



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

NTL673 — 2 Corinthians (Block)
Fall 2011, Tuesdays, 9:00 am- 12:35 pm

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 Degree 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

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Catalog Description

An intensive exegetical study of 2 Corinthians in light of introductory issues and the distinctive themes and theological commitments of the epistle.

Course Narrative & Rationale

The foundational assumption of the exegesis classes at NTS is that close reading of Biblical texts is formative for Christian and ministry development. By modeling such reading of a New Testament text the NTL courses invite students to develop their own abilities to independently exegete the biblical text. The integration of historical, cultural, literary, and theological insights into the text will facilitate contemporary application of its message. 2 Corinthians is a middler-level, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are prerequisite. 2 Corinthians will meet the requirement for a prescribed New Testament [exegesis] course in the M.Div. program. It may also serve as a Biblical elective in the MA programs. It may be taken as an elective without regulation.

Course Vision

If God were to really bless this course students would be captivated by the message and method of 2 Corinthians. Their understanding of Paul's view of the church and of apostolic ministry would focus the direction of their own Christian lives and ministries. They would be captured by the vision of experiencing church with all the ecstasy and agony of Paul's theology of the church as it came into conflict with the existential reality of the church at Corinth and would give their lives to nurturing of communities of faith within the Pauline tradition. Paul's vision of apostolic ministry would give content to their own understanding of ministerial identity and spiritual formation. Their participation in Paul's struggle to form the Corinthian church would give them the confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in students their ministries would spill confidence in God into the life of the church. As the church begins to live out of the forming reality of the gospel the world would discover authentic Christianity and receive both a winsome and challenging witness to the call of Christ. Some in the world would reject this gospel because of correctly understanding it. Some would accept the call of Christ with joy.

Degree Objectives

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, "Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church."
- MACE Objective 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 the Church and to inform a passionate, vital, and redemptive ministry.
- MAICS Objective 4, "Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.
- MA(TS) General Academic Track Objective 1, "Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

Course Outcomes

As a result of this course the student should be able to:

1. describe the content of 2 Corinthians (accomplished in Assignments 1, 2, 4, 6, and 9),

2. describe the social and historical context of Corinth as an ancient city (accomplished in Assignments 2, 3, 5, and 9),
3. describe the main currents of thought influencing Corinthian thinking and behavior (accomplished in Assignments 2, 3, 6, and 9),
4. describe the main points of the history of Paul's relationship with the church at Corinth (accomplished in Assignments 2, 6, and 9),
5. explain the relationship between the major sections of 2 Corinthians and what was happening between Paul and the Corinthian church (accomplished in Assignments 1, 2, 6, and 9),
6. describe both Paul's theological vision of the Church and a sociological description of the church at Corinth and compare and contrast those competing visions of the Church (accomplished in Assignments 3, 6, and 9),
7. articulate the Pauline strategy in 2 Corinthians as he tried to bring the reality of the Corinthian church into conformity with his theological vision of the Church (accomplished in Assignments 2, 4, 6, 7, and 9),
8. articulate the exegetical issues at stake in the interpretation of the key passages of 2 Corinthians (accomplished in Assignments 2, 5, 7, and 9), and
9. articulate ways in which 2 Corinthians speaks to modern or contemporary society (accomplished in Assignments 5, 6, 7, 8, and 9).

Church of the Nazarene COSAC Competencies

CN11 – Ability to identify the significant elements of the message of the message of Jesus and Paul (accomplished in Assignments 1, 2, 4, 6, and 9),

CN12 – Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (accomplished in Assignments 2, 3, and 9),

CH14 – Ability to identify and describe the major theological concepts of the New Testament (accomplished in Assignments 1, 2, 4, 6, and 9),

CN20 – Ability to reflect theologically on life and ministry (accomplished in Assignments 4, 6, 8, and 9),

CN23 – Ability to identify and explain the Doctrine of Holiness from a Wesleyan Perspective (accomplished in Assignments 4 and 9),

CP1 - Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (accomplished in Assignments 3, 4, 5, 6, and 8),

CP2 - Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (accomplished in Assignments 3, 4, 5, 6, and 8),

CP3 - Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (accomplished in Assignments 7 and 9),

CP10 – Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (accomplished in Assignments 3, 4, 5, 6, and 8).

Required Texts & Course Materials

The Bible: Students who do not use Greek and Hebrew should access the text through a fairly literal translation such as the NASB, NRSV or ESV. The instructor will use the NRSV

and his own translation in class. The reading of 2 Corinthians for the Inductive Study assignment should be done from an edition with the fewest possible interpretive aids. Optimal benefit on the inductive study is received from preparing a computer generated text with no headings, notes, or chapter and verses markers. Students are encouraged to do as much study as possible in the Greek text using tools available to them.

- Adewuya, J. Ayodeji. *Holiness and Community in 2 Cor 6:14-7:1: Paul's View of Communal Holiness in the Corinthians Correspondence*. Studies in Biblical Literature, 40. New York: Peter Lang Publishing, Inc., 2001. ISBN: 978-1-6109-7194-2
- Carver, Frank G. *2 Corinthians: A Commentary in the Wesleyan Tradition*. Kansas City, MO: Beacon Hill Press, 2009. ISBNP 978-0-8341-2396-0
- Hubbard, Moyer V. *Christianity in the Greco-Roman World: A Narrative Introduction*. Peabody, MA: Hendrickson Publishers, 2010. ISBN: 978-1-56563-663-7
- Minor, Mitzi L. *2 Corinthians*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys Publishing, Inc., 2009. ISBN: 978-1-57312-538-3
- Young, Frances and Ford, David F. *Meaning and Truth in 2 Corinthians*. Wipf & Stock, 2009. ISBN 978-1-5563-5813-5

Recommended Texts & Course Materials

- Hafemann, Scott J. *2 Corinthians*. The NIV Application Commentary. Grand Rapids: Zondervan Publishing Company, 2000.
- Lambrecht, Jan. *Second Corinthians*. Sacra Pagina, Vol. 8. Collegeville, MN: Liturgical Press, 1998.
- Murphy-O'Connor, Jerome. *The Theology of the Second Letter to the Corinthians*. New Testament Theology. Cambridge: Cambridge University Press, 1991.

Course Outline

Prolegomena

- I. The Content and Background Issues of 2 Corinthians
 - A. Reading 2 Corinthians
 - B. Introductory Issues
 - C. The City of Corinth
- II. Exegetical Studies in 2 Corinthians
 - A. 2 Corinthians 1:1-2:13
 - B. 2 Corinthians 2:14-5:21
 - C. 2 Corinthians 6:1-13; 7:2-16
 - D. 2 Corinthians 6:14-7:1
 - E. 2 Corinthians 8:1-9:15
 - F. 2 Corinthians 10:1-13:13
- III. Theological Concerns in 2 Corinthians
 - A. Holiness in 2 Corinthians
 - B. Paul's Theology of the Church at Work in 2 Corinthians
- IV. Issues of Practical Application of 2 Corinthians
 - A. The Use of 2 Corinthians in Ministry Contexts
 - B. The Significance of 2 Corinthians for the Church Today

Course Assignments & Requirements

1. Inductive Study of 2 Corinthians (Outcomes 1, 5, CN11, 14) - An inductive study of 2 Corinthians will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of 2 Corinthians. Each reading should be done on a separate day so you will need to begin the process soon. The notes from Reading 1 will be due to be uploaded to the Moodle Inductive Study Reading 1 assignment tab by 11:55 p.m., September 16. The chapter titles and notes from Reading 2 will be due to be uploaded by 11:55 p.m., September 19. The color markings and notes from Reading 3 will be due to be uploaded by September 24. You should do the color marking by color highlighting a digital copy of 2 Corinthians' text and submitting it electronically. An electronic copy of the NRSV of 2 Corinthians is available in the Course Resources for this course on Moodle. Reading 4 should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your name, the Title you select for the whole book of 2 Corinthians, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be uploaded by September 26. Remember, these reading reports are to be posted no later than 11:55 p.m. CDT on the due date. Be sure your name is on the assignment and that you put an appropriately descriptive title (Ind Study Reading 1, Ind Study Reading 2, Ind Study Reading 3, etc.) on each assignment. Please name the file with your first name, your last name, and the title (e.g. Roger Hahn Ind Study Reading 1).

2. Commentary Reading (Outcomes 1, 2, 3, 4, 5, 7, 8, CN 11, CN 12 and CN 14) - You should read the commentaries by Minor and Carver according to the following schedule:

Date Reading To Be Completed	Passages Covered	Pages in Minor	Pages in Carver
Sept. 20	Introduction	1-21	29-69
Sept. 27	2 Cor 1:1-2:13	23-52	71-113
Oct. 4	2 Cor. 2:14-3:18	55-79	113-141
Oct. 11	2 Cor. 4:1-18	79-94	142-168
Oct. 25	2 Cor. 5:1-15	94-111	168-188
Nov. 1	2 Cor. 5:16-6:13	111-130	188-213
Nov. 8	2 Cor. 6:14-7:1	130-136	214-221
Nov. 15	2 Cor. 7:2-8:15	141-162	222-252
Nov. 22	2 Cor. 8:16-9:15	165-182	252-274

Nov. 29	2 Cor. 10:1-11:15	185-216	275-314
Dec. 6	2 Cor. 11:16-12:21	217-244	314-359
Dec. 13	2 Cor. 13:1-13	244-257	360-378

3. Hubbard Essays (Outcomes 2, 3, CN 12, CP 1, CP 2, and CP10) - The Reading of the textbook by Hubbard will be assessed over four assignments. By 11:55 p.m. on the days indicated below an essay of approximately 500 words will be due to be uploaded to the appropriate Moodle assignment link. Each essay should include 1) what you found most interesting in the assigned reading from Hubbard, 2) what you think was most important in the assigned reading for understanding the New Testament, and 3) what insights the assigned reading provided you for understanding one or two or all of the Christological Epistles. Hubbard Essay 1 (covering Hubbard, pages 1-56) is due February 15; Hubbard Essay 2 (covering Hubbard, pages 61-106) is due February 22; Hubbard Essay 3 (covering Hubbard, pages 111-166) is due March 15; and Hubbard Essay 4 (covering Hubbard, pages 171-235) is due April 26.

4. Adewuya Report and Holiness Essay (Outcomes 1, 6, 7, CN 11, CN 14, CN 20, CN 23, CP 1, CP 2, and CP 10) - On Tuesday, November 8, a summary/reflection report on the book by Adewuya and a personal essay on your understanding of the contribution of 2 Corinthians to a Christian understanding of holiness will be due. The report on Adewuya's book should be of 1000-1500 words with no more than 500 words devoted to a summary of Adewuya's arguments. The remainder of that report should analyze and evaluate those arguments, noting their strengths and weaknesses. Following the report you should write a personal essay of at least 1000 words detailing the ways you believe 2 Corinthians contributes to a Christian understanding of holiness. The final hour of class on November 8 will be devoted to discussion of Adewuya's book and the larger question of holiness in 2 Corinthians. You should be prepared to participate in the discussion on the basis of your report and essay. To receive full credit for your report and essay the assignment must be posted to Assignments section of the Moodle course site by 9:00 a.m. CDT on November 8.

5. Research Paper (Outcomes 2, 8, 9, CP 1, CP 2, and CP 10) - A research paper of 4000 to 4500 words will be due to be uploaded to the appropriate Moodle assignment tab on November 28 by 11:55 p.m. The paper may cover a passage of 2 Corinthians that you wish to cover in exegetical depth. It may be a topical paper dealing with such topics as: the history of the church at Corinth in the first century, the social context of Corinth in Paul's time, the theology of 2 Corinthians, a description of the "opponents of Paul" in 2 Corinthians, the collection, the concept of the church in 2 Corinthians, the concept of ministry in 2 Corinthians, etc. *The conclusion of the paper should include a section describing how the results of your research help the contemporary pastor understand and communicate the message of 2 Corinthians.* The paper should be documented according to Turabian style. At least three articles should be in the bibliography and show evidence of significant influence in your paper. Feel free to talk to the instructor about the appropriateness of the subject you are thinking about for your paper.

6. *Meaning and Truth in 2 Corinthians* Report (Outcomes 1, 3, 4, 5, 6, 7, 9, CN 11, CN 14, CN 20, CP 1, CP 2, and CP 10) – By 11:55 p.m. on December 5 a report on the *Meaning and Truth in 2 Corinthians* textbook by Young and Ford will be due. The report should be between 750 and 1000 words and should respond to the major concepts presented in the book.

7. Ministry Application Report (Outcomes 7, 8, 9, and CP 3) - During the semester you will arrange to teach or preach from a passage from 2 Corinthians. This can be done in a local church setting (preaching, teaching a Sunday School class, teaching in a church-based Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission or leading a Bible Study at a youth center or prison, etc.). It can be done any time after the final class session before Reading and Research Week. You must ask someone (such as a pastor, or someone with theological training who is not an NTS student, or a professional person such as a school teacher) to observe your presentation and to evaluate it for this course instructor. You should ask the evaluator to fill out the attached form, to place it in a sealed envelope that you will provide with your name, “Ministry Application Assignment Evaluation,” and their name and position on the envelope, and to sign their name over the seal. The evaluator will give that sealed envelope to you and you will submit the unopened enveloped to this course instructor with your written sermon and/or sermon notes, lesson plan, etc. no later than December 8. You may upload your materials to the appropriate Moodle assignment tab no later than 11:55 p.m. on Dec. 8. Your evaluator(s) may send their evaluation by snail mail to the instructor if they so desire. Their evaluation should be postmarked no later than Dec. 9 and mailed to Dr. Roger L. Hahn, % Nazarene Theological Seminary, 1700 E. Meyer Blvd., Kansas City, MO 64131.

8. Significance of 2 Corinthians for the Church Today Essay (Outcomes 9, CN 20, CP 1, CP 2, and CP 10) - By Dec. 12, 11:55 p.m. you should upload to the appropriate Moodle assignment tab an essay on the significance of 2 Corinthians for the Church today. The essay should be between 1000 and 1500 words. It should be based on all the assignments you have completed for the course and from the lectures and class discussions. In essence this essay is a summative exam over the course and it will be graded on the basis of how you apply all the material of the course to the question of how 2 Corinthians is significant for the church today.

9. Attendance, Participation and Course Evaluation (Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, CN 11, CN 12, CN 14, CN 20, CN 23, and CP 3) – Attendance and participation in the course will be part of the final grade evaluation. Half of the attendance and participation credit will be forfeited if you fail to participate in the Course Evaluation which will become available on Moodle near the end of the semester. The Course Evaluation should not be filled out until you have completed all the course assignments you intend to complete.

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	39

Online Participation in forums, groups, etc.	0
Reading	52
Writing	59
Other Assignments and Learning Activities	15
Exams & Quizzes	0
TOTAL	165

Method for Submitting Assignments

All assignments except the In-Ministry Assignments Evaluations should be uploaded to the appropriate Assignments spot in the Course Moodle site. The In-Ministry Assignment Evaluations should be mailed or hand delivered to the instructor.

Form and Style Expectations

The Major Research Project should be written in conformity with the form and style instructions of the most recent edition (7th) of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. You may use either MLA or APA style for other assignments.

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 Late Work & Missed Exams

Assignments submitted late may be reduced in their grade by 10% per day late.

Additional Costs

There are no additional costs for this course beyond the tuition and books.

Course Grading

The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated using the following percentage weighting:

Inductive Study on 2 Corinthians	10%
4 Hubbard Essays @ 4% each	16%
Essay on Adewuya's book and holiness in 2 Cor.	11%
Research Paper	21%
<i>Meaning and Truth in 2 Cor.</i> Report	10%
Ministry Application Assignment	12%

Essay on Significance of 2 Cor for today
Attendance, Participation, etc.

10%
10%

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 that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. By policy of the NTS *Student Handbook*, "If a student is absent four or more weeks of the semester or 2 ½ or more days in a summer session, the professor may automatically fail the student." Consistent attendance will be rewarded in the course grade (though failure to participate and give evidence of textbook reading will lower that score).

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If are hoping to receive V.A. and Department of Education benefits, you must notify the professor of your need to have your daily attendance report submitted to the Dean's Office.

Course Calendar

Date	Week	Assignment
Sept. 13	1	Course Introduction, Syllabus Background of Corinth, Paul and the Corinthian Church Sept. 16 – Inductive Study Reading 1 Report due Sept 19 – Inductive Study Reading 2 Report due
Sept. 20	2	Structure and Rhetoric in 2 Corinthians, Paul's Opponents 2 Corinthians 1:1-11 Sept. 24 – Inductive Study Reading 3 Report due Sept. 26 – Inductive Study Reading 4 Report due
Sept. 27	3	2 Corinthians 1:12-2:13 Sept. 26, 11:55 p.m. – Hubbard Essay 1 due
Oct. 4	4	2 Corinthians 2:14-3:18 Oct. 3, 11:55 p.m. – Hubbard Essay 2 due
Oct. 11	5	2 Corinthians 4:1-18 Oct. 24, 11:55 p.m. – Hubbard Essay 3 due
Oct. 18	6	Reading and Research Week
Oct. 25	7	2 Corinthians 5:1-15

		Oct. 31, 11:55 p.m. (you should be finished with Trick or Treating by then)- Hubbard Essay 4 due
Nov. 1	8	2 Corinthians 5:16-6:13
Nov. 8	9	2 Corinthians 6:14-7:1 Discussion of Adewuya's book and holiness in 2 Corinthians Report on Adewuya's book and Holiness in 2 Corinthians Essay due (at class time)
Nov. 15	10	2 Corinthians 7:2-8:15
Nov. 22	11	2 Corinthians 8:16-9:15 Nov. 28, 11:55 p.m. - Research Paper due
Nov. 29	12	2 Corinthians 10:1-11:15 Dec. 5, 11:55 p.m. - <i>Meaning and Truth in 2 Corinthians</i> Report due
Dec. 6	13	2 Corinthians 11:16-12:21 Dec. 8 - 11:55 p.m. - Ministry Application Report due Dec. 12, 11:55 p.m. - Essay on the Significance of 2 Corinthians for the Church Today due
Dec. 13	14	2 Corinthians 13:1-13 and Discussion of the significance of 2 Corinthians for the contemporary church

Bibliography

Dictionaries:

Prior to research in the monographs it is often profitable to consult dictionary articles that provide summations of scholarship. The following dictionaries may be helpful in this regard.

- Bromiley, Geoffrey W. *et al.* eds. *International Standard Bible Encyclopedia*. Rev. Ed. 4 vols. Grand Rapids: William B. Eerdmans Publishing Company, 1988.
- Buttrick, George Arthur, *et al.* eds. *Interpreter's Dictionary of the Bible* 4 vols. + supplement. Nashville: Abingdon Press, 1962, 1976.
- Elwell, Walter A. ed. *Evangelical Dictionary of Biblical Theology*. Grand Rapids: Baker Books, 1996.
- Freedman, David Noel, *et al.* eds. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.
- Hawthorne, Gerald F.; Martin, Ralph P.; and Reid, Daniel G. eds. *Dictionary of Paul and His Letters: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: InterVarsity Press, 1993.

New Testament and Pauline Theology:

- Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.
- Dunn, James D.G. *The Theology of Paul the Apostle*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1998.
- Goppelt, Leonhard. *Theology of the New Testament*, 2 vols, E.T. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1981, 1982.

Guthrie, Donald. *New Testament Theology: A Thematic Study*, Downers Grove: InterVarsity Press, 1981.

Hay, David M. *Pauline Theology Vol II: 1 & 2 Corinthians*. Minneapolis: Fortress Press, 1991.

Howard, Richard. *New of Life: A Study in the Thought of Paul*, Kansas City: Beacon Hill Press, 1975.

Ladd, George Elton. *A Theology of the New Testament*, Revised Edition. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1993.

Marshall, I. Howard. *New Testament Theology*. Downers Grove: InterVarsity Press, 2004.

Witherington, Ben III. *Paul's Narrative Thought World*. Louisville: Westminster/John Knox Press, 1994.

Commentaries on II Corinthians:

Barnett, Paul. *The Second Epistle to the Corinthians*. The New International Commentary on the New Testament. Grand Rapids: William B. Eerdmans Publishing Company, 1997.

Barrett, C.K. *The Second Epistle to the Corinthians*, Harper's New Testament Commentaries, 1973.

Belleville, Linda A. *2 Corinthians*. The IVP New Testament Commentary Series, vol. 8. Downers Grove, IL: InterVarsity Press, 1996.

Bernard, J.H. "The Second Epistle to the Corinthians," *The Expositor's Greek Testament*. 1974 reprint.

Best, Ernest. *II Corinthians*. Interpretation. Louisville: John Knox Press, 1987.

Betz, Hans Dieter. *2 Corinthians 8 and 9: A Commentary on Two Administrative Letters of the Apostle Paul*. Hermeneia. Philadelphia: Fortress Press, 1985.

Bruce, F.F. *I and II Corinthians*, The New Century Bible, 1971, 1980.

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Carver, Frank G. "II Corinthians," *Beacon Bible Commentary*, Vol. VIII, *Romans, I and II Corinthians*. Kansas City, MO: Beacon Hill Press, 1968.

_____. *2 Corinthians: A Commentary in the Wesleyan Tradition*. New Beacon Bible Commentary. Kansas City, MO: Beacon Hill Press, 2009.

Furnish, Victor Paul. *II Corinthians*. Anchor Bible, Vol. 32A. Doubleday & Company, Inc., 1984.

Harris, Murray J. *The Second Epistle to the Corinthians*. NIGTC. Grand Rapids: William B. Eerdmans Publishing Company, 2005.

Hering, Jean. *The Second Epistle of Saint Paul to the Corinthians*, 1967.

Hughes, Phillip. *Commentary on the Second Epistle to the Corinthians*, NIC, 1962.

Kruse, Colin. *The Second Epistle of Paul to the Corinthians: An Introduction and Commentary*. Tyndale New Testament Commentary, vol. 8. Downers Grove, IL: InterVarsity Press, 1987.

Lambrecht, Jan. *Second Corinthians*. Sacra Pagina Series, Vol. 8, 1998.

Martin, Ralph P. *2 Corinthians*, Word Biblical Commentary, 1986.

Minor, Mitzi L. *2 Corinthians*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys Publishing, Inc., 2009.

Plummer, Alfred. *The Second Epistle of St. Paul to the Corinthians*, ICC, 1915.

Sampley, J. Paul. "The Second Letter to the Corinthians," *The New Interpreter's Bible In Twelve Volumes*. Vol. 11. Nashville: Abingdon Press, 2000.

Scott, James M. *2 Corinthians*. New International Biblical Commentary. Peabody, MA: Hendrickson Publishers, 1998.

Talbert, Charles H. *Reading Corinthians: A Literary and Theological Commentary on 1 and 2 Corinthians*. New York: Crossroad, 1987.

Thrall, Margaret E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*. 2 vols. The International Critical Commentary. Edinburgh: T. & T. Clark, 1994 and 2000.

Wan, Sze-kar. *Power in Weakness: The Second Letter of Paul to the Corinthians*. The New Testament in Context. Harrisburg, PA: Trinity Press International, 2000.

Witherington, Ben. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. 1994.

Other Significant Bibliography on the Corinthian Correspondence.

Adewuya, J. Ayodeji. *Holiness and Community in 2 Cor. 6:14-7:1: Paul's View of Communal Holiness in the Corinthian Correspondence*. Studies in Biblical Literature 40. New York: Peter Lang Publishing, Inc., 2001.

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Bartchy, S. Scott. *MALLON XRHSAI: First-century Slavery and the Interpretation of 1 Corinthians 7:21*. Society of Biblical Literature Dissertation Series. Missoula, MT: University of Montana, 1973.

- Belleville, Linda A. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3*. Journal for the Study of the New Testament Supplement 52. Sheffield: Sheffield Academic Press, 1991.
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- Blomberg, Craig. *1 Corinthians: From biblical text . . . to contemporary Life*. The NIV Application Commentary. Grand Rapids: Zondervan Publishing House, 1995.
- Boer, Martinus C.de. *The Defeat of Death: Apocalyptic Eschatology in 1 Corinthians 15 and Romans 5*. Sheffield: JSOT Press, 1988.
- Bray, Gerald. ed. *1-2 Corinthians*. Ancient Christian Commentary on Scripture, New Testament. Vol. VII. Downers Grove: InterVarsity Press, 1999.
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- Carson, Donald A. *From Triumphalism to Maturity: A New Exposition of 2 Corinthians 10-13*. Grand Rapids: Baker Book House, 1984.
- Chow, John K. *Patronage and Power: A Study of Social Networks in Corinth*. Sheffield: JSOT Press, 1992.
- Clarke, Andrew D. *Secular and Christian Leadership in Corinth: A Socio-historical and exegetical Study of 1 Corinthians 1-5*. Leiden: E. J. Brill, 1993.
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THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much;
And what thou readest, thou canst not read too well;
And what thou readest well, thou canst not too well understand;
And what thou understandest well, thou canst not too well teach;
And what thou teachest well, thou canst not too well live."

--Martin Luther

The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to thinking which may lead to conclusions never intended by the author of the biblical material. Further, the reader is deprived of the blessing of discovering eternal truths for oneself. After all, those who wrote the commentaries had to get their material in the same way any present-day Bible student can get it. It should not be necessary to depend consistently only on the Biblical research of another. The inductive method is designed to enable one to develop rapidly the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It seeks to discover the individuality of the book as a whole.
3. It is intensive, unwilling to exchange extent for depth and accuracy.
4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
5. It is literary, recognizing that the content is cradled in literary forms.
6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Steps in Study: Proper sequence is important in procedure.

1. Aspiration - a prayer for spiritual illumination.
2. Observation
3. Compilation
4. Correlation

5. Interpretation
6. Assimilation - discovered truths.
7. Application - to the contemporary situation.

Procedure for Inductive Study

Gather your basic tools:

1. Bible - Preferably NRSV, RSV, ESV, or NASB
2. Set of colored pencils.
3. Notebook paper.

STEP One: First Reading

This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.

Don't slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

STEP Two: Second Reading

The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The **major purpose of your second reading is be the development of chapter titles**, which serve as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.

2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

STEP Three: Third Reading

Read the book this time for the purpose of **marking themes, concepts, and special terminology**. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked. You should have ideas of themes, concepts, and words you want to trace based on your first two readings.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.

Record further observations as you read the book.

STEP Four: Fourth Reading

The major purpose of this reading would be to identify and title the major divisions of the book and the paragraphs within each chapter as well as providing a title for the book as a whole.

During the analysis you must check chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, **develop a theme or title for the whole book** that you are studying. This should be related very clearly to the major divisions of the book.

On a rough worksheet chart record book divisions, chapter titles, and major divisions of each chapter.

STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems. Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.

**Evaluation Form
Bible Presentation by
Nazarene Theological Seminary Student**

(Student Name) _____

Date of Presentation _____ **Church** _____

Pastor _____ **Church Phone** _____

Biblical Passage _____ **Setting** _____

.....

Answer the following questions using this system: 5 = excellent, positive, very true
4 = good, generally true, well-done
3 = average, acceptable, okay
2 = poor, weak, generally not true
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. _____

The student taught me new truths about the meaning of the biblical passage. _____

The student made the biblical passage “come alive” to me. _____

The student communicated in a way I could understand clearly. _____

The student communicated so everyone present could understand. _____

I would like to hear more teaching of Scripture like this presentation. _____

Other comments you would like to make:

(Name)

(Occupation)