

Foundations for Biblical Studies

European Nazarene College

School Year:	2022-2023
Dates:	5 September – 16 November 2022
Learning Centre:	Digital Campus
Course Number:	BIB1405
ECTS:	5
Language(s) of Course:	English
Delivery Method:	Fully Online
Course Time Commitment:	14.4 hours/week
Lead Teacher:	Howard Culbertson

Course Description

This course provides foundations for Biblical Studies. It is designed for developing an understanding and appreciation for hearing God's Word for today through Scripture. It will focus on learning the appropriate tools and the process of Biblical exegesis, understanding the principles of interpretation that are specific to the various types of literature in the Bible, and engaging the various issues and hermeneutical problems that affect how Scripture is interpreted in the church.

Place in the Curriculum

This course has either Introduction to the Old or Introduction to the New Testament as a prerequisite. It is preferred that both biblical introduction courses are completed before this course.

Intended Educational Outcomes

This course contributes to reaching the following intended educational outcomes of EuNC's curriculum:

Content	<i>CN1 Bible.</i> Students will know the content and theology of the Old and New Testaments, historical backgrounds and the various kinds of literature, as well as key issues of hermeneutics.
Competency	<i>CP1 Interpretation.</i> Students will be able to interpret and apply Scripture in exegetically and theologically sound ways. <i>CP6 Critical Thinking.</i> Students will develop the ability to determine validity and reasonableness through an examination of information, argumentation, and experience.
Character	<i>CH1 Integration.</i> Students will be able to apply the knowledge they have received to their personal lives. <i>CH2 Transformation.</i> Students will have grown in their pursuit of living a holy life in all its various dimensions of daily life and personhood.
Context	<i>CT1 Relevance.</i> Students will be able to communicate the Gospel in relevant ways to the people in a certain context, using sound hermeneutical principles.

CT4 Integration. Students will be equipped to relate the Christian faith to all areas of life from the Wesleyan theological perspective.

Course Objectives

In order to reach partially or completely the above stated intended educational outcomes, by the end of the course students will be able to ...

1. Work with the basic steps of biblical exegesis. (Supports CN1, CP1)
2. Discuss the need for and importance of biblical interpretation. (Supports CN1, CP1, CP6, CH1, CT1)
3. Identify some significant approaches to Scripture interpretation in the history of the Church, as well as various contemporary methodologies for doing biblical interpretation, with a particular focus on hermeneutics from a Wesleyan perspective. (Supports CN1, CT4)
4. Identify and discuss some of the key issues related to interpreting the Bible and discovering the meaning of the text. (Supports CN1, CH1)
5. Identify and apply appropriate hermeneutical principles to the various types of literature in the Bible. (Supports CN1, CP1)
6. Apply sound hermeneutics to difficult and controversial issues facing the church today in order to discover appropriate and Scriptural responses. (Supports CN1, CP1, CP6, CT1, CT4)
7. Read and understand Scripture as a lover of the Word with a goal of embodying its message within their own lives. (Supports CN1, CP1, CH1 CH2)

Course Requirements

The following requirements are expected of all students. Note: There will be more detailed instructions in Moodle for each of these items.

1. *Participation.* Faithful participation is expected and essential to benefit from this course. Much of your learning will depend on your participation in class assignments, activities and discussions. Also see below for the class participation policy. (This requirement helps students accomplish course objectives 1–7.)

The course will be conducted asynchronously via Moodle. All assignments will be submitted to Moodle forums. To create a learning community, you are required to read all assignments posted by other students and to comment on them. You must also write at least two substantive response posts each week to what other students have submitted to that week's Moodle forums. Response posts will receive participation credit for the week in which they are submitted to Moodle.

2. *Reading.* The textbook(s) and/or other materials assigned, need to be read according to the course calendar. In addition, scriptural passages and other shorter readings may be assigned in connection with class discussions. This assignment helps the student to accomplish course objectives 1, 3, 4, and 5.

By Thursday night of each week, you must submit to Moodle a reflection on that week's reading of at least 200 words. The reflections should be your reactions to about ideas and concepts in the reading rather than a summary of the content.

3. *Exegetical Worksheets.* In order to gain practice in Bible study and interpretation, you will complete a series of worksheet assignments that deal with different aspects of hermeneutical method. These assignments will provide the basic work toward your major

exegetical paper, which everyone will write on the passage Ephesians 5:21-27. More detailed explanations of these and other assignments will be in Moodle. The worksheets should be submitted to Moodle forums by the due dates in the course calendar. This assignment helps the student accomplish course objectives 1 and 4 through 7.

4. *Common Assignment: Exegesis Paper.* You will incorporate the exegetical findings and skills you have learned in the class and through exegetical worksheets into an exegesis paper of 1800-2000 words in length (excluding works cited and expository outline). Instructions are in appendix 1. Due 16/11 in the appropriate Moodle forum. This helps the student accomplish course objectives 1 and 4 through 7.
5. *Paper on the Authority of Scripture document.* Read the article that was written by the scripture study committee led by Varughese and answer the following questions in 800-1000 words while reflecting on the issues discussed in the article:
 - a. What is the essence of the difference between Scripture being inerrant, and Scripture being divinely inspired in all things necessary for salvation?
 - b. Reflect on the relationship of the Bible to the authority of God. What is the relationship between the Living Word of God (Jesus) and the written Word of God (the Bible)?
 - c. If you have taken Introduction to Theology already: How does this connect with what you learned in Introduction to Theology?
 - d. What does it mean to you personally that you submit to God in a loving relationship with Him, and how does this affect how you read Scripture?

This reflection paper is due 6/11. It will help the student to accomplish course objectives 2, 3 and 7.

6. *Final Exam.* There will be a comprehensive final exam, based on class lectures, discussions and activities, and possibly required readings. The exam will contain a combination of essay and objective and short answer questions. Students will receive a study guide in preparation for the exam. This assignment helps the student to accomplish course objectives 1 through 5.

Grade Distribution and Learning Hours

<i>Course Requirements</i>	<i>Percentage of Final Grade</i>	<i>Learning Hours</i>
1. Participation	10%	30
2. Reading	10%	55
3. Exegetical Worksheets	25%	20
4. Exegesis Paper (Common Assignment)	25%	15
5. Authority of Scripture Reaction Paper	10%	10
6. Final Exam	20%	20
<i>Total</i>	<i>100%</i>	<i>150 hours</i>

Textbook(s)

1. The Holy Bible
2. Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*, 2nd Edition. Grand Rapids: Zondervan, 1993.]
3. Leclerc, Diane. "How to Read the Bible as a Wesleyan". *Discovering Christian Holiness: The Heart of Wesleyan-Holiness Theology*. Kansas City: Beacon Hill Press, 2010. Pp. 33-49

4. Wainwright, Geoffrey. "The Trinitarian Hermeneutic of John Wesley". *Reading the Bible in Wesleyan Ways: Some Constructive Proposals*. Edited by Barry L. Callen and Richard P. Thompson. Kansas City: Beacon Hill Press, 2004. Pp. 17-38.
5. Varughese, Alex, et.al. "Report of the Scripture Study Committee to the Twenty-eighth General Assembly of the Church of the Nazarene," 2013. (Will be available in Moodle)

Additional Resources

Check your country's Learning Centre library for Bible dictionaries, commentaries and additional resources on Ephesians.

1. Hoehner, Harold W. *Ephesians, An Exegetical Commentary* Baker Academic, 2002 [OverDrive]
2. Longman, Tremper III. *The Baker Illustrated Bible Dictionary* Baker, 2013 [OverDrive]
3. Lyons George. "Ephesians," *New Beacon Bible Commentary*. Beacon Hill Press of Kansas City, 2019. [ProQuest]
4. Nicholson, Susan, "Ephesians," *Wesleyan One Volume Commentary*. Abingdon Press, 2020 [ProQuest]
5. Snodgrass, Klyne. *Ephesians: NIV Application Commentary*. Zondervan Academic, 2009 [OverDrive]
6. Talbert, Charles H., *Ephesians and Colossians*. Baker Academic, 2007 [OverDrive]
7. Taylor, Willard H. *Beacon Bible Expositions, Volume 8, Galatians Through Ephesians*. Beacon Hill Press of Kansas City, 1981. [OverDrive]
8. Varughese, Alex, et. al. *Discovering the New Testament: Community and Faith*. Beacon Hill Press of Kansas City, 2005. [ProQuest]
9. Wright, Tom. *Paul for Everyone, The Prison Letters--Ephesians, Philippians, Colossians and Philemon (New Testament for Everyone)*. Westminster John Knox Press, 2004 [OverDrive]

Course Calendar

Date	Course Outline	Reading/Assignments
Week 1 5.9 – 11/9	Introduction to the Course Definitions of key terms and some basic principles.	Fee and Stuart, pp. 11-18 "How to read the Bible as a Wesleyan"
Week 2 12/9 – 18/9	Interpreter's Role, meaning of the text, challenges of the interpreter	Fee and Stuart, pp. 19-56 Exegetical Worksheet 1
Week 3 19/9 – 25/9	Learning to think contextually Hermeneutical questions to ask	Fee and Stuart, pp. 57-92 Exegetical Worksheet 2
Week 4 26/9 – 2/10	Using biblical narratives properly The problem of historical precedent	Fee and Stuart, pp. 93-132
Week 5 3/10 – 9/10 -	One story – many dimensions Understanding and interpreting parables	Fee and Stuart, pp. 133-168 Exegetical Worksheet 3
Week 6 10/10 – 16/10	The law as covenant Looking at the prophets	Fee and Stuart, pp.169-214 Exegetical Worksheet 4
Week 7 17/10 – 23/10	Interpreting prose Dealing with the Wisdom writings	Fee and Stuart, pp. 215-262
Week 8 24/10 – 30/10	Understanding Revelation Using commentaries	Fee and Stuart, pp. 262-282 Exegetical Worksheet 5
Week 9 31/10 – 6/11	General rules of interpretation:	Authority of Scripture Commission; written reaction due

Week 10 7/11 – 13/11	How a Wesleyan lens shapes our understanding	Wesley's Hermeneutic article
Week 11 14/11 – 16/1	Wrap-up of course	Exegesis paper due Final exam

The teacher has the right to make changes in the course calendar, and due dates (within the course duration), if necessary.

Academic Integrity

"Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else's words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required or handing in similar assignments to different courses).

It is the student's responsibility to learn the appropriate methods of citing the sources they have used. Guidelines are provided in ACP1000 EuNC Orientation.

Any student who knowingly assists another student in dishonest behaviour is equally responsible.

Academic dishonesty is a serious ethical violation of academic integrity. The **minimum** penalty for academic dishonesty will be failure of the assignment. At the discretion of the teacher and the LC Committee, more stringent measures may be applied, including failure of the course, academic probation, or academic suspension" (EuNC Academic Catalogue).

Language Proficiency and Academic Style

"As a general rule, 10% of the grade for all written assignments is based upon language use: proficiency in grammar and spelling, as well as the ability to communicate clearly" (EuNC Academic Catalogue).

It is expected that students will follow the academic style adopted by their Learning Centre (please review ACP1000 EuNC Orientation) as they complete written assignments.

Class Participation

"Education at EuNC is more than just learning facts – it is that, but also involves the building of character, deepening one's walk with Christ, and building skills for life and ministry. In order to achieve these goals, students are expected to actively participate in their classes. For in-class courses or those utilizing video conferencing, this means both being in attendance of those sessions and actively being a part of the discussions. For online classes, this means connecting to the course regularly during the week and keeping up with the forums and assignments that have been developed.

If you are unable to connect to the online component of their course, you must communicate with the teacher or teaching assistant as quickly as possible and explain the reason (illness or other unavoidable circumstances) and make up the work accordingly.

Late Submission of Assignments

All course requirements need to be submitted to the proper Moodle forum before the final due date and hour. For work that is submitted late, 10% of the possible grade will be deducted for each day it is late. Thus, any work submitted after 10 days will not be eligible to earn any points.

“The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons.” (EuNC Academic Catalogue).

Intellectual Property

“All teacher-created syllabi are the property of EuNC. Other institutions may use material and components of the courses after permission has been asked of the Rector of EuNC, and with the acknowledgement of EuNC as the source.” (EuNC Academic Catalogue)

Course Evaluations

“Part of the requirements for every course is that students complete the student course evaluation. The aggregated student evaluations, as well as course data, may be used by the faculty member, LC administration and/or general administration of EuNC for ongoing assessment of the college” (EuNC Academic Catalogue).

Appendix 1: Exegesis Paper (Common Assignment) Instructions

This exegesis paper is designed to combine the various exegetical skills you have learned throughout the class. You will use the class discussions on the elements of the hermeneutical process and build on the short assignments you have done to this point in order to write an exegesis paper. Your paper will be an exegesis and exposition of Ephesians 5:22-27. It should be 1800-2000 words in length, excluding the expositional outline and works cited. It should reflect your own research and be written primarily in your own words. The paper is due in Moodle on 16/11.

Important points to remember in approaching your text:

1. Read the passage out loud. Re-read the Scripture passage in several translations and meditate upon it before you begin working on your paper. Give it prayerful consideration and meditate on it.
2. Approach the passage **inductively**. Begin by writing down any questions that the text raises in your mind, then look for answers in the immediate and broader context of your passage and in your study of the text. Try to find tentative answers to your exegetical questions. Make observations about contrasts, comparisons, repeated words or phrases, lists, cause and effect relationships, connecting words (and, but, therefore, for, etc.), verbs and their functions, conditional clauses, purpose statements, means by which something is accomplished, reasons given by the author for something, figures of speech, questions and answers, tone, main themes and supporting material, general statements and specific examples, etc. **Listen** carefully to the text. Observe! Observe! Observe! Dig deep! Think hard! Discover all that you can find in the text.
3. Only *after* you have observed all that you can through inductive study, begin to consult commentaries and other secondary sources. Always go to the text itself first. Use commentaries to clarify, supplement and re-evaluate your findings.
4. Be aware of the difference between **primary** and **secondary** sources. Support your findings from the text itself (your primary source). Simply quoting a secondary source is not enough. If there is a controversial exegetical question, determine the solution that can be best supported by the Scriptural text. Carefully cite all sources used for the paper.

Each paper should contain the following:

- A *Introduction*. Briefly state the main point of your paper and what you want to accomplish in it.
- B *Contextual Analysis*. This section will have two parts:
 1. Historical-cultural Context.
 - a Briefly state the key elements of the *general* historical context of Ephesians (author, recipients, date, occasion, purpose for writing). This should not be overly detailed. Focus on the points that influence the exegesis of your passage.
 - b Specific historical context: *Who* is the author of this passage? *What* circumstances or what kind of situation might have prompted the author to write this passage? Are there any other background issues that are important in order to understand this text?
 2. Literary Context. How does your passage fit into the structure and flow of thought of 1: the book as a whole (book context) and 2) the immediate context (the paragraphs that come immediately before and after it, and why?)?

- C *Formal Analysis.* Here you will discuss the form, structure, and movement of the text.
- 1 Literary Genre. What type of literature (genre) is the passage a part of? Is this text a specific *form* or sub-genre within a larger genre of the book?
 - 2 What is the structure or movement of the passage? Are there any structural or rhetorical patterns at work in this passage? What is the movement or flow of thought (repetition, comparison/contrast, chiasm, logical flow, etc.)?
- D *Detailed Analysis of the Text.* Here you will discuss the passage, **verse by verse, not in the order of the following list of bullet points.** These are simply issues that you should address in the course of your discussion. Not every issue will apply to each verse. Only discuss matters that affect the meaning of the passage.
- Note any important textual variants in the Greek manuscripts (consult footnotes in English or other language translations and commentary discussions).
 - Comparing several translations of the passage, note the *significant* differences and how they change or affect the meaning of the passage.
 - Discuss any significant points of grammar and syntax that affect the meaning of the passage (verb tenses, order of words, connecting words, relationships between clauses [e.g., purpose, conditions, reasons results] in the sentence, etc.). Are there any debated phrases or grammatical relationships?
 - Discuss the meaning of the key theological words in their context.
 - Are there any literary techniques or images that the author uses to communicate to his readers? Are there figures of speech?
- E *Synthesis.* Here you will briefly summarize your interpretation of the passage. What is the main point of the passage?
- F *Reflection.* Here you will reflect on the implications of the passage for the church today. This will come in two movements:
1. Theological Interpretation. Discuss the theological message of the passage. What does the passage directly teach and what does it imply? How does the message of the passage relate to the wider biblical theological teaching of Scripture? How does it contribute to our understanding of Christian theology?
 2. Application. What does the text mean for you as a reader (why do you care about this text; is there anything you want to avoid in it; what sounds like good news to you)? How does the text speak to the people of God today?
- G *Exposition.* Based on your exegesis and reflection, develop either an expository sermon outline *or* an outline for a devotional meditation based on your passage. Before the outline, please state the **theme** (the *big idea*) of the message, its **purpose** (what you hope it will *do* for the audience – evangelistic, specific change in behavior, etc.) and the **intended audience** (youth, Sunday morning congregation, non-Christian people, etc.). State how you would introduce and conclude the message.

Outline Instructions:

Your outline should have at least two levels, for example (main points and sub-points):

- I.
 - A.
 - B.
- II.
 - A.
 - B.

Your outline should show evidence of your exegetical work and should focus on the major point of the passage. You may deal with the entire passage or a part of the passage. The purpose of this step is to take the main point of the passage you have studied and make it a living word to a present-day audience.

- H *Works Cited* – minimum of 4 sources (the textbooks and the Bible do not count). State them in correct bibliographical form. They should be taken from the course bibliography or the resources listed on your assignments. Other sources should supplement these basic resources (sources from the Internet should be used with extreme caution [since they are often unreliable] and should only serve to supplement other printed sources. The Internet should **not** be your main resource for this type of paper). If you need help with resources or recommended commentaries, please ask the instructor.

Appendix 2: Exegesis Paper (Common Assignment) Grading Rubric

Criteria	Excellent to Good Work	Adequate to Poor Work	Unsatisfactory Work	Total
Text Analysis	Deep understanding and analysis of key exegetical and theological issues. Ability to focus on essential issues. Abundant evidence of inductive study.	Basic understanding and analysis of the issues. Sometimes, the analysis gets lost in details. Fair evidence of inductive study.	Reflects inadequate understanding and analysis of the issues. Lack of focus and clarity. Little or no evidence of inductive study.	
Points	30-24	23-18	17-0	
Research	Shows extensive research of well-chosen secondary sources and detailed inductive analysis of the text. Number of sources exceeds the requirement.	Shows considerable research of secondary sources and partially thorough inductive analysis of the text. Number of sources meets the requirement.	Shows little research of secondary sources and superficial inductive analysis of the text. Number of sources is below the requirement.	
Points	20-16	15-12	11-0	
Critical Evaluation	Ability to discern between conflicting interpretations. Informed exegetical decision-making. References to sources are well-embedded in the overall argument.	Some interpretations do not receive a fair evaluation or are not discussed. References to sources do not always flow well in the overall argument.	Lack of critical evaluation. Inappropriate or no use of sources.	
Points	20-16	15-12	11-0	
Synthesis	Shows comprehensive synthesis of the main elements of the paper. Application is relevant and follows out of exegetical work. Integrated and logical expositional outline.	Shows some synthesis of the main elements of the paper. Application lacks relevance. Expositional outline does not connect well with the rest of the paper.	Synthesis of the main elements of the paper is fuzzy or non-existent. Application does not follow from exegetical work. Expositional outline is missing or incomprehensible.	
Points	20-16	15-12	11-0	
Language Proficiency and Academic Style	1% or less of grammar and/or spelling errors, in relation to word count. Demonstrates ability to communicate clearly. Correct formatting.	2% or less of grammar and/or spelling errors, in relation to word count. Could communicate more clearly. Essentially correct formatting.	More than 2% of grammar and/or spelling errors in relation to word count. Not communicated clearly. Flawed formatting.	
Points	10-8	7-6	5-0	
Total Points	100 points possible			

Additional comments (areas in which the student did well and where he/she can improve):

Appendix 3: Exegetical Worksheets

Worksheet 1:

Read Ephesians 5:21-27 in the five translations, three of which must be in English.]). One way to do this is to use Biblegateway.com

- As a general overview, what do you observe about how the 5 versions are different from one another?
- What do you think are the most important *specific* differences in words, phrases or grammar that seem to *change the meaning of the passage* (try to compare your examples across several versions)?
- Try to explain the differences between the translations. What can you find out about the translations, and the translators? Do they have a particular confessional background such as Lutheran, Roman Catholic, Orthodox, or evangelical that might influence the translation? Could it be that the translations have a different textual basis (i.e. could there be differences between the manuscripts? Check the footnotes, if available.)? Do they try to translate a Greek word that is hard to translate into [the language of the translation]? Where does the translation seem to fall in Fee/Stuart's categorization of Bible translation (i.e. literal, dynamic equivalent, or paraphrase)?
- In your own words, what does the author of the letter wants to say in Ephesians 5:21-27?

Worksheet 2:

Create an observation sheet for Ephesians 5:21-27 that shows the grammatical, syntactical and content-wise connections between the sentences. Mark key words (words that recur often and appear to be central to the message intended by the author), negations (“not”, “no”, “never”) and important connective words like “but”, “therefore”, “however”, “now”, “in order to”. Use different colors. Show the relationship between pronouns, adjectives and nouns by using arrows that indicate which word is referred to.

After that, read the whole letter to the Ephesians. Mark in your observation sheet where you see connections between Ephesians 5:21-27 and the rest of the letter. Now answer the following questions:

- What is the literary genre of the book in which the passage occurs? Is there a sub-genre or specific form for the passage itself (here you could check available Bible commentaries)? How does the genre affect our understanding of the passage?
- How does the passage fit into the flow of thought in the entire book? Is there any significance to where it comes in the letter? How does it fit into the main theme(s) of the letter?
- How does the passage fit into the *immediate context* (what comes immediately before and after; e.g., 5:15-20 and 5:28-33)? Issues you should consider in answering this question: 1) What are

the themes in the previous and following paragraphs or units and how do they fit with the theme of your passage? 2) How does this passage fit into the literary structure or flow of thought of what precedes and follows?

- How do your observations about the literary context contribute to your understanding of the meaning of the passage? What difference does the context make in how you would interpret or preach on the passage?

Stylistic devices

Look up the following biblical passages and identify which of the stylistic devices from the list below is (or are) present in them:

Bible passages: Judges 3:24; Psalm 24:3; 119; Proverbs 10:7; 14:4; 16:31; Zechariah 9:9; Matthew 5:13; 5:29; 5:45; 7:9; 28:18; Romans 3:1-4; 1 Corinthians 12:31 and 14:1; 13:1-3.

Stylistic devices: Parallelism (specify: synonymous, synthetic, antithetic or chiasmic?), inclusion, climax, rhetorical question, diatribe, hyperbole, metonymy / pars pro toto, metaphor, merism, divine passive, euphemism, acrostic, alliteration.

Note: Every device can be found in at least one passage in the list.

Hand in your observation sheet as well as your answers to the questions above and your results for the stylistic devices exercise.

Worksheet 3:

Preparation for the assignment:

1. Read through the entire letter to the Ephesians, jotting down notes. Ask the following questions of the text:
 - a) What can I learn about the **recipients** of the letter? For example, Jews or Gentiles, their situation, attitudes, problems, relationship to author, information about the church or churches written to etc.?
 - b) What can I learn about the **author** and his attitudes in writing? What is his relationship to his audience?
 - c) What can I learn about the specific **occasion** and **purpose** of the letter? What problems are being addressed? Are there any repeated themes or vocabulary that provide a clue to the author's purpose?
2. After you have learned all that you can by your own inductive study, check your findings and supplement or correct them by researching secondary resources.

Now answer the following questions:

1. **Who?** What is the author's relationship to the readers of the letter?

What are the author's circumstances and attitudes in writing?

2. **When** did the writing of this letter come in Paul's ministry? In relation to his other letters? Or is the letter written by someone other than Paul?

3. **Where** was the book written? **Where** was it sent? (geographical location)

4. **To whom** was the book written?

To whom was the individual passage (Eph. 5:21-27) addressed (e.g., the same group, a smaller group within the church, etc.)?

What do we know about the recipients of the letter that might help our understanding of the letter as a whole?

5. Does the author explicitly state **why** he wrote the letter?

What might the content of the letter suggest about its occasion and purpose?

Carefully read and reread Ephesians 5:21-27 and answer the following.

1. Does the occasion and purpose of the letter contribute to your understanding of Eph. 5:21-27? How?

2. Write 3-4 questions about the historical-cultural context of Eph. 5:21-27. These are **background** issues that will shed light on the meaning of the passage. Identify social structures, customs, beliefs, or values revealed in your passage that are different from those of your culture today. Be sure to deal with historical-cultural context questions and not literary or theological ones. For example, you might ask, What was the typical role of women in the home in the Greco-Roman world? Now research the answers to **two** of your questions, using the resources listed below. Explain these background issues and how they help you to better understand this passage.

Worksheet 4:

Do a word study either on the word "submit" (*hypotasso*) in Ephesians 5:21, 24 or on the words "make holy" (*hagiazō*) "holy" (*hagios*) in Ephesians 5:25, 27.

Answer two basic questions:

1. What is the range of meaning for the word?
 - a. Briefly, how is it used in Classical Greek and especially in the OT?
 - b. How is it used elsewhere in this letter and in the NT?
2. What is the specific meaning of the word within its context (be sure to include Scripture references)?

For resources, use at least one each of the following:

- a) a concordance or a computer software program (e.g., BibleTime)
- b) a theological dictionary (e.g. *Exegetical Dictionary of the New Testament (EDNT)* or *Theological Dictionary of the New Testament (TDNT)*, see course bibliography)
- c) a commentary. Preferably use more serious commentaries.

You may also use word study books or lexicons.

Now go back to your observation sheet and answer the following questions:

1. Vv. 21-24: Explain these verses and formulate their main message in one sentence. The following questions assume the [specify translation] translation:
 - What does the verb “submit” mean?
 - What is the “fear of Christ” (v 21)?
 - What does it mean that Christ is the head of the church (v 23)?
 - What does it mean that he is the “saviour of the body” (v 23)?
 - What else did you observe? What else needs to be explained?
 - What is the main message of these verses?
2. Vv. 25-27: Explain these verses and formulate their main message in one sentence. The following questions assume the [specify translation] translation:
 - How did Christ love the church (v. 25)? What might the author intend with this comparison?
 - Which relevance does the theme of holiness have in this Scripture passage?
 - What else did you observe? What else needs to be explained?
 - What is the main message of these verses?
3. What is the central topic of this text? What is the main concern of the author?

Worksheet 5:

You will answer the following questions relating to the theological message that Paul is trying to communicate in Ephesians 5:21-27. Remember, this is not yet the specific application of the passage to contemporary life.

What is taught *directly* in the passage about God, Humanity, Sin, Salvation, Christ, the Holy Spirit, the church, and other theological subjects? You are looking for explicit theological affirmations stated in the passage.

What theological *implications* are **required** by the passage (what is clearly implied but not actually stated in the passage)? **Please note.** It is easy to assume that *possible* implications were the intention of the author. That is not the point of asking about implications. Sometimes biblical writers teach by implication rather than by direct assertion. That is what we are looking for here.

Relate the theological lessons from Ephesians 5:21-27 to the wider biblical context: Note how these themes are found elsewhere in Paul’s writings, and in the rest of the Bible. Look for parallel passages or

expressions, similar ideas, etc. What is the relationship of this passage to the wider biblical teaching? Are there other perspectives on the issues dealt with in this text found in other parts of the Bible? What does this passage contribute to our understanding of Christian theology