



TYNDALE

• SEMINARY •

**MTS Modular Program
Course Syllabus
Cohort 35**

**WINTER 2019
NEW TESTAMENT THEOLOGY AND HISTORY
NEWT M504 M1**

**FEB 25, MAR 4, MAR 11, MAR 18, MAR 25
MONDAYS, 6:00 PM – 10:00 PM**

INSTRUCTOR: DR. VAN JOHNSON

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Consultation with Students: available by appointment, please email me to arrange

Access course material at <http://classes.tyndale.ca/>

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

A study of the NT focusing on its over-arching vision of God's mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way

students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Use appropriate NT critical methodologies in the study and preaching of the NT as a result of integrating lecture material with course readings and by engaging in classroom discussion;
2. Identify the main themes of each section of the NT through weekly written responses to the Biblical text and corresponding textbook readings.
3. Demonstrate an ability to teach the NT effectively through awareness of its Jewish matrix, the general content of the NT corpus, and the various theological perspectives of the NT writers by preparing a lesson plan on a NT book;
4. Show sensitivity to the seminal role of apocalyptic eschatology throughout the NT by analyzing one NT book according to its eschatological references and markers.

III. COURSE REQUIREMENTS

A. REQUIRED READING

The New Testament, in a non-paraphrase translation (i.e., not *The Living Bible*, nor *The Message*). Suggested: NIV (1984 or 2011), NRSV, ESV or CEV.

Achtemeier, Paul, et al. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Eerdmans, 2001. ISBN: 0802837174

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Weekly 1-2 page response to assigned reading in *Introducing the NT* (25%)

The readings are intended to complement the lectures, reinforcing central ideas as well as providing detail that is not given in the lectures. There are 2 reasons why I ask for a short weekly response to the textbook readings. 1) I am evaluating your ability to identify primary issues, and 2) your questions will alert me to what issues need more explanation.

The reading of assigned pages from the textbooks and a 1-2 page response will be due at the beginning of each class, beginning with week #1.

In each report, identify and explain 3 main concepts significant for your understanding of the NT (1 paragraph per concept) and 2 questions that you have about what you read. For each main concept, write one paragraph that explains the concept sufficiently so that a non-NTTH student would understand it. In other words, how would you explain the idea and its importance to a Sunday School class? Then write 2 questions that fit 1 of these 3 categories: 1) a question seeking clarification about an idea in the textbook, or 2) one that asks about the implications of an idea for biblical/theological understanding, or 3) one that asks about the applicability of an idea for ministry. **See IV. COURSE CONTENT & READING SCHEDULE for due dates.**

- 4% per report (total for 5 weeks: 20%)
- 5% bonus if all reading reports are submitted on time.

2. NT reading before each class (20%)

The NT text itself is the primary document of this course. Appropriate to a survey course on the NT is the reading of the entire corpus. Reading the text within a semester will highlight common elements, but also reveal the contrasting styles and content of the twenty-seven books.

The primary document of the course is the NT, which students will read in its entirety. For reading the assigned NT passage before the weekly due date, 3% will be awarded weekly (5% bonus if all readings done on time). 1.5% for each NT reading that is completed late.

No written report required. **See IV. COURSE CONTENT & READING SCHEDULE for due dates.**

3. Examination of NT Eschatology: Already/Not Yet (20% written & 5% participation)

A formative eschatological perspective underlies all NT writings. The assignment requires that you read a NT book with sensitivity to the eschatological understanding that affected its shape and content. [toward learning objective #4]

3.1 Write an analysis of the eschatological expressions in one NT book: Due Mar 18; (20%)

Students will be assigned different NT books. The biblical text is the only resource required for this assignment. The student will prepare a 5-page summary in table format, which depicts how the NT book reflects the “already/not yet” perspective of the early church. Each relevant passage is to be classified with 5 points of information: 1. Scripture reference; 2. Eschatological marker; 3. Timing (already; not yet; or both); 4. Function (encouragement; exhortation; evangelism; or information); and 5. Explanation (brief summary of columns 1-4).

In the conclusion, state whether the biblical book shows more concern for “the already” or for the “not yet.”

Evaluation Criteria: Submissions will be evaluated on:

- 1) clarity (are the markers of the Kingdom clearly identified?);
- 2) consistency (does the explanation, #5, follow from classifications, #1-4?);
- 3) comprehensiveness (are all major eschatological references analyzed?);
- 4) comprehension (does the student illustrate a clear understanding of how the eschatological references are shaping the content of the biblical passage?).

This assignment is to be submitted in paper form at the beginning of class on Mar 19.

3.2 Class Participation: On Mar 19 (5%)

5% is reserved for students' 2-3 minute oral presentation on March 19. For those who are prepared to present their work on the assigned day, 3-5 points will be awarded. The range of 3-5 allows the instructor to rank the clarity of the points made and the quality of the examples given. Each student is to give one example of the "not yet," one example of the "already," and an overall assessment as to which eschatological reference is more prominent in the assigned NT book. Being concise in presentation is a virtue.

4. Final Assignment: prepare teaching notes for lecture on a NT book (30%)

One of the goals of this course is that you teach the NT effectively. By preparing a lecture, you will be asked to think through what is most important and how to communicate it. You will be ready for your next Sunday School class.

Prepare a lecture for an adult Sunday School class that explains one NT book (choose any NT book other than the one assigned for the eschatological analysis, assignment #3), describing (but not limited to): 1) a few specifics: authorship, genre and date; 2) the situation that it responds to; 3) the structure [outline of book] and flow [how you would describe it]; 4) central themes; and 5) how the central themes relate to current concerns. Although the assignment is presented in point form, references should be cited and bibliography included according to the Chicago Manual of Style.

Due: Apr 1 (by email)

Evaluation Criteria: Submissions will be evaluated on:

- 1) clarity [all concepts clearly explained];
- 2) consistency [between description of structure and flow; between section 4 and 5];
- 3) comprehensiveness [all major categories discussed sufficiently, and for higher grade, additional relevant material added];
- 4) citations [sources documented consistently and accurately]; and
- 5) creativity [how the material is shaped to engage the audience].

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services.

Current students must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly written responses to textbook	25%
Weekly NT reading	20%
Class participation	5%
Eschatology: already/not yet in a NT book	20%
Final paper: teaching notes on NT book	30%
Total Grade	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's

learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Feb 25:

1. *The New Testament Text*
Course overview; transmission (text criticism); canon; modern versions
2. *Matrix of Judaism and Greco-Roman world*
History of Second Temple period; Judaism & Greco-Roman culture
Read: Galatians, James
INT: 355-76; 491-512; 589-608
Read: Matthew
INT: 15-87;

Mar 4:

3. *“Already and Not Yet” in the NT*
4. *Jesus and the gospels*
 - 4.1 Background Issues: Sources (source and form criticism); Synoptic problem and Q; Jesus Seminar; History of Search for the Historical Jesus
Read: Mark
INT: 89-147; 207-243
Read: John
INT: 175-205

Mar 11:

- 4.2 Themes and Perspectives of Synoptics and John
5. *NT History*
Luke/Acts and the early church
Read: Luke, Acts
INT: 149-174; 245-270

Mar 18:

6. *NT letters*
 - 6.1 Epistolary conventions; early letters of Paul
Read: 1&2 Thess; 1&2 Cor
INT: 271-297; 327-353; 427-445

- 6.2 Romans
Read: Romans
INT: 299-326
- 6.3 Later letters of Paul
Read: Phil, Col, Eph, Phm, 1&2 Timothy, Titus
INT: 377-426; 447-464

Presentations on “Already, Not Yet”

Mar 25:

- 6.4 General letters: setting and theology
Read: Hebrews; 1-3 John; 1-2 Peter; Jude
INT: 465-490; 513-554
7. *NT Apocalyptic*
Jewish Apocalyptic; Revelation
Read: Revelation
INT: 555-588

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

It is recommended that the student consult *An Introductory Bibliography for Biblical Studies*, Dept of Biblical Studies, Tyndale Seminary, 2003. For a survey course of the NT, it is not feasible to produce a bibliography covering all of the relevant reference works. The resource mentioned above will provide this.

Some of the following entries are available for viewing online from the WorldCat site in the Tyndale library system (look for the link “view now”). For example, search for E.P. Sanders et al, *Redefining First Century Jewish and Christian Identities*.

You can also follow this link to the "New Testament Reading Room" for other online resources: <http://www.tyndale.ca/seminary/mtsm modular/reading-rooms/newt>.

Please note: The entries under *Monographs and Articles* are those referred to specifically in class lectures.

Dictionaries:

Aune, D., ed. [Westminster Dictionary of New Testament and Early Christian Literature and Rhetoric](#). Louisville, KY: Westminster John Knox, 2003.

Evans, C., and S. Porter, eds. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. Downers Grove, IL: Intervarsity, 2000.

Freedman, D., ed. *The Anchor Bible Dictionary*. New York: Doubleday, 1992.

Green, J., and S. McKnight, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity, 1992.

Hawthorne, G., and R. Martin, eds. *Dictionary of Paul and His Letters*. Downers Grove, IL: InterVarsity, 1993.

Martin, R., and P. Davids, eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove, IL: InterVarsity, 1997.

Monographs and Articles:

Aland, K. and B. Aland. [*The Text of the NT: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*](#). 2nd ed. Grand Rapids, MI: Eerdmans, 1989.

Allison, D. "Was there a 'Lukan Community'?" *Irish Biblical Studies* 10 (1988): 62-70.

Arrington, F., and R. Stronstad. *Full Life Bible Commentary to the New Testament*. Grand Rapids, MI: Zondervan, 1999.

Bailey, K. E. "Informal Controlled Oral Tradition and the Synoptic Gospels." *Asian Journal of Theology* 5 (1991): 34-54.

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Barnett, P. *The Birth of Christianity: The First Twenty Years*. Grand Rapids: Eerdmans, 2005.

Bauckham, R. "The Delay of the Parousia." *Tyndale Bulletin* 31 (1980): 3-36.

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Brown, R. *The Gospel of John*. Anchor Bible. 2 Vols. New York: Doubleday, 1966.

Bultmann, R. *Theology of the New Testament*. Translated by Kendrick Grobel. 2 vols. New York: Scribner, 1951-55.

Burridge, R. "About People, by People, for People: Gospel Genre and Audiences." In *The Gospels for all Christians: Rethinking the Gospel Audiences*, edited by R. Bauckham, 113-145. Grand Rapids, MI: Eerdmans, 1998.

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- Cohen, S. *From the Maccabees to the Mishnah*. Philadelphia: Westminster Press, 1987.
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- Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982.
- Davies, W.D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology*. London: SPCK, 1955.
- _____. "Paul and the People of Israel." *New Testament Studies* 24 (1977-78): 20.
- Diessmann, A. *Bible Studies*. Translated by Alexander Grieve. Edinburgh: Clark, 1901.
- _____. [Light from the Ancient East: The New Testament Illustrated by Newly Discovered Texts from the Graeco-Roman World](#). Translated by L. Strachan. London: Hodder and Stoughton, 1910.
- Dodd, C.H. *The Interpretation of the Fourth Gospel*. Cambridge: Cambridge University Press, 1968.
- Dunn, J. *Jesus, Paul, and the Law*. Louisville, KY: Westminster John Knox Press, 1990.
- _____. *Jesus Remembered*. Grand Rapids: Eerdmans, 2003.
- _____. *Romans 1-8*. Dallas: Word Books, 1988.
- _____. *Romans 9-16*. Dallas: Word Books, 1988.
- _____. *Unity and Diversity in the NT: An Inquiry into the Character of Earliest Christianity*. 2nd ed. London: SCM, 2002.
- Ferguson, E. *Backgrounds of Early Christianity*. 2nd ed. Grand Rapids, MI: Eerdmans, 1993.
- Frye, N. *The Great Code: The Bible and Literature*. New York: Harcourt, 1982.
- Gerhardsson, B. *Memory and Manuscript*. Grand Rapids, MI: Eerdmans, 1998.
- _____. "The Secret of Transmission of the Unwritten Jesus Tradition." *New Testament Studies* 51 (2005): 1-18.

- Green, J., ed. [Hearing the NT: Strategies for Interpretation](#). Eugene, OR: Wipf & Stock Publishers, 2004.
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- Guthrie, D. *New Testament Introduction*. 3rd ed. Downers Grove: InterVarsity, 1970.
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- Hengel, M. *Acts and the History of Earliest Christianity*. Philadelphia: Fortress, 1980.
- _____. *Judaism and Hellenism: Studies in their Encounter in Palestine in the Early Hellenistic Period*. Translated by John Bowden. London, UK: SCM Press, 1974.
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- Jacobson, A. *The First Gospel: An Introduction to Q*. Sonoma, CA: Polebridge, 1992.
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