Course Description
A study of the text and canon of scripture, focusing critically on seminal writings from antiquity and on contemporary research. The course will consist of readings, discussions, some lectures, and student presentations of research.

Required Texts. Note: you may not need to buy them all but you will have some readings from each. We will be reading a number of articles as well, most of which will be posted online.
Kruger, Michael J., *Canon Revisited* (Crossway, 2012)

Recommended Texts. Consider adding many of these to your library!


Köstenberger, Andreas, and Michael Kruger, *The Heresy of Orthodoxy* (Crossway, 2010)


McDonald, Lee and J. A. Sanders, eds., *The Canon Debate* (Hendrickson, 2002)


Tov, Emanuel, *Textual Criticism of the Hebrew Bible* (Fortress, 3rd edn., 2011)


Classroom Procedure
Generally, at least half of the semester’s meetings will consist of the discussion of readings, with the occasional lecture/soliloquy by the instructor. The last classes will consist of seminar presentations by the students, presenting papers, approximately 40 minutes in length, and discussion of those papers.

Assignments and Grading

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<tr>
<th>COMPONENT</th>
<th>% OF GRADE</th>
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<tbody>
<tr>
<td>Summary of Reading and Discussion</td>
<td>30</td>
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<tr>
<td>Terminology Quiz</td>
<td>10</td>
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<tr>
<td>Research paper</td>
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<td>Classroom presentation</td>
<td>20</td>
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<td>Final paper</td>
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The Research Paper is to be on some aspect of the textual criticism of the Bible or the canon of the Bible. The particular topic must be approved in advance by the instructor. This could be the study of a selected text critical problem, the study of a particular manuscript or group of manuscripts, the study of the witness of a Father or a text, a synthetic study of a theme or topic in the history of the canon, focusing on Scripture or on post-canonical history. Alternatively, it may be a critical interaction with a modern author on the text or canon of Scripture. Students will be assigned a one-hour slot in class in which to present and then defend their papers. All other students will submit a grade for this presentation (to be considered by the instructor). The papers may then be rewritten and will be submitted at the end of the semester.

Paper Requirements for 2NT716 Text and Canon
(Note, these only apply to the final paper which you turn in, not to the paper you present in class.)
1. Length. The paper will have a strict word limit of 8,000 words, footnotes included but bibliographies not included (pictures and captions not included).
2. Format. The body of the paper should be in 12 point font, 1.5 line-spaced. Please use footnotes rather than endnotes. Footnotes may be no smaller than 10 point, single-spaced.
3. Citation. Any consistent system of citation is acceptable, within these parameters: first reference to a source must give full bibliographic information; thereafter simply cite the author, an abbreviated title (if your paper uses only one work by a particular author, you may omit the abbreviated title), and page number.
4. Bibliography. Begin the Bibliography on a separate page. List in alphabetical order (by author’s last name) all works cited in the paper.

Summary of Reading and Discussion means that two to four times in the semester (depending upon the enrollment) each student will be responsible for summarizing that week’s readings and leading a discussion based on notes/questions from the readings, for the first hour of class. The notes for your presentation must be handed in after the presentation.
Terminology Quiz. In addition, the student will take one quiz over basic terminology relevant to canon and textual criticism.

Schedule for 2NT716 Text and Canon, Spring, 2015
C. E. Hill

KEY
➢ = item on the course website
All other items in assigned texts, in library, or on internet

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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Peter Gentry, Review of *The Septuagint as Christian Scripture*, *Near East Archaeological Society Bulletin* 51 (2006), 47-49 (3pp.)

Ed Gallagher, “The Date Criterion” (6pp.)


Canon Debate Appendix C (for reference)

About 69 pages

**Recommended**

Beckwith, Roger, *The Old Testament Canon of the New Testament Church: And Its Background in Early Judaism*


W. Bredenhof, “Guy de Brès and the Apocrypha,” *WTJ* 74 (2012), 305-21


S. Mason, “Josephus and His Twenty-Two Book Canon,” in McDonald and Sanders, *Canon Debate*, 110–127;


**IN CLASS: Discussion of Readings, Professor Lecture:** Hill, “The OT Canon in the Early Church”


62 pages
IN CLASS: Discussion of Readings, Student
SUMMARY of OT Text and Canon; Paper Ideas

Recommended

IN CLASS: Discussion of Readings, Student

4  F26  NT Canon  Contemporary Views
➢ Robert Funk, “The Once and Future NT,” in McDonald and Sanders, Canon Debate, 541-57 (27 pp.)
➢ Everett Ferguson, “Factors Leading to the Selection and Closure of the NT Canon: A Survey of Some Recent Studies,” in McDonald and Sanders, Canon Debate, 295-320 (26 pp.)
Kruger, Canon Revisited, 15-122. (108 pp.)
161 total pages

Recommended
➢ Harry Gamble, “The NT Canon: Recent Research and the Status Quaestionis,” in McDonald and Sanders, Canon Debate, 267-94 (28 pp.)
➢ Lee McDonald, “Identifying Church and Canon … The Criteria Question,” in McDonald and Sanders, Canon Debate, 416-39 (24 pp.)

IN CLASS: Discussion of Readings, Student

5  M5  NT Canon  Foundations and Primary Sources
Eusebius, Historia Ecclesiastica 2.15; 3.1-4; 3.24-25; 3.39
The Muratorian Fragment
Irenaeus, AH 3.praef. through 3.4.3; 3.11.7-9;
- Canon Debate Appendix D (for reference)

**Recommended**
Didache; 1 Clement; Polycarp, *To the Philippians*; Ps. Barnabas; Epistle to Diognetus; Shepherd of Hermas; *Epistula Apostolorum*,

IN CLASS: Discussion of Readings, **Student**

<table>
<thead>
<tr>
<th>6</th>
<th>M12</th>
<th>NT Canon</th>
<th><strong>Gospels</strong></th>
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<tr>
<td></td>
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<td>Hill, <em>Who Chose the Gospels?</em></td>
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IN CLASS: Discussion of Readings, Hill, or **Student**

<table>
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<tr>
<th>7</th>
<th>M19</th>
<th>NT Canon</th>
<th><strong>Dealing with Primary Sources</strong></th>
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<td>Fragments of Papias</td>
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<td>Ignatius’ Letters (skim)</td>
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<td>Read at least a smattering of pages from:</td>
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<td>Gospel of Thomas; Gospel of Peter; Gospel of Judas. All can be found online.</td>
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<td>Choose either:</td>
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**Recommended**
Oskar Skarsaune, “Justin and His Bible,” in Sara Parvis and Paul Foster (eds.), *Justin Martyr and His Worlds* (Minneapolis: Fortress Press, 2007), 53–76

IN CLASS: Discussion of Readings, **Student**

**READING WEEK**

<table>
<thead>
<tr>
<th>8</th>
<th>A2</th>
<th>NT Canon</th>
<th><strong>Final Overview</strong></th>
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<td>Kruger, <em>Canon Revisited</em>, 125-295</td>
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</table>

Recommended: ➢ Hill, “Deconstructio ad Absurdum?” *JETS* 52 (2009), 101-19

IN CLASS: Discussion of Readings. **Student**
Possibly, Hill, “The Truth above all Demonstration” or Hill, “Irenaeus, the Scribes, and the Scriptures”

9 A9 NT Text

**Introduction/Overview**

*Review the basics in Aland and Aland from Greek Exegesis!*

- Köstenberger and Kruger, *Heresy of Orthodoxy* Chs. 7-8, pp. 179-231 [53]

92 total pages

**Recommended**

B. Ehrman, *Misquoting Jesus*;


IN CLASS: Discussion of Readings. **Student**
Codex Sinaiticus; INTF website

10 A16 NT Text

**Methods**


and download and view the presentation by Mink at
http://egora.uni-muenster.de/intf/service/downloads_en.shtml

Recommended
D. C. Parker, *New Introduction*, various parts: 151-54 (theological changes); 171-74 (what is a text-type?); 183-190 (exegesis, theology); 191-93 (corrections in P66, with photos) [19]; 227-82 (Rev., Paul) [56];

IN CLASS: Discussion of Readings, Student

11 A23 NT Text Manuscripts
Hurtado, *Artifacts*, Chs. 1-3 (15-134 [120]), 5 (155-89 [35])
155 total pages

Recommended
Hurtado, *Artifacts*, rest of book
Parker, *New Introduction*, various portions, 283-347

IN CLASS: Discussion of Readings, Student

12 A30 Student Papers (Professor paper?)
13 M7 Student Papers
### MDiv* Student Learning Outcomes

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

#### Rubric

- **Strong**
- **Moderate**
- **Minimal**
- **None**

#### Mini-Justification

Students will prepare and orally deliver a paper on an aspect of the textual criticism or the canon of the New Testament.

### Articulation (oral & written)

Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.  

**Strong**  

*Some of the content of Scripture is studied in detail in terms of its text and the manuscripts which represent it. The whole subject of canon is concerned with Scripture.*

### Scripture

Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)  

**Strong**  

*Although one could be a complete louse and be an expert on technical matters of canon and textual criticism, a proper approach and appropriation of this material will of great advantage to the ongoing process of the believer’s sanctification.*

### Reformed Theology

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.  

**Moderate**  

*Stress on the doctrine of Scripture as expressed in the WCF and other Reformed confessional documents.*

### Sanctification

Demonstrates a love for the Triune God that aids the student’s sanctification.  

**Minimal**  

*What could be more winsomely Reformed than the study of textual criticism?*

### Desire for Worldview

Burning desire to conform all of life to the Word of God.  

**Moderate**  

*Understanding the origins of the text and the formation of the Biblical canon is foundational to an informed Christian world and life view.*

### Winsomely Reformed

Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)  

**Moderate**

*What could be more winsomely Reformed than the study of textual criticism?*

### Preach

Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.  

**Minimal**  

*No preaching techniques are offered here, only part of the essential knowledge on which sound preaching is based.*

### Worship

Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.  

**Minimal**  

*No study of worship forms or construction of a worship service – only some foundational knowledge for the preacher of God’s Word.*

### Shepherd

Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.  

**Minimal**  

*The shepherd should be better equipped to guard and feed the sheep through successful completion of this course.*

### Church/World

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.  

**Minimal**  

*This course should help to keep denominational and wider ecumenical activity on the right foundation.*