

NT-3, Biblical Intertextuality Seminar
Baptist Bible Seminary, Clarks Summit, PA
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Course Syllabus

1. Catalog Description

The intertextual relationships of Scripture are examined in detail. The use of the earlier canonical writings by later biblical authors, whether in direct quotation, adaptation, allusion, type, or motif, is studied. New Testament uses of the Old Testament are a primary focus, particularly in terms of the theological and hermeneutical significance of such usage. Historical and contemporary discussion regarding these issues is evaluated.

2. Course Objectives

The student will (be able to):

- Study the literary and theological phenomenon of intertextuality;
- Evaluate and catalog the diversity of ways in which later biblical authors use earlier intra-canonical texts;
- Analyze the hermeneutical significance of the relationship of the Old and New Testaments in terms of continuity and discontinuity;
- Assess the theological implications of intertextual usage;
- Master the most significant literature on the subject written in the last hundred years; and
- Foster research abilities and constructive, scholarly interaction among peers.

3. Major Resource Materials

Archer, Gleason and G. S. Chirichigno. *Old Testament Quotations in the New Testament: A Complete Survey*. Chicago: Moody Press, 1983. (Out of print; buy it if you can find it used.) This is a reference tool that is very useful for studying OT quotes in the NT; it is not a book “to read.”

Beale, G. K., ed. *The Right Doctrine from the Wrong Texts? Essays on the Use of the Old Testament in the New*. Grand Rapids: Baker, 1994. (Now back in print from Baker.)

Ellis, E. Earle. *Paul's Use of the OT*. London: Oliver & Boyd, 1957. Reprint. Grand Rapids: Baker, 1981.

France, R. T. *Jesus and the OT*. Downers Grove: IVP, 1971.

Kaiser, Walter C., Jr. *The Uses of the Old Testament in the New*. Chicago: Moody Press, 1985. Reprint. Wipf & Stock, 2002. (Now reprinted: ISBN: 1-57910-825-3 / 288pg. / \$22.40, <<http://www.wipfandstock.com/>>.)

NT-3, Syllabus, p. 2

Pao, David W. *Acts and the Isaianic New Exodus*. Wissenschaftliche Untersuchungen zum Neuen Testament, 2d series, v. 130. Tübingen: Mohr/Siebeck, 2000. Reprint. Grand Rapids: Baker, 2002.

Watts, Rikki E. *Isaiah's New Exodus in Mark*. Wissenschaftliche Untersuchungen zum Neuen Testament, 2d series, v. 88. Tübingen: Mohr/Siebeck, 1997. Reprint. Grand Rapids: Baker, 2000.

4. Requirements & Course Structure

4.1. Reading

The student should submit an annotated reading report at the end of the session that includes a *minimum* of 3,000 pages of material (books, articles, journals, etc.) relevant to the course (including any and all reading for the various assignments in this syllabus). Most of this reading is not specifically assigned, but may be selected by the student in conjunction with his own research projects. (The minimum will earn a 90% grade for the reading.) Approximately half of this reading should be done by the end of the internal residency week. A preliminary report of this reading should be submitted no later than Friday of that week (please total the pages).

4.2. Writing & Related Projects

See the instructions at <http://faculty.bbc.edu/rdecker/phd/gen.htm> regarding the format expected for written papers in the instructor's doctoral courses. Some assignments specify a page minimum, others are open-ended.¹ Specific assignments with their due dates are listed in the schedule below.

4.3. Course & Assignment Format

The course is divided into three sequential parts:

- External residency A (six weeks)
- Internal residency (one week)
- External residency B (six weeks)

Requirements for each part of the course are listed in section 7 below along with due dates. In the assignments defined below, relevant resources are sometimes indicated, but all assignments expect that you will do whatever research is necessary to accomplish the task.

Any assignments or posts that run more than a single page of text will be posted on the course web site in Adobe Acrobat .pdf format for all other students to download and read. (The bulletin board system in WebCT works well for shorter posts, but it becomes too clumsy to read and/or write longer, substantive posts. You should do your writing/proofing in your

¹All page lengths referenced in this syllabus assume a "standard font" (i.e., a serif, text font such as Times New Roman or its many variations) in a standard size (usually 12 point, though 11 or even 10 may be acceptable, depending on the font). Please do not use sans-serif fonts such as Ariel or Helvetica for the text of your papers.

word processor and then paste the results into the bulletin board system. The longer assignments/posts should be submitted to the instructor as an attached file by the time specified; they will be posted as soon thereafter as possible. If you can submit the paper in .pdf format, that is ideal. If not, please submit it in MS Word (preferred) or in .rtf format. (Do *not* use WordPerfect format; I can't read it.) Shorter assignments may be posted to the bulletin board unless it includes a great deal of Greek and/or Hebrew text,² in which case send it to the instructor as an attached file and post a message on the bulletin board to that effect.³

5. Grading

The final grade is calculated by adding the total points earned and dividing by the total points possible to arrive at a percentage grade. One point on any assignment is worth as much as one point on any other item. Grades that average to a decimal figure of .5 or above will be rounded to the next higher grade when the final semester grade is calculated. The grade scale for this class is as follows:

A = 100–95; A– = 94; B+ = 93; B = 92–88; B– = 87; C = 86–80; F = 79 & below.

Reading	200
Weekly interaction	50
Internal residency assignments/papers	200
Major project/paper	<u>200</u>
Total points possible	650

In all assignments in the syllabus, whether reading or writing, the minimum specified, if accomplished with average competence, will usually receive a grade of approximately 90%. Higher grades will therefore require the student to accomplish more than the minimum, both in quantity and in quality.

• *Late Work Policy*

Assignments submitted after the specified due date will automatically be penalized 15% of the total points possible on the assignment plus 5% per day thereafter (weekends included). Failure to submit an assignment by the last day of the class will result in a zero grade for the missing assignment. (The due date for the final paper is *after* the last day of the course.⁴) Since

² Greek and Hebrew fonts *can* be used in the WebCT bulletin board system. To do so will require manually coding the font information in html as follows: `enter Greek text here`. If you do so, please remember that your fellows must have the same font installed on their system in order to read such text. The Greek font that must be used is Galilee, and for Hebrew, BenEzra. You should install both of these fonts.

³ For papers sent to the prof, you may (and are encouraged to) use Unicode fonts. If you have not yet figured out how to use Unicode, you should do so; it greatly simplifies the exchange of scholarly data that includes non-Roman fonts. See details at `<http://faculty.bbc.edu/rdecker/Unicode.htm>`. I recommend the Gentium Unicode font for Greek and Cardo for Hebrew. Details are on my Unicode page.

⁴ The final paper should be submitted on schedule (no later than one week from the last official day of class). The 15%/5% policy above will apply for one additional week, but papers will not be accepted after that

the structure of the course depends on the weekly assignments during the first phase of the external residency, *none of these assignments will be accepted late*. Failure to meet the deadlines specified for this work not only hurts your grade, but severely hinders the work of your fellows and of the course as a whole. Zero grades will be assigned for any such assignments that are late. If three such assignments are late, an 'F' grade will be assigned for the entire course.

6. Misc. Notes

6.1. Perspective

As a doctoral course it is to be understood that students are not “competing” to see who is best. Rather, view the course as a forum in which a community of scholars is working together to hone their skills to the highest possible level. All interaction, whether written or verbal, is to be constructive and helpful. What can you say that will help your fellows do better? Whether that be something overlooked, to be improved, errors of factual or critical judgment, etc., please adopt a servant mentality (Mark 10:43–45), not that of one who seeks to rise to the top of the “heap” by pushing others down and climbing on them or their mistakes. It is expected that doctoral student’s research will touch some specialized areas in which the instructor has not delved as deeply. Do not expect him to be an authority on every issue that will arise in the course. We are studying and learning together. The instructor knows the terrain and the issues, but the students are expected to master some areas of the topic in much greater depth (in addition to gaining a broad familiarity with the entire subject area).

6.2. Taping

Class sessions during the internal residency portion of the course may not be tape recorded, whether taught by the instructor or a doctoral student. (You may tape your own presentations if you so desire.)

6.3. Instructor’s books

Please do not ask to borrow books in the instructor’s personal library. The Seminary library is available for that purpose. If it is critically important and the library does not have a copy, order your own copy at the bookstore or avail yourself of Inter-Library Loan.

6.4. Contacting the Instructor

E-mail is preferred (because then I have a record of your request) and you’re most likely to get a prompt reply. Otherwise, I usually plan to be in my study all day, Mon.–Fri. (room 123; ext. 9397; direct: 570-585-9397). You may, if necessary call me at home (587-3297) or stop by the house in the evening (307 Layton Rd.: about 1/4 mile up the hill from rt. 6 on the left; 3-story, gray house). Unless it is a real emergency, I’d rather you not do either after 9 P.M.

time. If there are extenuating circumstances, the student may appeal to the Director of the Ph.D. program for a course extension, but such exceptions are heavily frowned upon and normally receive a substantial grade penalty.

The instructor will be an active participant in the course discussions Mon.–Fri. each week. Students are encouraged to continue the discussion over the weekend, but do not expect input from the instructor during this time.

7. Course Format & Schedule

External Residency Segment A

The discussion during the first external residency section will focus on the items listed below. For each week, you should post no later than Tuesday midnight a critical summary of the assigned reading, identifying areas of agreement as well as crucial areas in which you disagree with any of the essays.⁵ For those disagreements that you identify, you should also justify your objections on the basis of exegetical, theological, or other relevant grounds.

Remember that during this time you should be preparing your presentations for the internal residency portion of the course.

Week 1, Beale, *RDWT*, parts 2 & 3

Week 2, Beale, *RDWT*, part 4, chs. 10–12 only

Week 3, Kaiser, *UOTNT*, parts 1 & 2

Week 4, Kaiser, *UOTNT*, parts 3 & 4

Week 5, one of the following books:*

France, *Jesus and the OT* †

Ellis, *Paul's Use of the OT* †

Bock, *Proclamation from Prophecy and Pattern* †

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

Carson & Williamson, *It Is Written* (out of print; scarce! Be sure you have access to a copy before you request this title. If you *do* have access, please request this title since most of the other men will not have it available to them.) †

Baker, *Two Testament, One Bible*

Goppelt, *Typos*

Davidson, *Typology in Scripture*

Dodd, C. H. *According to the Scriptures*

Gundry, *The Use of the Old Testament in St. Matthew's Gospel*

Marcus, *The Way of the Lord*

*One student per title. Submit your 1st, 2d, and 3d requests to the prof as soon as possible. The more important works (which I'd like to see selected first) are marked with a dagger. † If the

⁵ It is assumed that most such summaries will be longer than one page, so remember that these go to the prof as an attached file, *with a note to the bulletin board* as well to serve as your announcements and also to provide a discussion header. Please use care when posting and responding so as to keep responses threaded with the original post. That is, please post to the correct area. There will be forums available for each week's discussion.

NT-3, Syllabus, p. 6

internal residency schedule permits, you will also present an analysis/critique of this book in class. That decision will be made early in the semester once class size is known.

Week 6, one of the following books (your team project will likely suggest which you will count for this week ☺, the OT team can select either):

Watts, *Isaiah's New Exodus in Mark*

Pao, *Acts and the Isaianic New Exodus*

Internal Residency Segment (Feb 25–Mar 1)⁶

The internal residency segment of the course will consist of lectures by the professor, student presentations, discussion, and library research. Each student is to select topics/presentations from the options listed later in the syllabus, one from each section. Details regarding length and format are included with each listing.

The class will probably follow this general schedule:

Monday: 1–5 PM; Tuesday–Friday: 9 AM–noon; 1–4 PM (28 hours of classroom time)

Library: Mon., Tue., Thurs.: 6–10 PM (12 hours directed library research)

(A more detailed schedule for the internal residency will be posted during week 6 which will include specific student assignments and presentations.)

External Residency Segment B

Reading: Your reading for this segment should include two of the vols. listed here that you did *not* read earlier in the semester: France, *Jesus and the OT*; Ellis, *Paul's Use of the OT*; Watts, *Isaiah's New Exodus in Mark*; or Pao, *Acts and the Isaianic New Exodus*.

The second phase of the external residency portion of the course is not structured as tightly as the first phase. During this time you will be applying the material discussed in the first half of the course to a major research project that considers a specific instance of biblical intertextuality (parameters below). You will be expected to devote a minimum of 10 hours per week on your research: at least 8 of these hours are intended for actual research and 2 to summarizing and interacting with the class on that study. (These are minimums; you will probably need to devote considerably more time than this.) You are expected to post a summary of your week's work by 4 PM Friday each week. Include the type of work that you have done, a synopsis of the results, questions regarding material that you are reading, questions regarding specific texts, exegetical issues, etc. After the first week's summaries are posted, you will also be monitored as to your interaction with each of your fellows. Although you carry the primary responsibility for the research, this is intended to be a joint, cooperative effort in which you assist each other in identifying key questions and exegetical issues, finding solutions, etc. Although you need not respond to every item in a fellow's post, you are expected to respond on the list in a substantive way to *each* of your fellows *each* week. The instructor will monitor this interaction and will interject comments or suggestions as appropriate.

⁶ Note that the Internal Residency is *week 2*, there is no class for NT3 the preceding week.

Assignment parameters: You may select a topic that fits your interests so long as it qualifies per this paragraph. (Be on the lookout for such a topic during the first phase of the course.) The topic should be discussed with the instructor during the internal residency week: submit a one-page proposal no later than noon Wednesday. The topic must fall into one of the following categories:

- An exegetical treatment of a specific OT text (or possibly theme) as cited/used in a later OT text(s) or in the NT;
- A theological and exegetical discussion of a specific prophecy and its fulfillment (this is to focus on hermeneutical issues, not eschatology), especially if it is a “problem text”;
- A study of a related group of texts that fit one of the categories above (e.g., Pentateuchal prophecies fulfilled in the Pentateuch; prophecies in Samuel/Kings that are fulfilled in the same corpus; the uses of the OT in a specific NT book). Be careful not to get too broad here; narrow your focus so that the topic can be handled in detail in the six weeks you have to do your work.

This paper will be a minimum of 30 pages in length. It should go without saying that you will be expected to interact carefully and thoroughly with the original text/s and do extensive research in the secondary literature. Methodological and philosophical issues raised during the first phase of the course should be reflected in the paper. It is to be submitted by the Friday following the last week of the session (.pdf, Word, or .rtf format) and will be posted on the course web site. You will present and defend this paper before the other doctoral students and the Seminary faculty at the Interdisciplinary Seminar next fall. You may revise and expand the paper before that presentation, but the grade for this course will be based on the work you submit during this session.

Due dates (by Mon. midnight in each instance):

Week 8, Broad outline of where you *think* the paper is going (post on course bulletin board)

Week 10, Detailed outline of how you *are* going to develop your paper*

Week 11, Rough draft of at least half the paper (more if you have it roughed out)*

Week 12, Complete draft of entire paper*

(*Send these assignments to prof as attached file for posting on course web site.)

Final paper is due the Friday following the end of the course. This should be both a printed copy that is mailed *and* an electronic copy that can be posted for your fellows.

8. External Residency A Assignments

Section 1: Exodus/Passover Imagery in the OT

You will be assigned (by prof) to one of three teams to prepare a major (2–3 hours?) presentation during the internal residency. You may coordinate/plan this work as you see fit, but I expect you to spend some coordinated, participatory discussion of your topic during the external residency A. There will be a section of the Bulletin Board reserved for each team (and

NT-3, Syllabus, p. 8

I will monitor all three). (Should this end up being a 3-student class, these will become individual projects; with 4 or 5 students, one or two will be individual.)

Team 1: An Intertextual Look at the Exodus *in the OT* (i.e., the event of the exodus, as used post-Exodus [the book]; be sure to work carefully in Isaiah in light of the works by Watts and Pao—but you are not allowed to “trespass” into the NT! ☺ How does the OT use the exodus?)

Team 2: Watts, *Isaiah’s New Exodus in Mark* (You will have to assume some OT background here, but spend the bulk of your time expounding and evaluating what Watts does in the NT.)

Team 3: Pao, *Acts and the Isaianic New Exodus* (You will have to assume some OT background here, but spend the bulk of your time expounding and evaluating what Pao does in the NT.)

Section 2: Key Scholars

Each student is to select one listing below for presentation during the internal residency. Only one student per topic. Submit your assignment requests to the professor via email no later than the Monday of first week of class—preferably sooner. You may submit requests any time after you receive the syllabus; you do not need to wait until the class begins.

Each student will prepare and present a detailed, critical analysis paper of the approach to intertextuality by one of the key scholars listed below. In each case, you are to master the material listed *plus any additional material that is relevant*. Write a 10–15 page (min.–max.) paper that analyzes the argument and method of each writer or subject and also interacts with it critically to identify strengths, weaknesses, theological implications, etc. If more than one work is assigned by different authors, you may need to devote separate sections to each. If you have multiple works by the same author, study them chronologically and trace any development or change in the author’s position. This paper will be presented/read in a formal “ETS format” and will be followed by a discussion/question time (that you will lead); 45 min.–1 hour will be scheduled for the presentation.

- E. Earle Ellis
The Old Testament in Early Christianity (Grand Rapids: Baker, 1992); *Paul’s Use of the Old Testament* (1957, reprint, Grand Rapids: Baker, 1981); *Prophecy and Hermeneutic in Early Christianity* (Grand Rapids: Eerdmans, 1978; 2d ed., 1993); “How the NT Uses the Old,” in *NT Interpretation*, ed. I. Howard Marshall, 199–219 (Grand Rapids: Eerdmans, 1977).
- E. D. Hirsch, Jr.
Validity in Interpretation (New Haven, CT: Yale Univ. Press, 1967); *Aims of Interpretation* (Chicago: Univ. of Chicago Press, 1976) you will also want to interact with other of Hirsch’s writings, including his later articles: “Meaning and Significance Reinterpreted,” *Critical Inquiry* 11 (1984): 202–25; “Transhistorical Intentions and the Persistence of Allegory,” *New Literary History* 25 (1994): 549–67. Also see Dale Leschert, “A Change of Meaning, Not a Change of Mind: The Clarification of a Suspected Defection

in the Hermeneutical Theory of E. D. Hirsch, Jr.” *JETS* 35 (1992): 183–87, and Jon Pratt, “The Contribution of E. D. Hirsch, Jr. to Evangelical Hermeneutics,” unpublished doctoral seminar paper at DTS.

- W. Edward Glenny
 “The Divine Meaning of Scripture: Explanations and Limitations,” *JETS* 38.4 (1995): 481–500; “The Israelite Imagery of 1 Peter 2,” in *Dispensationalism, Israel and the Church: The Search for Definition*, ed. Craig A. Blaising and Darrell L. Bock, 156–87 (Grand Rapids: Zondervan, 1992); “Typology: A Summary of the Present Evangelical Discussion,” *JETS* 40 (1997): 627–38; “Typology and Biblical Theology: A Proposal and Case Study,” paper presented to the ETS Biblical Theology Study Group, Orlando, FL, Nov. 1998); “Dispensational Hermeneutics: A Proposal,” paper presented to the Dispensational Study Group, Orlando, FL, Nov. 1998); and “The Hermeneutics of the Use of the OT in 1Peter,” Th.D. diss., Dallas Theological Seminary, 1987.
- Walter C. Kaiser, Jr.
The Uses of the Old Testament in the New (Chicago: Moody Press, 1985); “The Author’s Assertions as the Basis for Biblical Hermeneutics,” paper presented at ETS, Wheaton, IL, 18 Nov. 1994); “The Fallacy of Equating Meaning with Reader’s Understanding,” *Trinity Journal* 6 OS (1977): 190–93; “Hermeneutics and the Theological Task,” *Trinity Journal* 12 (1991): 3–14; “Legitimate Hermeneutics,” in *Inerrancy*, ed. Norman Geisler, 117–50 (Grand Rapids: Zondervan, 1979); “Response to ‘Author’s Intention and Biblical Interpretation,’” in *Hermeneutics, Inerrancy and the Bible*, ed. Earl D. Radmacher and Robert D. Preus, 439–48 (Grand Rapids: Zondervan, 1984); “The Single Intent of Scripture,” in *Evangelical Roots: A Tribute to Wilbur Smith*, ed. Kenneth Kantzer, 123–41 (Nashville: Nelson, 1978).
- Johnson, Elliott E.
 “Author’s Intention and Biblical Interpretation,” in *Hermeneutics, Inerrancy and the Bible*, ed. Earl D. Radmacher and Robert D. Preus, 407–30 (Grand Rapids: Zondervan, 1984); “Dual Authorship and the Single Intended Meaning of Scripture,” *BibSac* 143 (1986): 218–27; “Hermeneutical Principles and Psalm 110,” *BibSac* 149 (1992): 428–37; “Hermeneutics and Dispensationalism,” in *Walvoord: A Tribute*, ed. D. Campbell, 239–56 (Chicago: Moody Press, 1982); “Premillennialism Introduced: Hermeneutics,” ch. 1 of *A Case for Premillennialism: A New Consensus*, ed. D. Campbell and J. Townsend, 15–34 (Chicago: Moody Press, 1992); “What I Mean by Historical-Grammatical Interpretation and How That Differs from Spiritual Interpretation,” *GTJ* 11 (1990): 157–70; and *Expository Hermeneutics*, pp. 7–69, 177–86 (Grand Rapids: Zondervan, 1990).
- If class size warrants, the following scholars may be added: R. T. France, David Baker, Raymond Brown.

9. Bibliography

A bibliography for the course is posted at:

<<http://faculty.bbc.edu/rdecker/phd/intertext.htm>>

You can find additional bibliography on the subject in the following places:

Robert Sivigny, "The Use of the Old Testament in the New: A Selected Annotated Bibliography," *The Christian Librarian* 34.1 (1990): 11-16. (You can access this at the BBC/S library.)

There is also an extensive bibliography in Kaiser's *The Uses of the Old Testament in the New*, 237-53 (categorized by Bible book).