one of the most complex, frustrating, and (hopefully) joyfully transforming journeys of your life. Every time I take that journey, I learn something new. I invite you to join me on that journey this semester.

## **Degree Objectives Directly Addressed by This Course**

### **MDiv**

2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)

### **MA(TS)**

#### **General Academic Track**

1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course only addresses the student's knowledge of biblical studies directly but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to the material in Romans. See all course outcomes.)

#### **Research Track**

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See all course outcomes.)

### **MACE**

1. Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See all course outcomes.)

### **MAICS**

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See all course outcomes. Since all biblical interpretation [especially translation!] is in some sense "cross cultural," it requires familiarity with another culture to interpret/translate the Bible well.)

## **Course Outcomes**

Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated an ability to translate advanced grammatical constructions in Romans and to offer a compelling defense of your translation (R1, R3).
2. Demonstrated an awareness of how a translator's understanding of a variety of background issues impacts her translation (R1, R3).
3. Demonstrated an awareness of how a translator's theology and/or current ecclesial situation impacts his translation (R1, R3).
4. Demonstrated a basic understanding of the content and theology of this epistle (R1, R2, R3).

## **Required Texts & Course Materials**

A Greek New Testament.

Grieb, A. Katherine. *The Story of Romans: A Narrative Defense of God's Righteousness*. Louisville: Westminster/John Knox, 2002.

Rahlf's, Alfred. *Septuaginta*. (We will be referring to this fairly often. An electronic copy is acceptable.)

Choose one of the following commentaries in consultation with the instructor (the sooner you contact me, the more likely you are to get your first choice):

Byrne, Brendan. *Romans*. Sacra Pagina. Collegeville, MN: Liturgical, 1996.

Dunn, James D.G. *Romans 1-8*. Vol. 38A; *Romans 9-16* Vol. 38B. WBC. Dallas: Word Books, 1988.  
(Note that these are two separate volumes to buy.)

Fitzmyer, Joseph A. *Romans*. Anchor Bible. New York: Doubleday, 1993.

Hultgren, Arland J. *Paul's Letter to the Romans: A Commentary*. Grand Rapids: Eerdmans, 2011.  
(Closest rival to Jewett's commentary for being long [over 800 pages] recent, exhaustive, and critical.)

Jewett, Robert. *Romans: A Commentary*. Hermeneia. Minneapolis: Fortress, 2007 (Very long at around 1,000 pages but is the most recent, exhaustive, critical commentary on Romans available.)

Matera, Frank. *Romans*. Paideia: Commentaries on the NT. Grand Rapids: Baker Academic, 2010.  
Must be read together with Witherington.

Moo, Douglas. *The Epistle to the Romans*. NICNT. Grand Rapids: Eerdmans, 1996.

Witherington, Ben with Darlene Hyatt. *Paul's Letter to the Romans: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2004. Must be read together with Matera.

**Additional Required Reading:** There may occasionally be additional required reading assigned on an ad hoc basis. If there is, it will be made available through the NTS library or through Moodle and I will base a portion of your translation grade for the day on how well you demonstrate familiarity with it.

### **Recommended Websites**

<http://www.thepaulpage.com/>

One of the best overall websites on Paul, a part of the NT Gateway sites (see below).

<http://www.ntgateway.com/paul-the-apostle/romans/>

This is the Romans section of the NT Gateway site. NT Gateway is one of the best sites on the Web for generally reliable information on Romans and the rest of NT studies.

<http://www.torreys.org/bible/>

This is another one of the best overall websites for NT studies in general.

### **Course Outline**

See Course Calendar below.

### **Course Assignments & Requirements**

1. **Oral Translation/Discussion of Assigned Readings.** You will be expected to be able to orally translate any portion of the assigned passage for each class period, including any portion of the LXX that Paul may be rather obviously alluding to in the letter. After preparing your translation, read the corresponding section in the commentary you have chosen and any additional reading assigned for the session. You will be expected to be familiar with your commentator's positions on important exegetical issues and to be able to defend them or to defend alternate positions you have taken in your translation in dialogue with your

commentator. You will also be expected to be familiar with the additional assigned reading and be able to articulate how it might impact the way you translate/understand the text. You **may not** bring a written translation to class. Oral translation and discussion of the assigned reading missed due to unexcused absences may not be made up. You may earn up to 675 points over the semester for your oral translations and discussion of assigned readings. (Outcomes 1-3)

2. **Group Romans Written Summary and Class Presentation.** I will divide the class into groups, the number of which will depend on the number of students in the class. Each group will write a summary of the argument of Romans. It should be approximately 2,000-2,500 words (around 8-10 double-spaced pages). In order to do so, each group member should proceed as follows: Read Romans in English at least three times. For your readings, you should read from the NRSV, NIV, and CEB. Read Grieb's, *The Story of Romans* carefully. Then, *as a group*, write a summary in dialogue with Grieb (**avoiding long quotes** from her) making sure that you put chapter and verse references in parentheses in support of your summary statements. I will evaluate your group's written summary on the basis of: (1) how well it summarizes the argument of Romans; (2) how well it illustrates a conscious dialogue (whether in agreement or disagreement) with Grieb; (3) how well-written it is in terms of English grammar and syntax. Your group may earn up to 50 points for this part of the assignment. To submit this assignment, one group member should email the final version of it to me as an attached MS Word file by 11:55 PM on Thursday, September 22. If this written portion of the assignment is late, I will assign a letter grade penalty to it. I will not accept it at all unless I receive it prior to the class session on Monday, September 26.

Your group will be given a portion of the class period on September 26 to summarize the argument of Romans orally. I'll designate a particular portion of the epistle to each group member. Therefore, every group member will give a part of the group's oral summary of the argument of Romans. However, no one will know which portion of Romans they will have to summarize until I call on them to summarize their particular portion on behalf of their group. I will evaluate your group's oral summary on the basis of: (1) how well it summarizes the argument of Romans; (2) how well it illustrates a conscious dialogue (whether in agreement or disagreement) with Grieb. However, **you will not be allowed to simply read from your group's written summary**. Note carefully: If you do a poor job, it will not only affect your grade but the grade of your group members as well. **Your group** may earn up to 50 points for this part of the assignment.

I will also evaluate your individual presentation along the same lines as I evaluate your whole group's oral summary. You may earn up to 25 points for your individual performance in the presentation. The total number of points you may earn in connection with this assignment is 125. (Outcomes 1-3)

3. **Final Oral Exam.** On December 19 (and probably on December 12 as well) you will be given an oral exam over a passage or passages that may come from anywhere in Romans. It will consist of the same sort of activity as the daily oral translation/discussion of passages in Romans. I will explain this in more detail as the time approaches. You may earn up to 200 points for this exam. (Outcomes 1-4)

## ***Distribution of Student Learning Hours***

	<b>Hours</b>
Face-to-face Class Sessions	37
Participation in group	5
Reading	35
Writing	5
Translating	55
Exams & Quizzes	3
<b>TOTAL</b>	<b>140</b>

## ***Method for Submitting Assignments***

The single written assignment for this class is to be submitted to me as an attached MS Word file sent directly to my email at [ajohnson@nts.edu](mailto:ajohnson@nts.edu).

## ***Form and Style Expectations***

There are no style requirements for the single written assignment other than what is mentioned in the description of that assignment.

## ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

## ***Policy Regarding Attendance***

Since the majority of your grade is based on in-class oral translation, it is crucial that you attend class regularly and participate in the daily discussions. Attendance will be taken daily. An absence will only be excused in accordance with the guidelines established in the NTS catalogue. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. In general, if the absence is excused, you will have to submit a written translation of the assigned passage (or a section of it) with footnotes detailing your defense of grammatical constructions as well as giving evidence of a dialogue with your commentary. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

## ***Course Grading***

The final grade will be computed using the following point scale. There are 1,000 possible points.

675 points	Daily Oral Translations
50 points	Written Romans Group Summary
50 points	Romans Group Summary Oral Presentation
25 points	Individual Performance in Group Oral Presentation
200 points	Final Oral Exam

The following point scale will determine letter grades:

A	1,000-900
B	899-800
C	799-700
D	699-600
F	599-0

### ***Documented Learning Disabilities***

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

### ***Course Calendar (There may be additional reading assigned on an ad hoc basis.)***

<b>Date</b>	<b>Week</b>	<b>Assignment</b>
09/12	1	
09/19	2	Translation of select passages in Romans and read commentary Written group summary of Romans <b>due on Thursday, 9/22 at 11:55 PM</b>
09/26	3	Translation of select passages in Romans and read commentary Oral group translation due in class on 9/26
10/03	4	Translation of select passages in Romans and read commentary
10/10	5	Translation of select passages in Romans and read commentary
<b>10/17</b>	<b>6</b>	<b>Reading and Research Week: No Class</b>
10/24	7	Translation of select passages in Romans and read commentary
10/31	8	Translation of select passages in Romans and read commentary
11/07	9	Translation of select passages in Romans and read commentary
11/14	10	Translation of select passages in Romans and read commentary
<b>11/21</b>	<b>11</b>	<b>Professor attending professional meeting: No Class</b>
11/28	12	Translation of select passages in Romans and read commentary
12/05	13	Translation of select passages in Romans and read commentary
12/12	14	Translation of select passages in Romans and read commentary and/or Oral Final Exam
12/19	<b>Finals Week</b>	Oral Final Exam

## ***Selected English Commentary Bibliography (excluding the ones listed above)***

- Barrett, C.K. *The Epistle to the Romans*, Harpers New Testament Commentary. New York: Harper & Row, 1957. (2nd ed. Blacks New Testament Commentary. Peabody, MA: Hendrickson Publishers, 1991).
- Barth, Karl. *The Epistle to the Romans*, E.T. London: Oxford University Press, 1933.
- Bray, Gerald. ed. *Romans. Ancient Christian Commentary on Scripture, New Testament*, Vol. VI. Downers Grove, IL: InterVarsity Press, 1998.
- Cranfield, C.E.B. *A Critical and Exegetical Commentary on the Epistle to the Romans*, 2 vols. The International Critical Commentary. Edinburgh: T. & T. Clark, 1975, 1979.
- Edwards, James R. *Romans*. New International Biblical Commentary. Peabody, MA: Hendrickson Publishers, 1991.
- Johnson, Luke Timothy. *Reading Romans: A Literary and Theological Commentary*. New York: Crossroad Publishing Company, 1996.
- Käsemann, Ernst. *Commentary on Romans*. Grand Rapids: Eerdmans, 1980.
- Keck, Leander E. *Romans*. Abingdon New Testament Commentaries. Nashville: Abingdon, 2005.
- Keener, Craig S. *Romans*. New Covenant Commentary Series. Eugene, OR: Cascade, 2009.
- Luther, Martin. *Commentary on the Epistle to the Romans*. E.T. Grand Rapids: Kregel Publications, 1976.
- Schlatter, Adolf von. *Romans: the Righteousness of God*. trans. Siegfried S. Schatzmann. Peabody, MA: Hendrickson Publishers, E.T. 1995.
- Schreiner, Thomas R. *Romans*. Baker Exegetical Commentary on the New Testament, Vol. 6. Grand Rapids: Baker Book House, 1998.
- Stuhlmacher, Peter. *Paul's Letter to the Romans: A Commentary*. trans. Scott J. Hafemann. Louisville, KY: Westminster/John Knox Press, 1994.
- Talbert, C. H. *Romans*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2002.
- Wright, N.T. "The Letter to the Romans: Introduction, Commentary, and Reflections," *The New Interpreter's Bible*, Vol. X. Nashville: Abingdon Press, 2002.
- Ziesler, John. *Paul's Letter to the Romans*. Trinity Press International New Testament Commentaries. Philadelphia: Trinity Press International, 1989.