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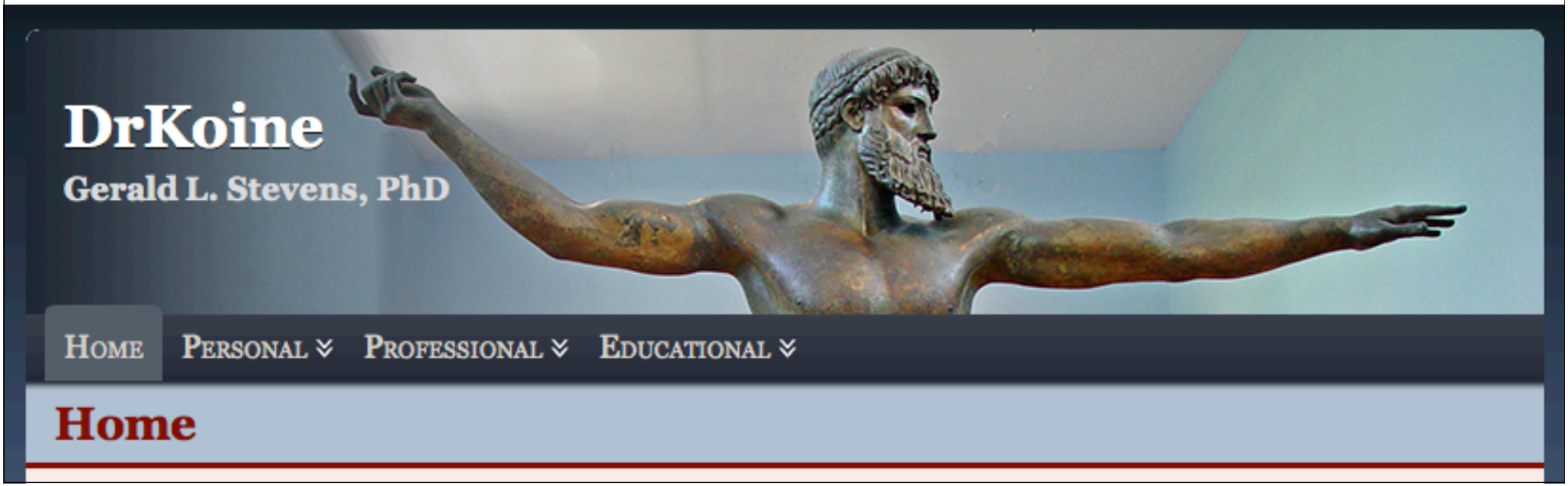
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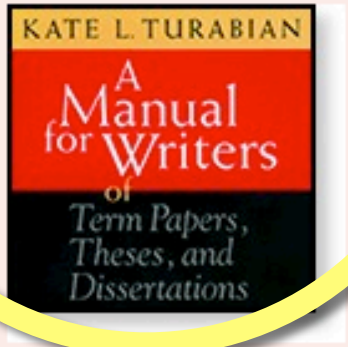

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AN EXEGESIS OF MK. 8:27–38

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AN EXEGESIS OF MK. 8:27–38

A Term Paper

Submitted to Dr. Gerald L. Stevens

of the

New Orleans Baptist Theological Seminary

In Partial Fulfillment

of the Requirements for the Course

Introduction to Biblical Hermeneutics

in the Division of Biblical Studies

John Q. Doe

BS, University of Southern Mississippi, 2013

Nov. 21, 2014

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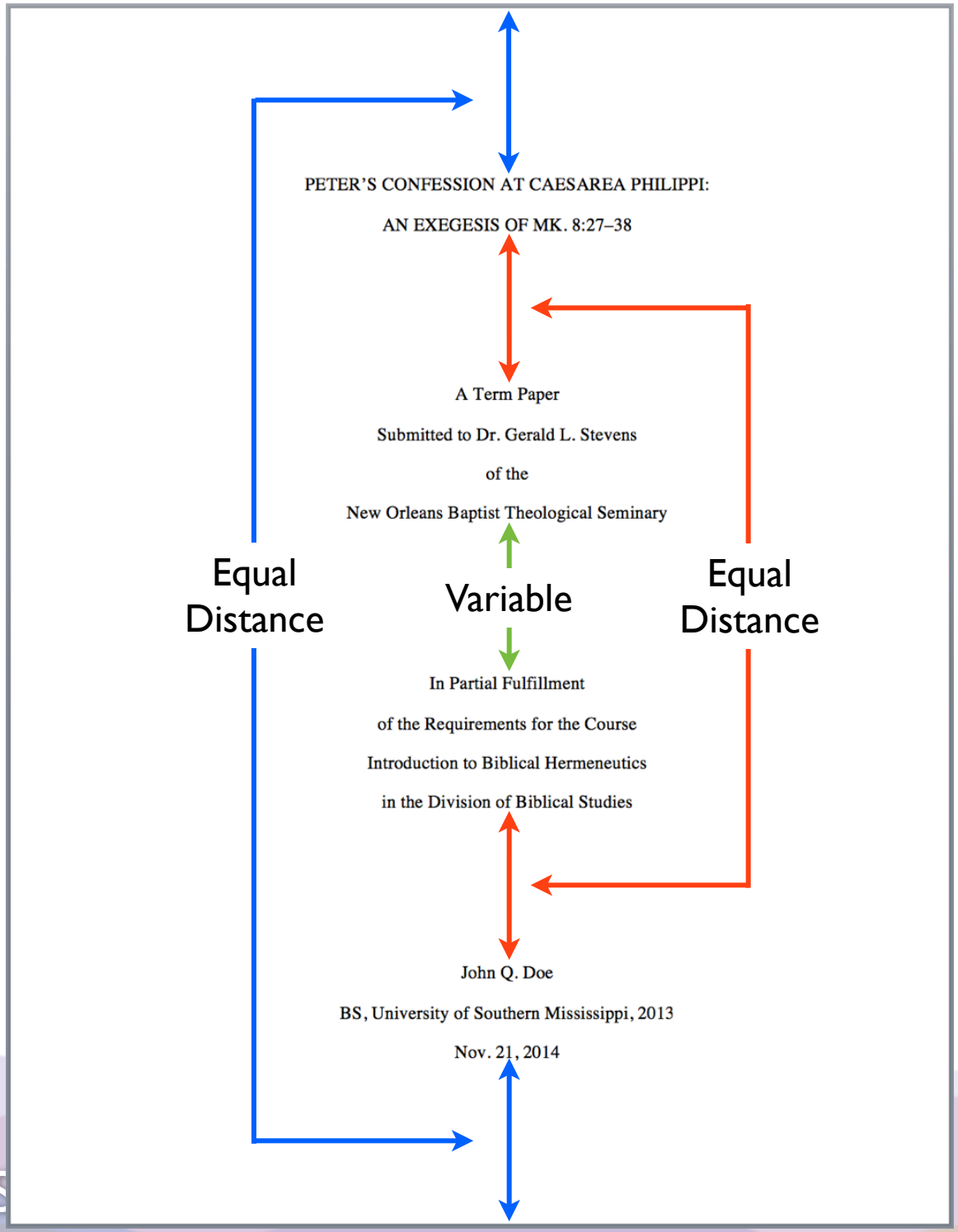
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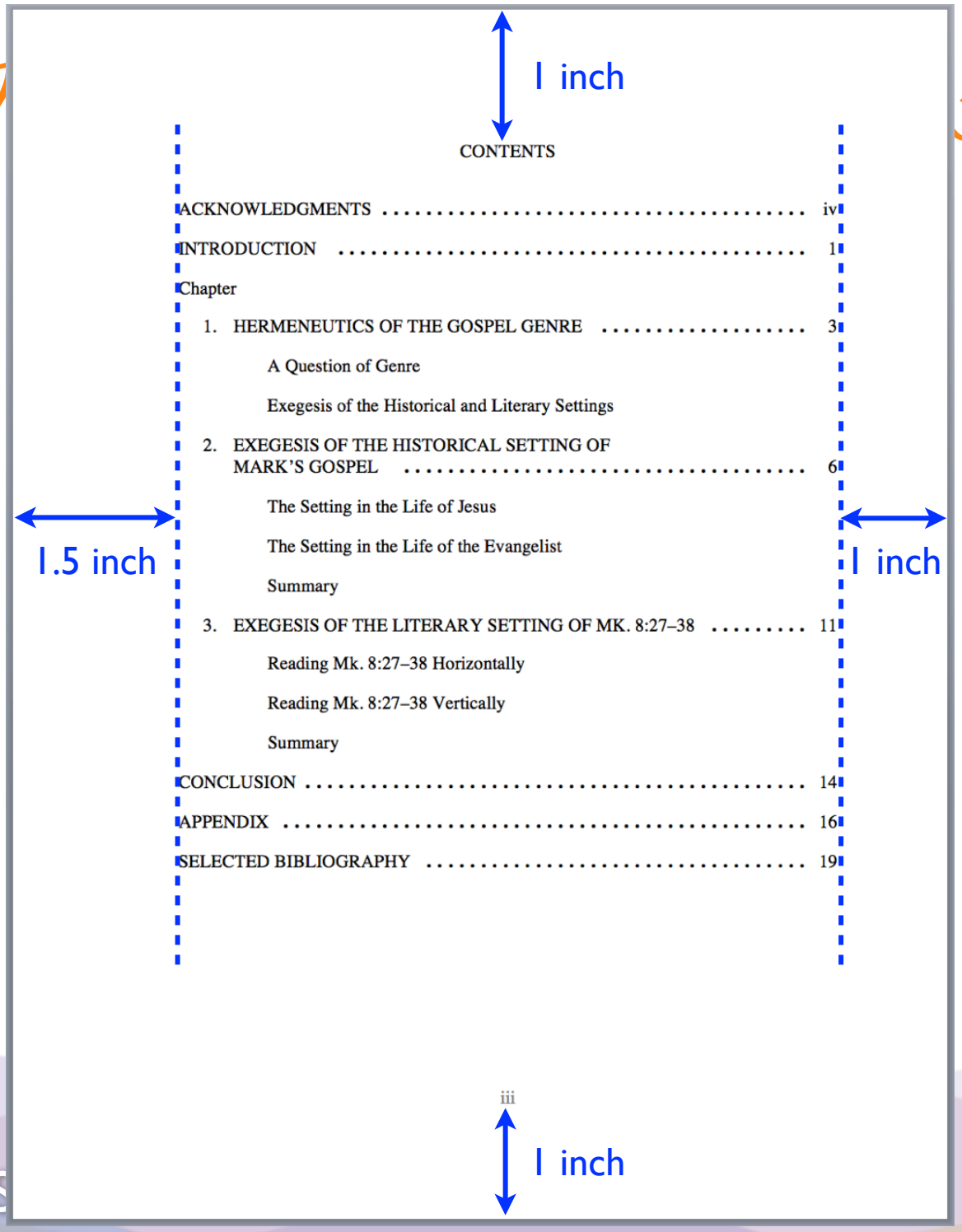
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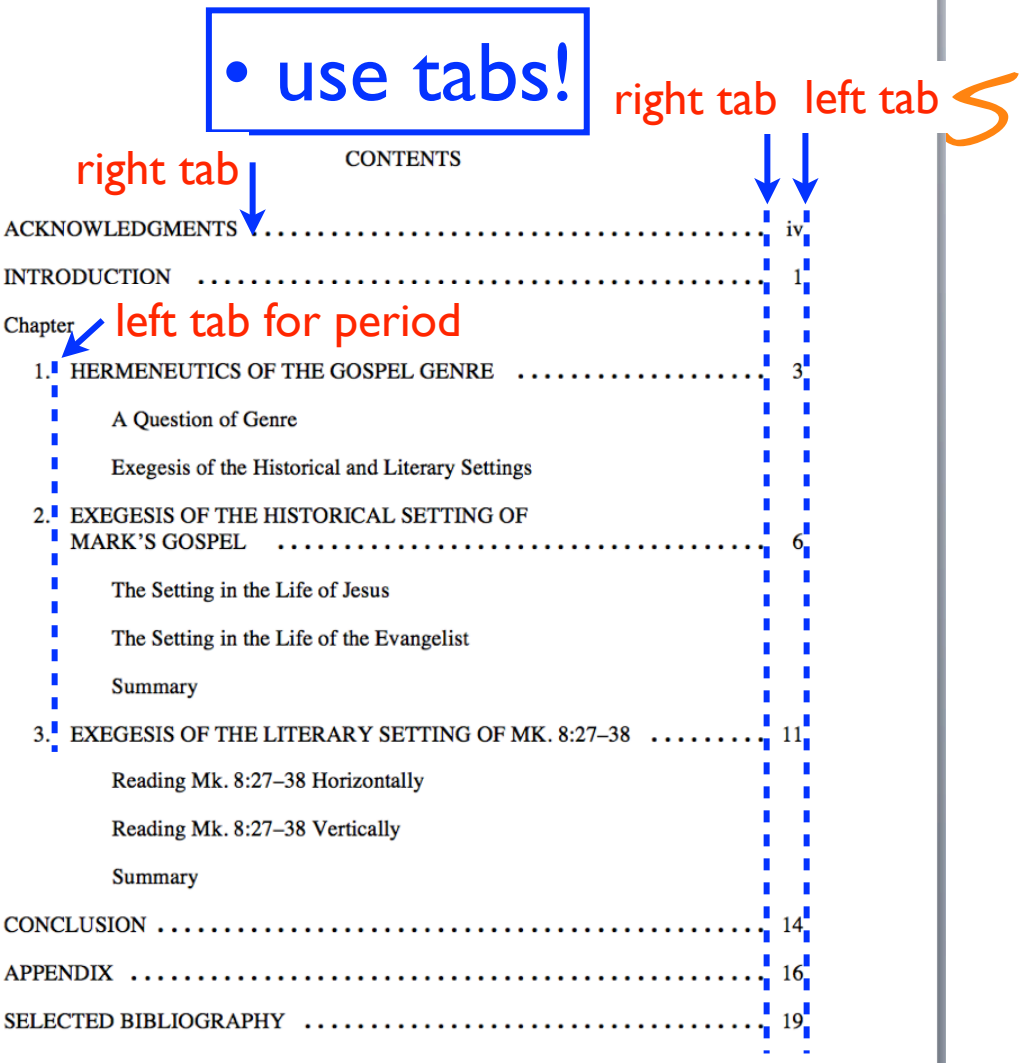
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INTRODUCTION

A review of the history of Jewish and Christian interpretation will reveal the many levels at which Scripture can be read. Each period has made contributions to an understanding of the complex nature of interpretation. Probably the most formative period for setting the parameters of current interpretive methods was the Reformation, which represented four major breaks in the history of interpretation: (1) a break with multiple meanings, (2) a break with traditional authority, (3) a break with Latin translations, and (4) a break with the medieval worldview. The literal method was reinstated as the primary tool for understanding the text of Scripture. In this method, the plain, literal meaning of a text within the historical and literary context is determinative for the interpretive process. Thus, this Reformation emphasis came to be called the grammatical-historical method. In a hermeneutical model focused on the three areas of text, interpreter, and audience, this Reformation method shifted the emphasis from the interpreter (the Roman Church and its traditions) back to the text.

The grammatical-historical method evolved into the historical-critical method in the eighteenth and nineteenth centuries.[1] However, a positivist historicism elevated reason over revelation. This reductionist approach inevitably reduced the Jesus of history to a faint whisper. While this historical development could be seen as detrimental to biblical interpretation, not all modern methodologies are inherently destructive. Some, in

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[1] See Edgar Krentz, *The Historical-Critical Method*, Guides to Biblical Scholarship, ed. Gene M. Tucker (Philadelphia: Fortress Press, 1975); Craig A. Evans, "Life of Jesus Research and the Eclipse of Mythology," *Theological Studies* 54 (1993): 3–36.

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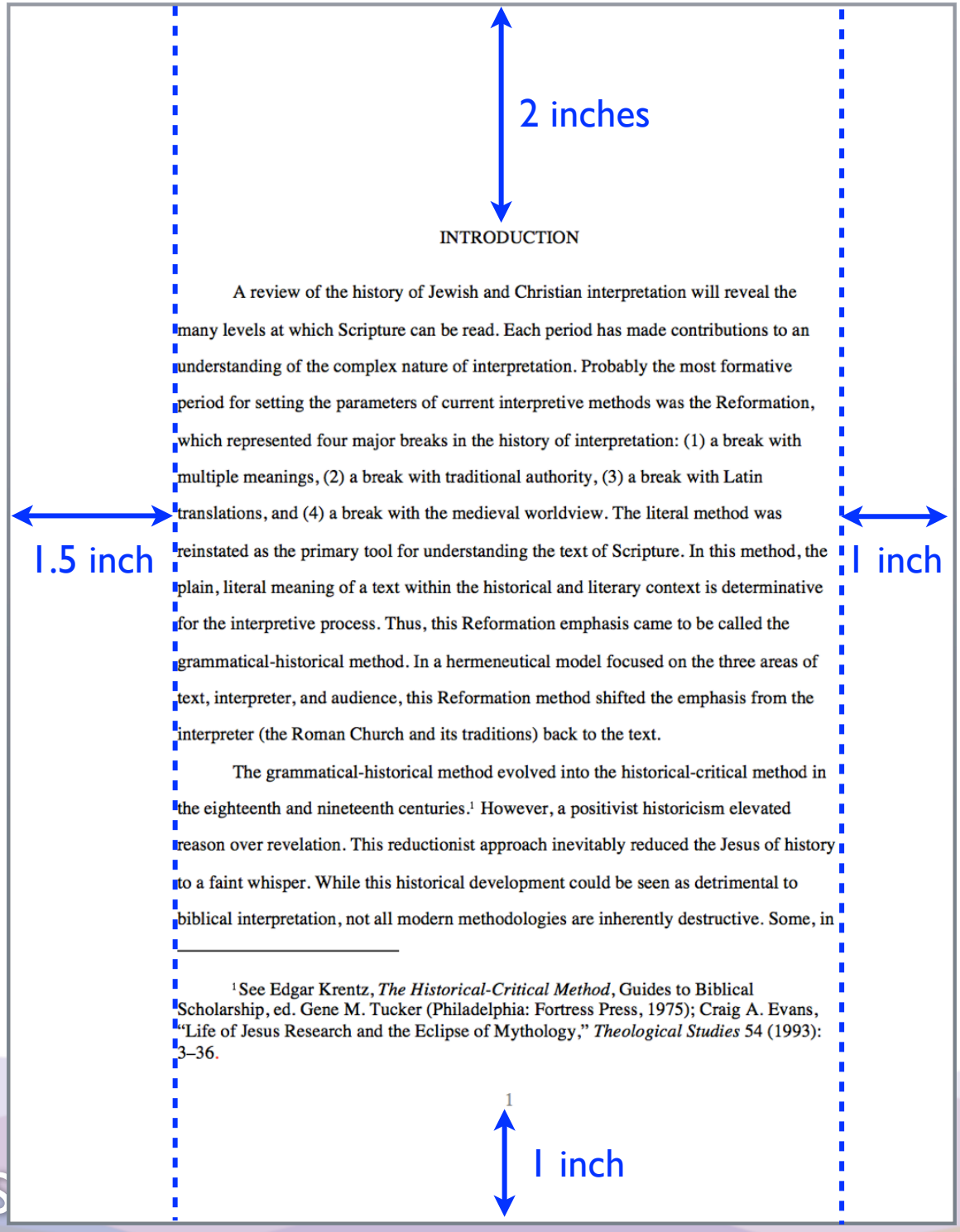
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fact, can be helpful.[2] Form and redaction criticism, for example, in the study of the Gospels can provide valuable insight into the life settings of both Jesus and the evangelists.[3] This paper will represent an attempt to capitalize on some of the positive results deriving from the application of these methodologies to gospel material in an interpretation of Peter's Confession at Caesarea Philippi as recorded in Mk. 8:27–38.

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[2]The web site http://www.ntgateway.com may help in accessing resources using various methodologies. One article link on this site on the ending of Mark with relevance to this paper is J. D. H. Amador, "Dramatic Inconclusion: Irony and The Narrative Rhetoric of the Ending of Mark," *Journal for the Study of the New Testament* 57 (1995): 61-86, accessed at http://www.ars-rhetorica.net/David/Drama.html#19 on March 2, 2002.

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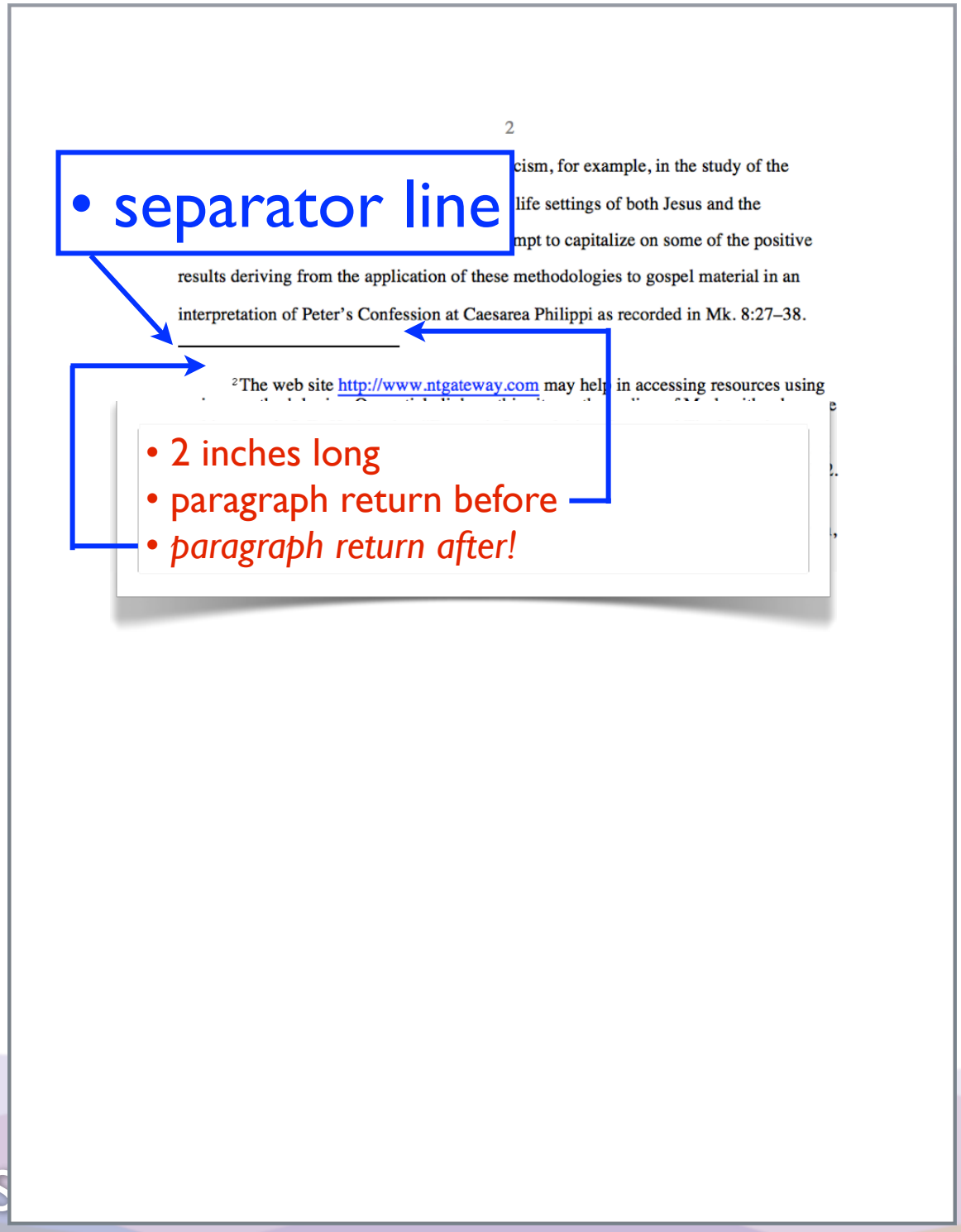
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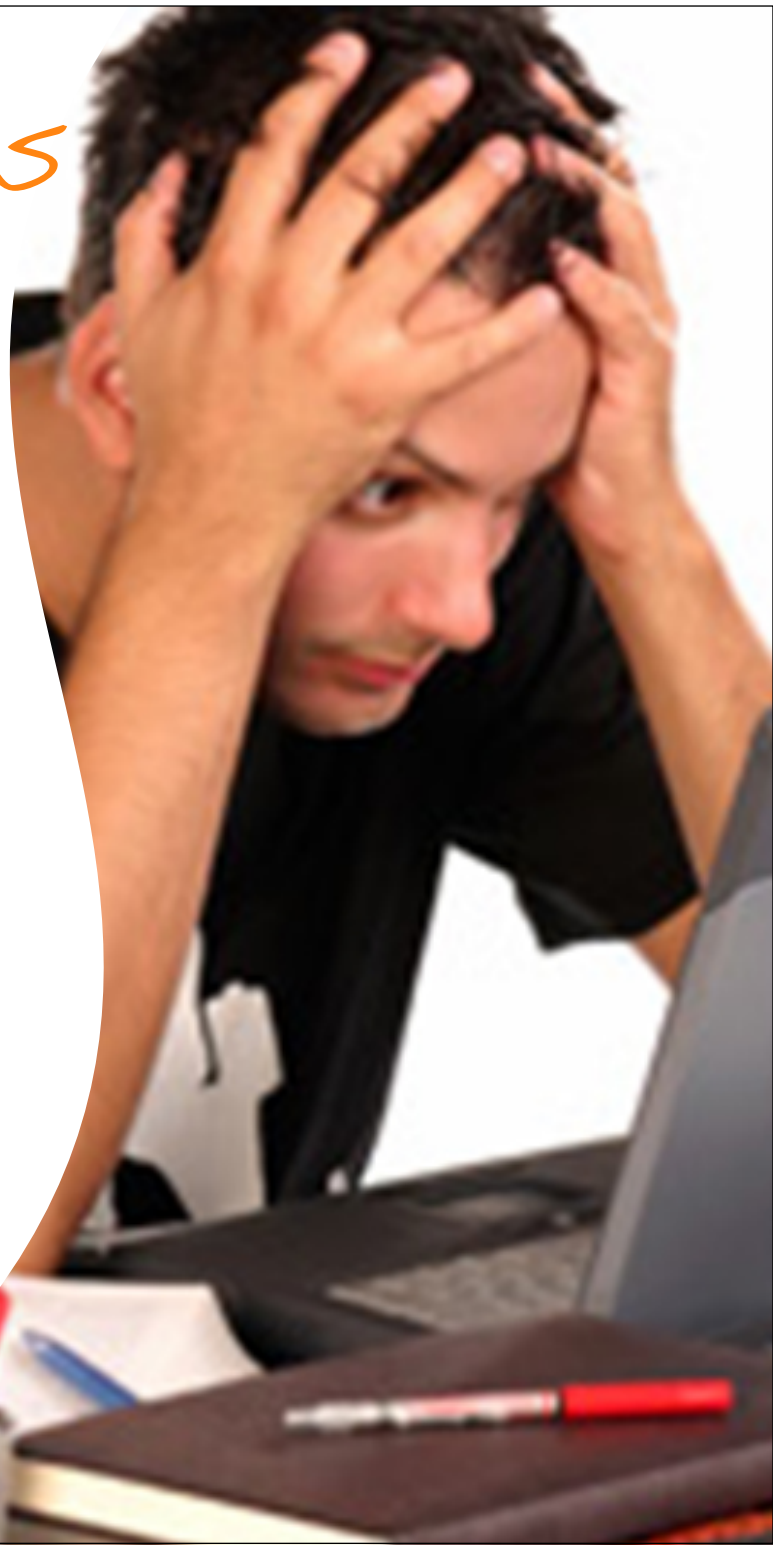

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John Q. Doe

B.S., University of Southern Mississippi, 2013

Nov. 21, 2014

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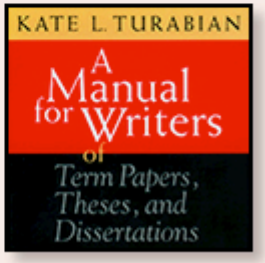

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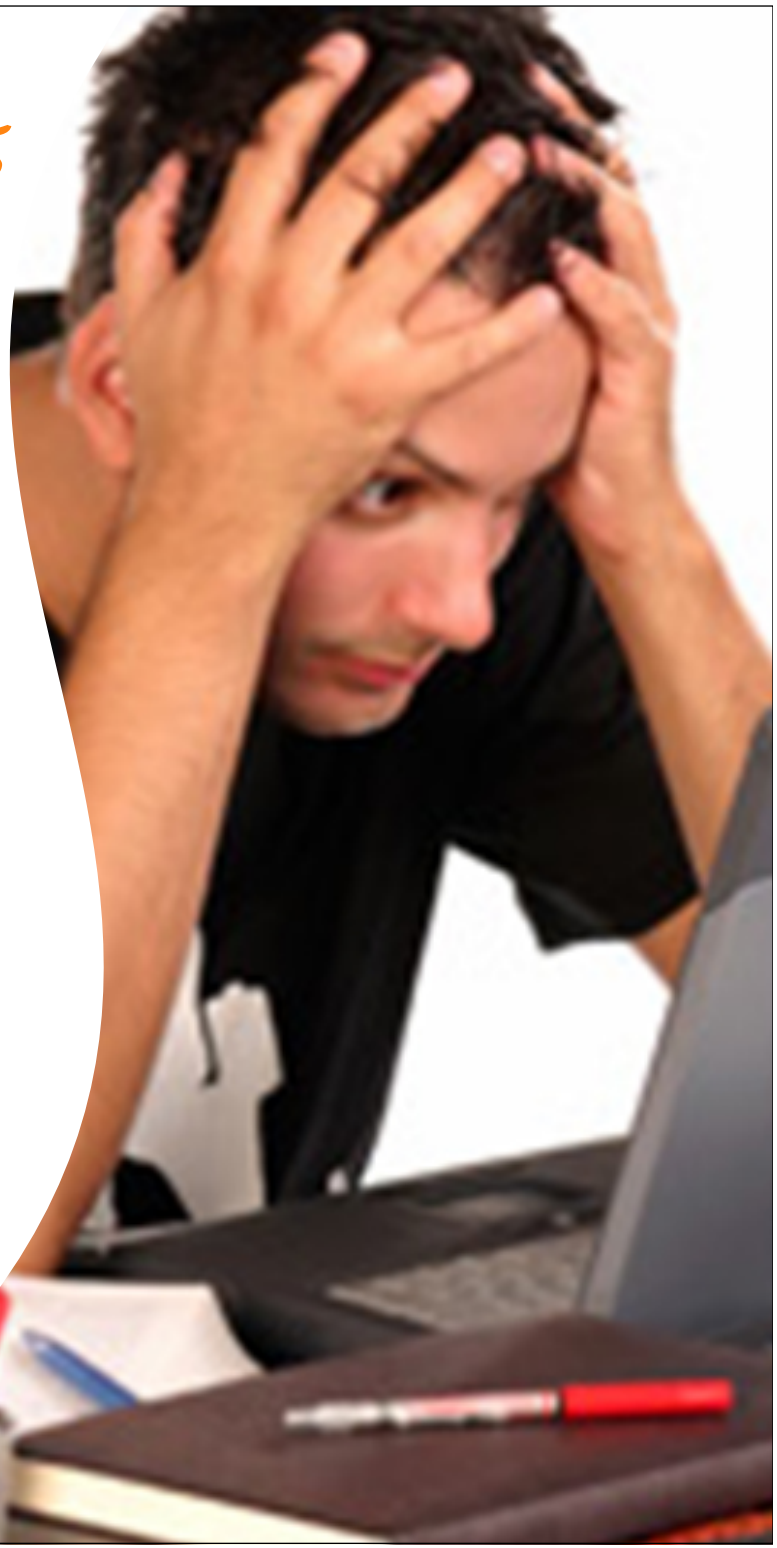

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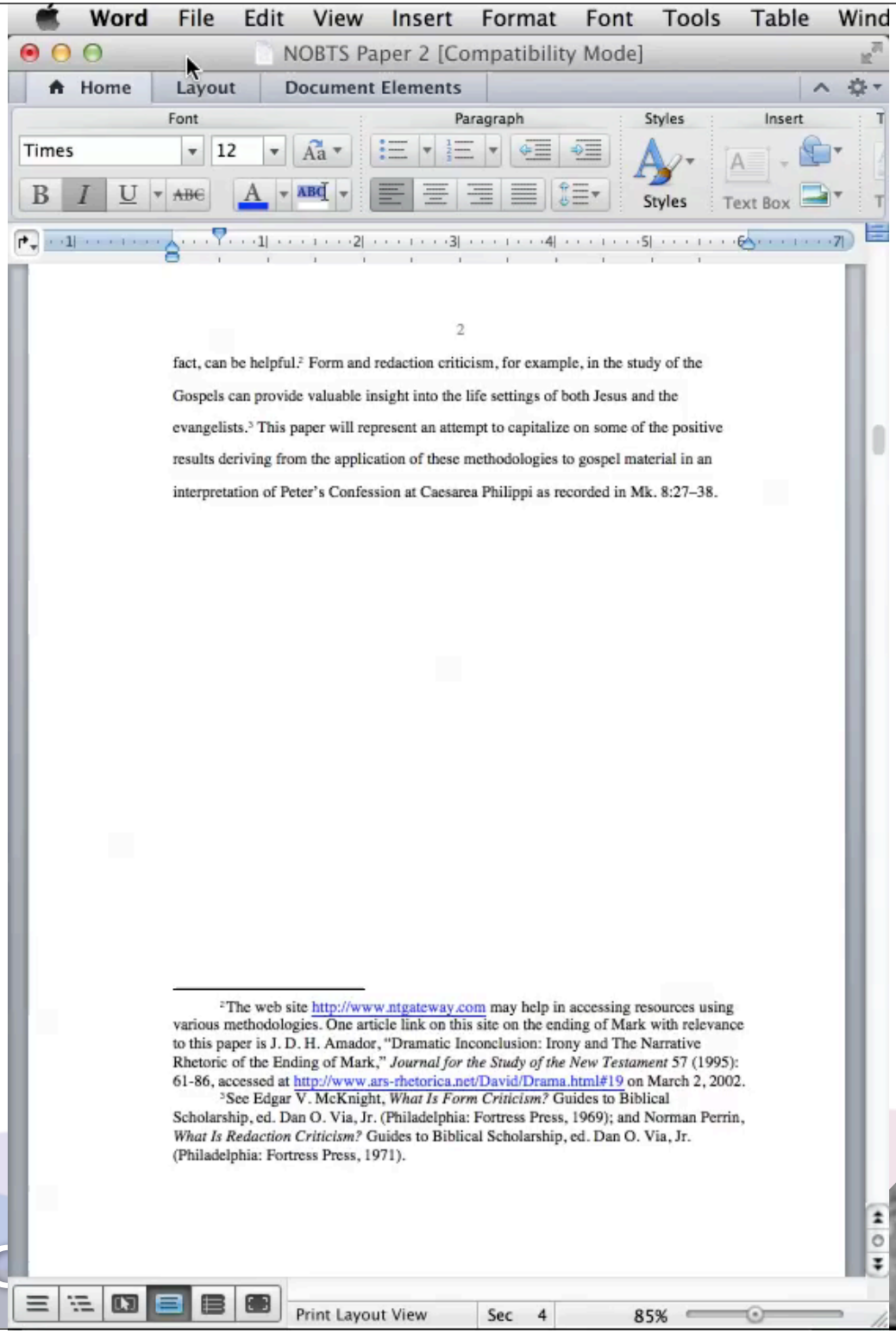
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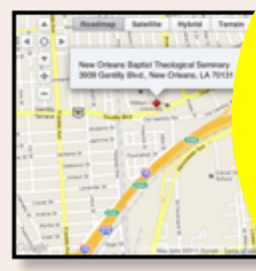

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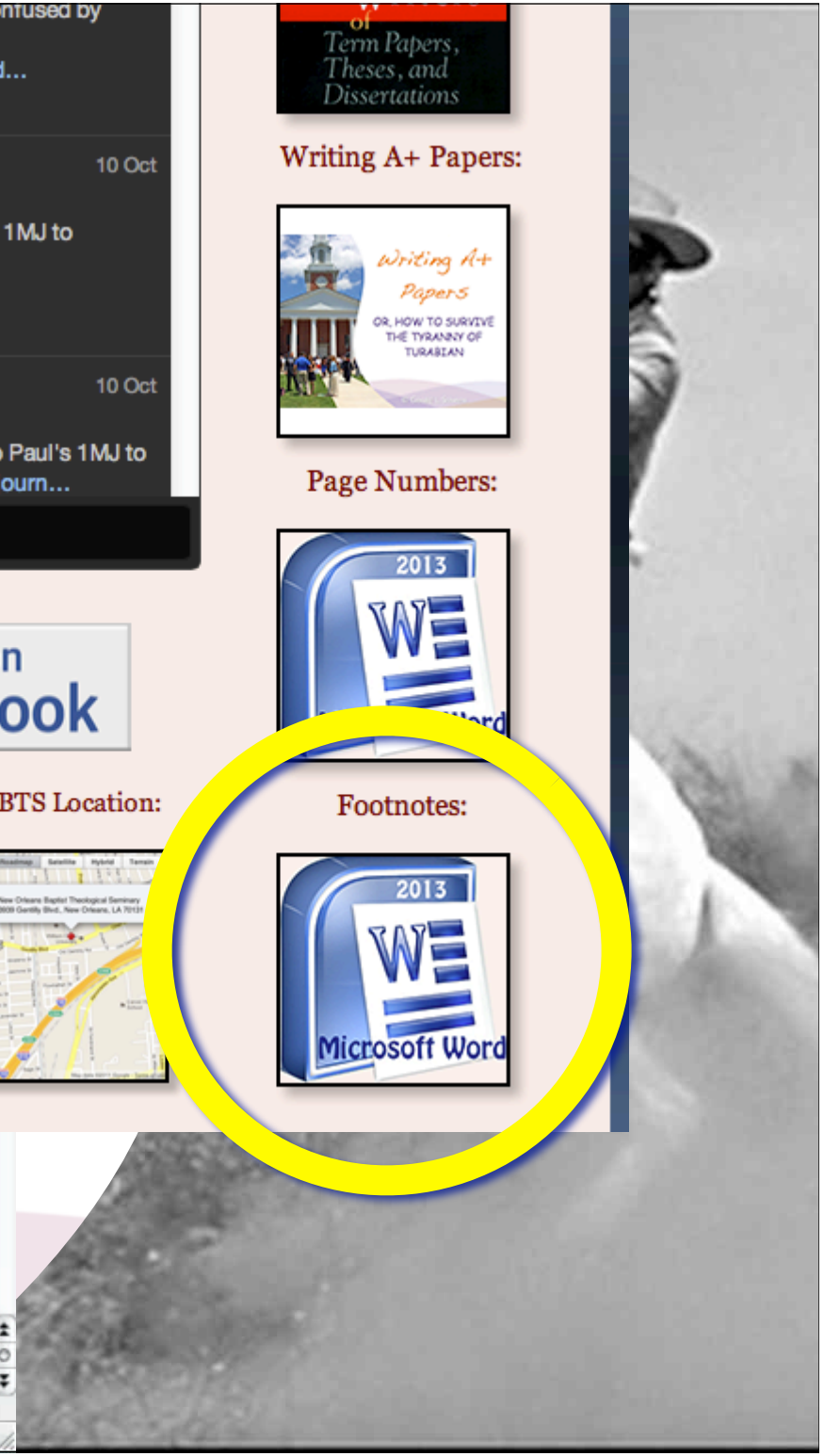

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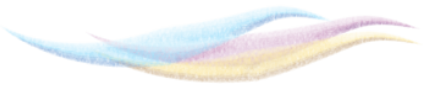
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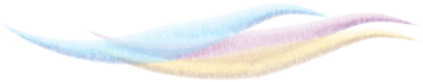
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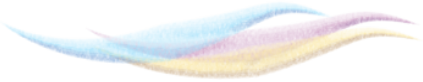
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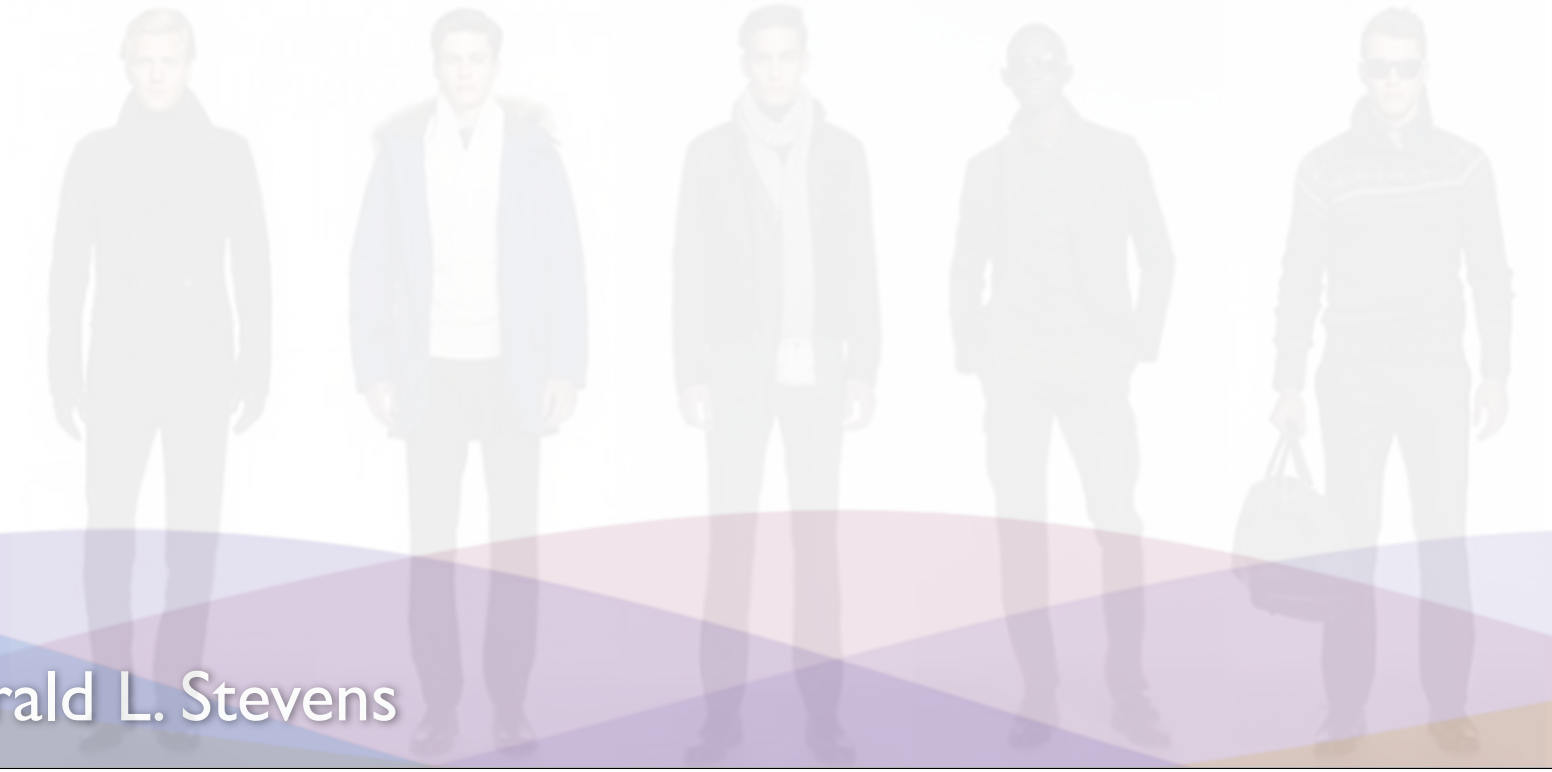
- Plurals, Possessives
- Compounds



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- Plural: s or es (Stevenses)
- Poss/sing: 's (Stevens's)
- Poss/plu: ' (Stevenses')

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- Compounds: Noun/Adjective?
- in the first century
- first-century world
- Consult Dictionary

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Style-Words

- Spelling
  - Plurals, Possessives
  - Compounds
- Punctuation
  - Periods, Commas
  - Hyphens, Dashes

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- Periods
- follow by single space
- never on non-sentence lists

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- Periods
- follow by single space
- never on non-sentence lists
- INSIDE quote marks!

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1. the historical background
2. the literary background
3. the sociological background

- follow by sing[illegible] space
- never on non-sentence lists
- INSIDE quote marks!

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- Periods

"You now have my final word."

- INSIDE quote marks!

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- Commas
- three: words, phrases, and
- independent clauses
- which and that

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Commas

the five books, which
the five books that

and

which and that

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- Hyphens, Dashes
- hyphen: first-century
- n-dash: Rom. 1:3–4
- m-dash: Romans 1—5

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- Hyphens, Dashes
- hyph
- n-dash: Rom. 1:3–4
- m-dash: Romans 1—5

option–hyphen

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- Hyphens, Dashes
- hyphen: first-century
- n-dash
- m-dash: Romans 1–5

option–shift–hyphen

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Style-Words

- Spelling
  - Plurals, Possessives
  - Compounds
- Punctuation
  - Periods, Commas
  - Hyphens, Dashes
- Numbers
  - Words/Numbers?
  - Dates

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- Names or Numbers?
- humanities: spell out
- sciences: numbers

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Dates

- August 2014; Aug. 21, 2014
- first, second decade; 1920s
- 1800s, nineteenth century
- 587 B.C.; A.D. 70

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Dates

- August 2014; Aug. 21, 2014
- 1800s; nineteenth century
- 587 B.C.; A.D. 70

Turabian 8th: no periods BC, AD (also MDiv, am, etc.)

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Style-Words

- Spelling
  - Plurals, Possessives
  - Compounds
- Punctuation
  - Periods, Commas
  - Hyphens, Dashes
- Numbers
  - Words/Numbers?
  - Dates
- Abbreviations
  - Bible Books
  - Units of Measure

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Bible Books

Traditional (periods)	Shorter (no periods)
Gen.	Gn
Jer.	Jer
Matt.	Mt
Rom.	Rom

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Commonly Used

chap., chaps.	chapter, chapters
p., pp.	page, pages
sing., plu.	singular, plural
trans.	translator, ed. by
ed.	editor, edited by

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- Units of Measure
- Humanities: words (five miles)
- Sciences: numbers (5 mi)

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Style—Sentences
Symmetry

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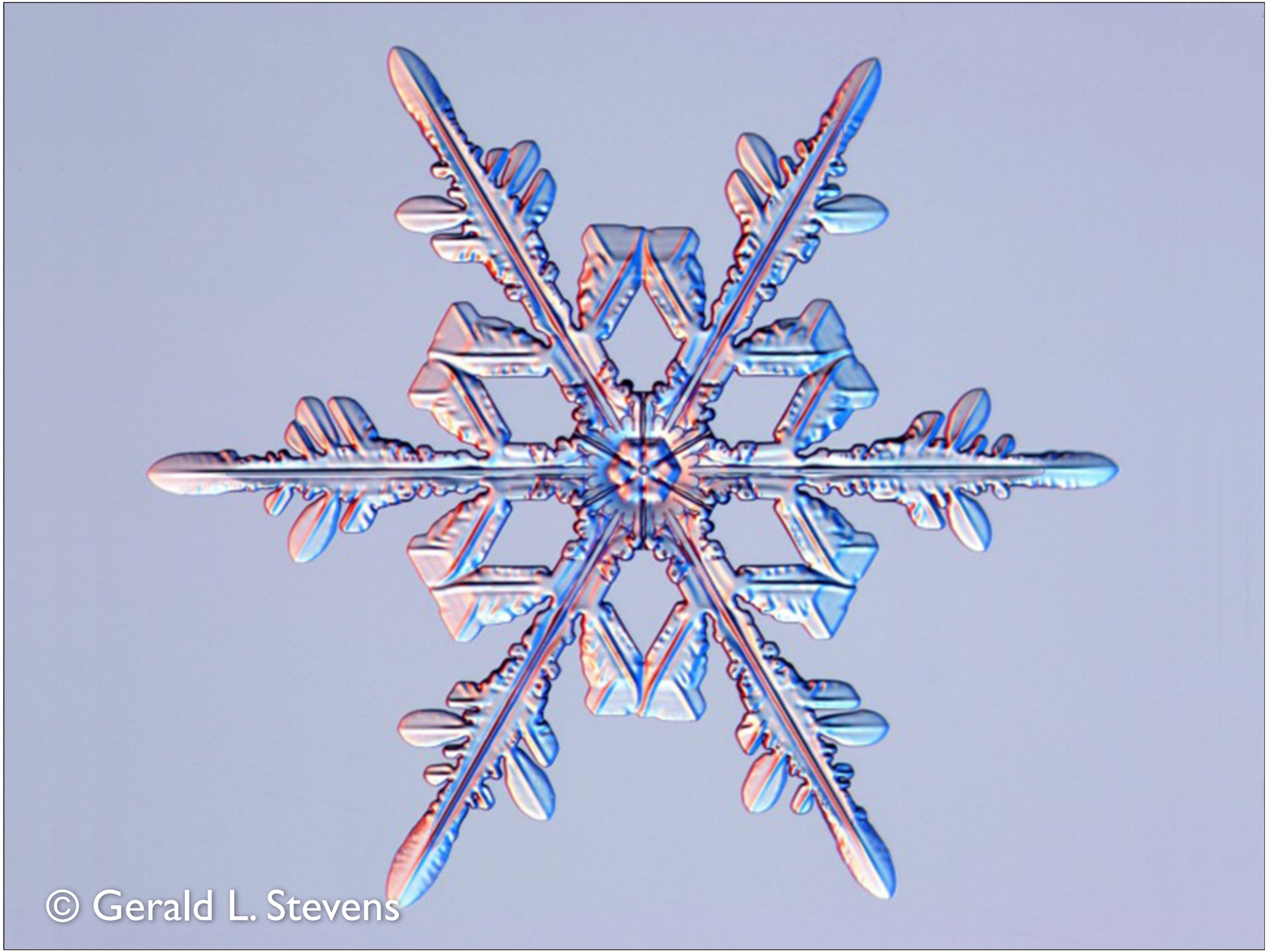
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Style—Sentences
Symmetry

These ideas are to love God, to love others, and running the race well.

versus

These ideas are to love God, to love others, and to run the race well.

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Style—Sentences
Passives and Ambiguities

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Style—Sentences
Passives and Ambiguities

- "There" is not a conjunction!
- "There is . . .," "There are . . ."
- "There was . . .," "There were . . ."
- "There will be . . ."

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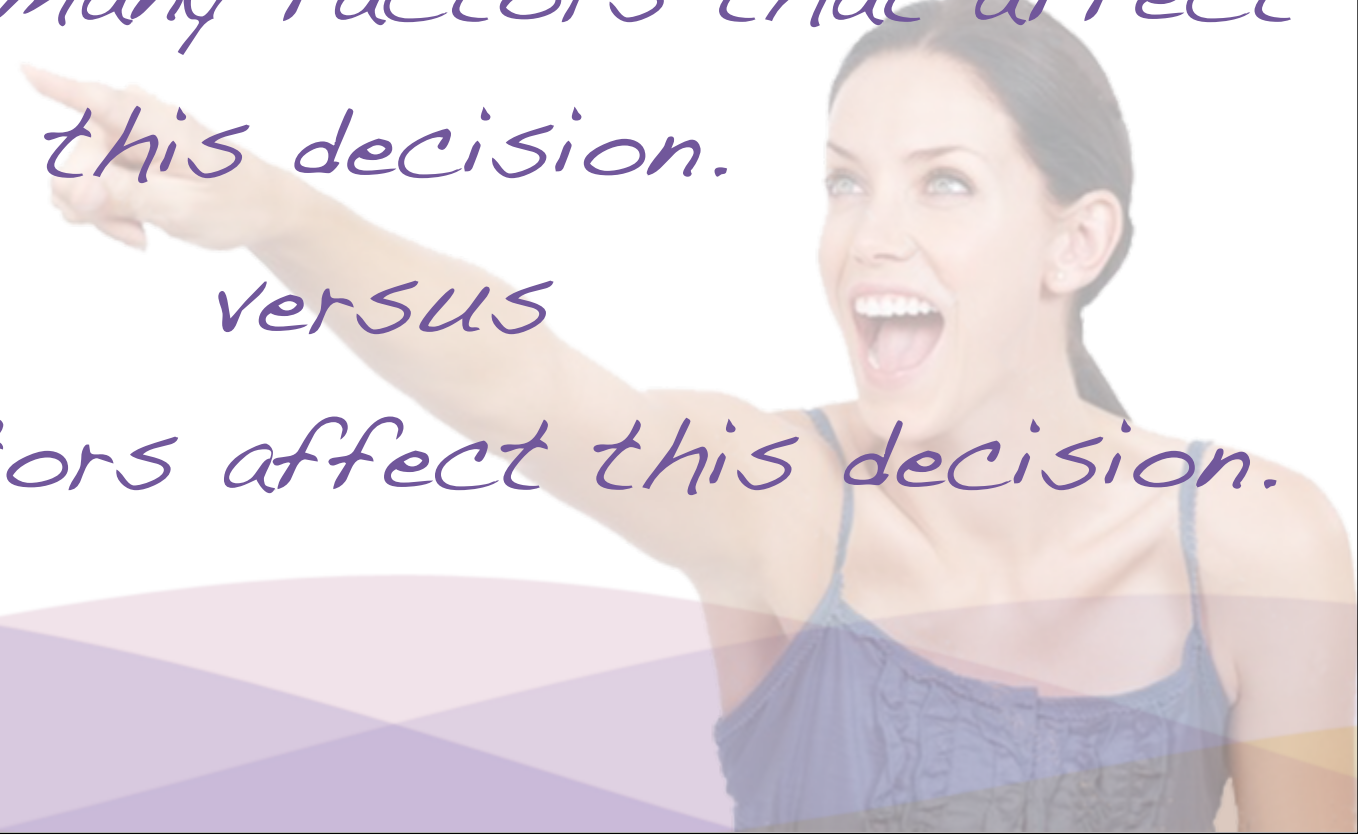
Style–Sentences
Passives and Ambiguities

"There" is not a conjunction!

There are many factors that affect this decision.

versus

Many factors affect this decision.



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Style—Sentences
Passives and Ambiguities

- "It" is a cockroach in any sentence!
- Squash that bug EVERY TIME!

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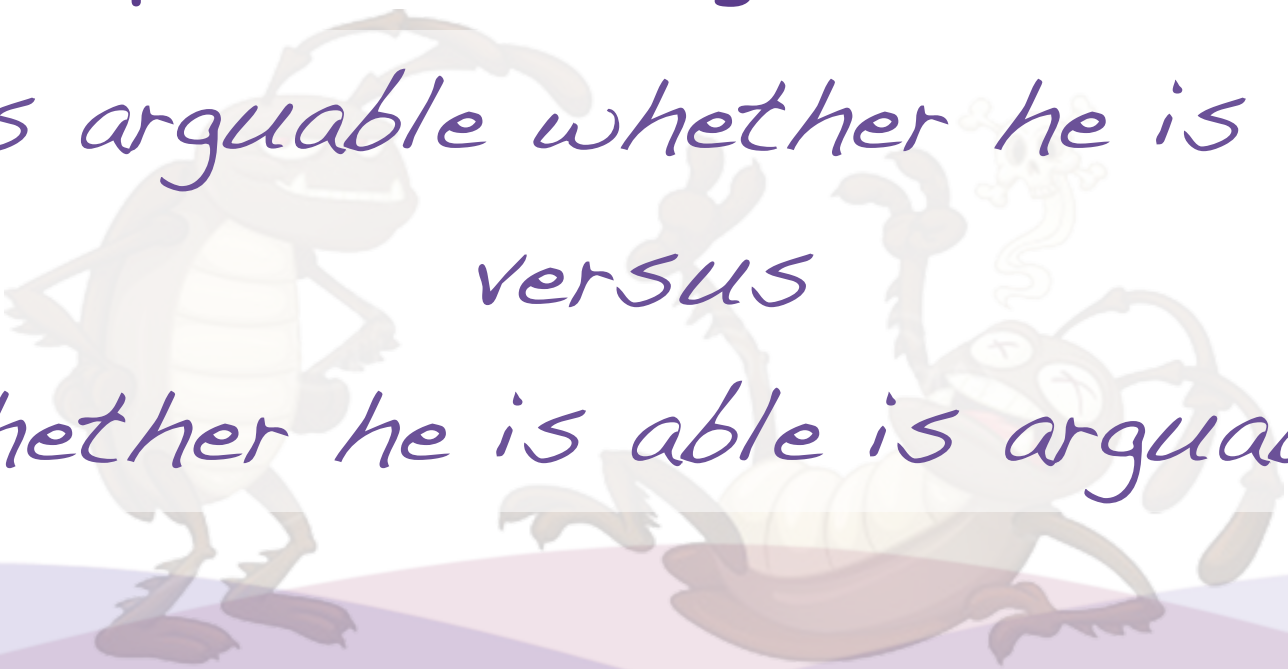
Style—Sentences
Passives and Ambiguities

- "It" is a cockroach in any sentence!
- Squash that bug EVERY TIME!

It is arguable whether he is able.

versus

Whether he is able is arguable.



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Style–Sentences
Passives and Ambiguities

- "It" is a cockroach in any sentence!
- Squash that bug EVERY TIME!

John plays football and baseball.

He now is training for it.

versus

He now is training for baseball.

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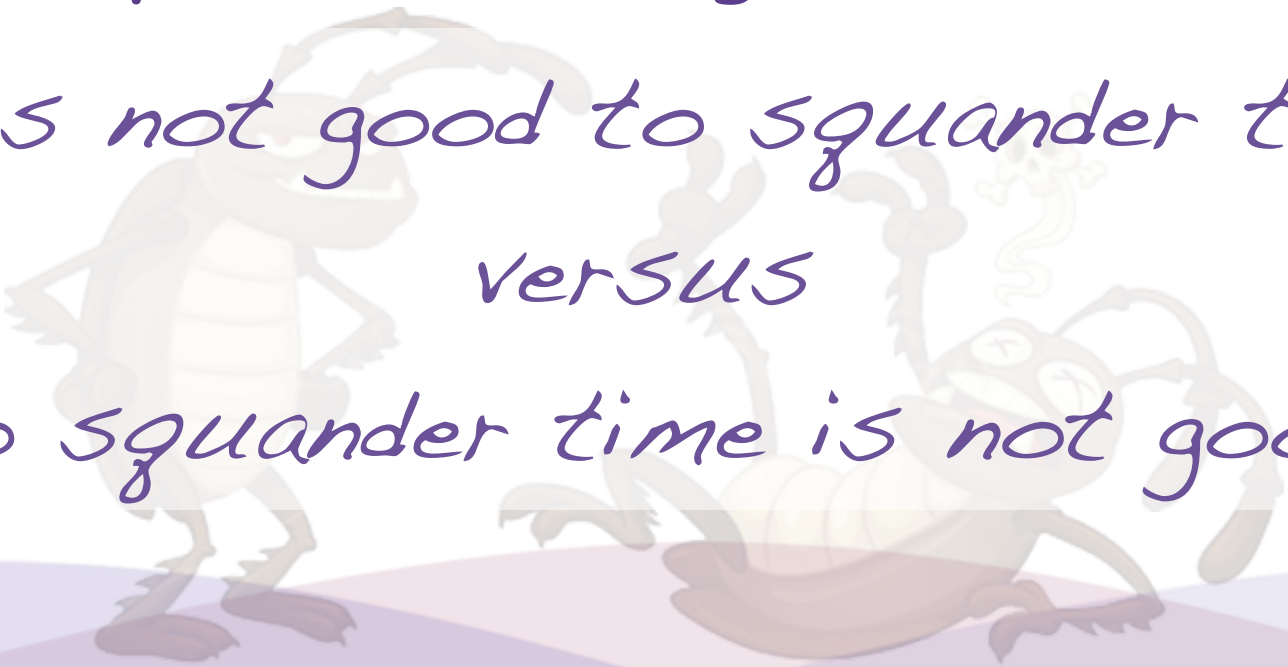
Style—Sentences
Passives and Ambiguities

- "It" is a cockroach in any sentence!
- Squash that bug EVERY TIME!

It is not good to squander time.

versus

To squander time is not good.



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Style—Paragraphs Continuity

After Paul established the church on the second missionary journey, he wrote 1-2 Corinthians from Ephesus on the third journey, about A.D. 57. Although a major city in the Greek age, Corinth's later Roman history is more central to an exegesis of these letters.

The story of Roman Corinth begins when the Romans destroyed the city after the Greeks lost the Achaean War in 146 B.C. Corinth lay deserted until Julius Caesar reestablished the city in 44 B.C. over a century later.

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Writing A+ Papers

Conforming Form

Restyling Style

Contending Content

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Contending Content

YOU CAN'T SCORE A TOUCHDOWN IF YOU DON'T AVOID TACKLES

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Content-Authority

You will respect my authoritah!!

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Content–Authority

- The Authority of Sources
- Historical Authority Levels
- Primary Sources: Ancient Writers, HebrewOT, GreekNT

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Co ity

Th s

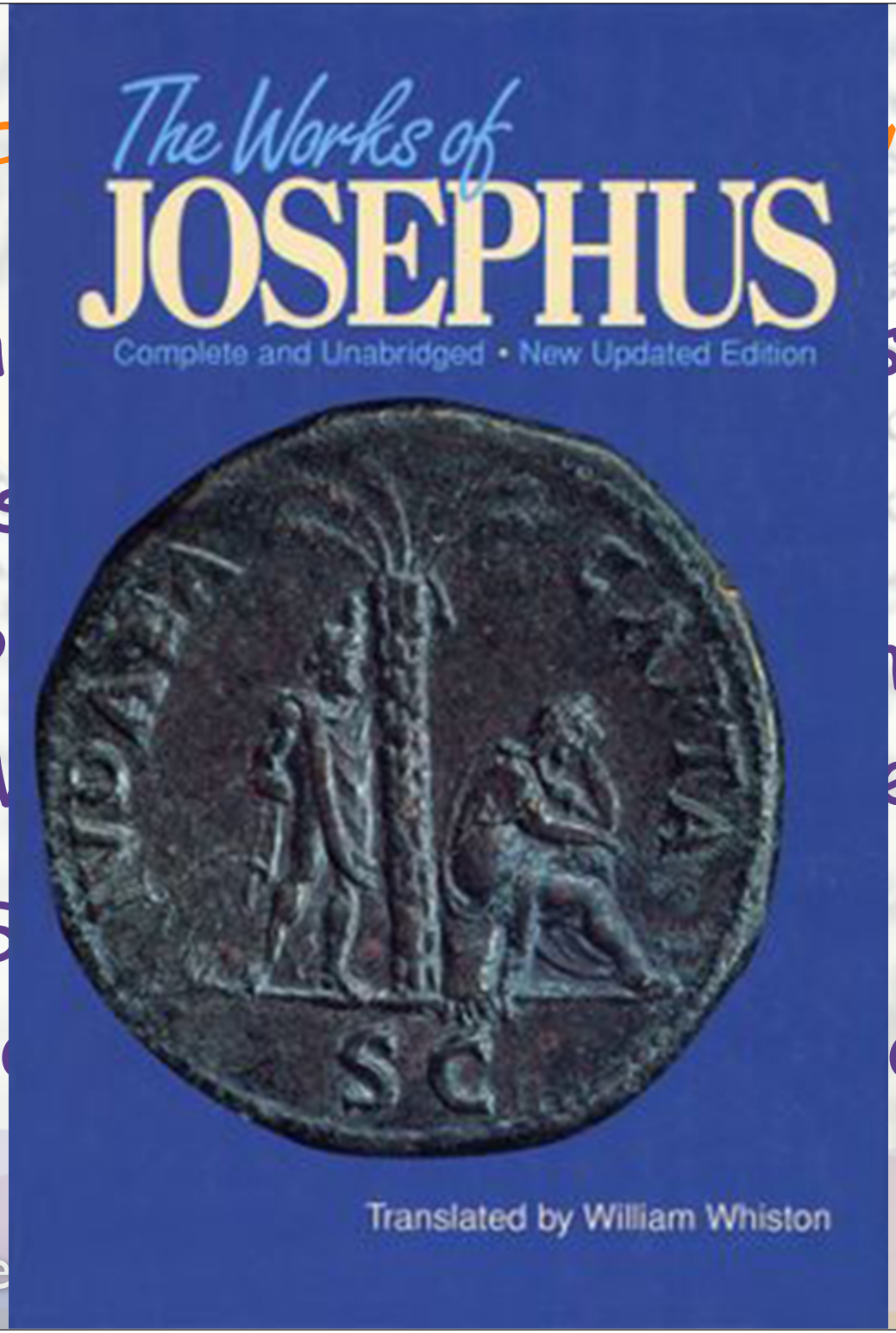
His ls

P nt

W eekNT

S

C ons



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σαντες δὲ οἱ ἀπόστολοι
ξαντες τὰ ἱμάτια ⌜αὐτῶν
ζοντες 15 καὶ ⌜λέγοντες
ἡμεῖς ὁμοιοπαθεῖς ἐσμεν
⌜ὑμᾶς ἀπὸ τούτων τῶν
ζῶντα, ⌜ὃς ἐποίησεν⌝ τὸν
σαν καὶ πάντα τὰ ἐν αὐτοῖς
νεαῖς εἴασεν πάντα τὰ
17 καίτοι οὐκ
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Content–Authority

- The Authority of Sources
- Historical Authority Levels
- Primary Sources: Ancient Writers, HebrewOT, GreekNT
- Secondary Sources: Commentaries, Translations

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Content-Authority

The Authority of Scholars

Education and Research

Fields and Specializations

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Content—Bibliography

- The Spectrum of Scholarship
- The Quality of Research
- Depth of Research
- Diversity of Resources
- Date of Resources

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