



**COURSE SYLLABUS  
WINTER SEMESTER 2012**

**NEW TESTAMENT THEOLOGY & HISTORY  
NEWT 0522**

**WEDNESDAYS, 8:30--11:30 AM\*  
JANUARY 11 – APRIL 11, 2012**

**INSTRUCTOR: DR. VAN JOHNSON**

Phone Number: 416-291-9575

Address: 2885 Kennedy Rd  
Toronto, ON, M1V 1S8

Email: [vjohnson@apchurch.com](mailto:vjohnson@apchurch.com)

To email assignments, send to Ray: [rliu@apchurch.com](mailto:rliu@apchurch.com)

\* classes will end at 11.30 weekly to make up for Feb 8

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

To access your course materials at the start of the course, please go to  
<https://www.mytyndale.ca>

## **I. COURSE DESCRIPTION**

A study of the New Testament 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 historical and cultural 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.

Recommended: BIBL 0501

## **II. LEARNING OUTCOMES**

At the end of the course, the student will:

- Use appropriate NT critical methodologies when studying the NT;
- Employ different interpretive approaches for the various genres of NT literature;
- Teach the NT more effectively through awareness of its overarching themes, the general content of the NT corpus, and the various theological perspectives of the NT writers;
- Read and teach the NT with sensitivity to the seminal role of apocalyptic eschatology throughout the NT;
- Be prepared to pursue further NT work; and
- Respond to God's mission personally, having heard the NT witness to Christ.

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

The New Testament, in a non-paraphrase translation (i.e., not *The Living Bible*, nor *The Message*, nor *New English Bible*), and preferably: NIV, NRSV, NASB, or ESV.

Achtemeier, Paul et al. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001. ISBN: 802837174

VanderKam, James. *An Introduction to Early Judaism*. Grand Rapids: Eerdmans, 2001. ISBN: 802846416

#### B. ASSIGNMENTS AND GRADING

1. **Textbook readings and weekly written reports:** Due weekly; 12.5% of final grade.

*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.*

Each week a 1-page response will be submitted in paper form, based on the reading of the assigned pages from the textbooks. These are due at the beginning of class, starting with week #2.

In each report, identify and explain 2 main concepts that are significant for your understanding of the NT and 1 question that you would like more discussion about. 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 a question: one that asks for clarification about an

idea in the textbook, or one that asks about the implications of an idea for biblical/theological understanding, or one that asks about the applicability of an idea for ministry.

1% will be awarded each week that the reading and response is completed on time, with 2.5% awarded at the end as a bonus if all 10 reading reports were submitted on time. *There is no grade given for completing textbook readings after their assigned due dates.*

**See course outline for reading schedule and due dates.** Note: INT stands for *Introducing the New Testament*, and EJ for *Early Judaism*.

**2. NT readings:** Due weekly; 12.5% of final grade.

*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.*

Students will read through the NT in 10 sections. For reading the assigned NT passage before the weekly due date, 1% will be awarded (with bonus of 2.5% with completion of all readings on time). **No written report required.** You will be asked to fill in a sheet that records the completion of the weekly readings. Any missed NT readings (not completed when assigned) may be credited with .5% if done before April 11. On April 11, a sheet will be circulated in class where a student may record the completion of a missed NT reading.

**See course outline for due dates.**

**3. Examination of NT Eschatology: Already/Not Yet**

*A formative eschatological perspective underlies all NT writings. The assignment requires that you read a NT book with sensitivity to the eschatological understanding that affects its shape and content.*

**3.1 Write an analysis of the eschatological expressions in one NT book:**

Due on March 7; 30% of final grade.

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; or evangelism); and 5. Explanation (brief summary of columns 1-4).

Also, the student should evaluate whether the biblical book shows more concern for “the already” or for the “not yet.”

**3.2 Class Participation:** On March 7; 5% of final grade.

5% is reserved for students’ 2-3 minute oral presentation on March 7. 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.

4. Teachings notes for a NT book: Due on April 4; 40% of final grade.  
*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 first Sunday School class.*

Prepare a lecture for an adult Sunday School class that explains one NT book (the student may choose any NT book other than the one assigned in #3), describing: 1) how the book fits into the NT canon [genre; chronology]; 2) the situation that it responds to; 3) the structure and flow of the book; 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.

**C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

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

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 10.46 to 10.51 and 14.253 to 14.254.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

1. Weekly textbook readings	12.5 %
2. Weekly NT readings	12.5 %
3.1 Eschatology, written report	30%
3.2 Eschatology, oral report	5%

4. Teaching notes for NT book	40%
Total grade	100%

## E. COURSE SCHEDULE, CONTENT & READING SCHEDULE

### Jan 11: *The New Testament Text*

Course overview; transmission (text criticism); canon; modern versions

### Jan 18: *Matrix of NT: Judaism and Greco-Roman world*

History of Second Temple period; Judaism, its unity and diversity (Pharisees, Sadducees, Community of the Scrolls); Greco-Roman culture

Read: Galatians, James

INT: 355-76; 491-512; 589-608

EJ: 1-87

### Jan 25: *Jesus and the gospels -- #1: Background issues*

Genre (Ancient Biography); Sources: Oral Stage and Form Criticism

Read: Matthew

INT: 15-87;

EJ: 88-174

### Feb 1: *Jesus and the gospels -- #1: Background issues*

Sources: Written Stage and Synoptic Problem; History of Search for Historical Jesus

Read: Mark

INT: 89-147; 207-243

EJ: 175-218

### Feb 8 **NO CLASS SCHEDULED:**

### Feb 15: *Jesus and the gospels -- #2: Reading the gospels*

Redaction Criticism; Narrative Analysis; Overview of John, Matthew, Mark

Read: John

INT: 175-205

### Feb 22: *NT letters -- #1: Background Issues*

Greco-Roman Letters; NT Letters -- Epistolary conventions; New Perspective on Paul and the Law

Read: 1&2 Thess; 1&2 Cor

INT: 271-297; 327-353; 427-445

### Feb 29 *NT letters #2: Reading the Letters*

Romans

Read: Romans

INT: 299-326

**Mar 7:** Class discussion of “Already, Not Yet” in the NT

Reading Week

**Mar 21:** *NT History*

Luke/Acts and the early church

Read: Luke, Acts

INT: 149-174; 245-270

**Mar 28:** *NT letters #2: Reading the Letters*

Social Setting & Rhetorical Criticism

Read: Phil, Col, Eph, Phm, 1&2 Timothy, Titus

INT: 377-426; 447-464

**Apr 4:** *NT letters #2: Reading the Letters*

Later letters of Paul; General letters

Read: Hebrews; 1-3 John; 1-2 Peter; Jude

INT: 465-490; 513-554

**Apr 11:** *NT Apocalyptic*

Jewish Apocalyptic; Revelation

Read: Revelation

INT: 555-588

## V. SELECTED BIBLIOGRAPHY

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.

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

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: Westminster John Knox, 2003.

Evans, C. and Porter, S., eds. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: 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: InterVarsity, 1992.

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

Martin, R. and P. Davids, eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove: 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: 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: Zondervan, 1999.

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

\_\_\_\_\_, ed. [The Gospels for all Christians: Rethinking the Gospel Audiences](#). Grand Rapids: Eerdmans, 1998.

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: Eerdmans, 1998.

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.
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- 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.
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- Ferguson, E. *Backgrounds of Early Christianity*. 2nd ed. Grand Rapids: Eerdmans, 1993.
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- Green, J., ed. *Hearing the NT: Strategies for Interpretation*. Eugene, OR: Wipf & Stock Publishers, 2004.
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- Hengel, M. *Judaism and Hellenism: Studies in their Encounter in Palestine in the Early Hellenistic Period*. Translated by John Bowden. London, UK: SCM Press, 1974.
- \_\_\_\_\_. *Studies in the Gospel of Mark*. Translated by John Bowden. Philadelphia: Fortress, 1985.
- Holmberg, B. *Sociology and the NT*. Minneapolis: Fortress, 1990.
- Jacobson, A. *The First Gospel: An Introduction to Q*. Sonoma, CA: Polebridge, 1992.



- Johnson, V. "Romans." *Full Life Bible Commentary to the New Testament*. F. Arrington and R. Stronstad, eds. Grand Rapids: Zondervan, 1999.
- Kloppenborg, J. [\*The Formation of Q: Trajectories in Ancient Wisdom Collections\*](#). Minneapolis: Fortress, 1987.
- Kloppenborg, J. *Q Parallels: Synopsis, Critical Notes and Concordance*. Sonoma, CA: Polebridge, 1988.
- Longenecker, R.N. [\*Paul, Apostle of Liberty\*](#). New York: Harper & Row, 1964.
- Malbon, E. and E. McKnight, eds. *New Literary Criticism and the NT*. Valley Forge, PA: Trinity, 1994.
- Malbon, E. [\*Hearing Mark: A Listener's Guide\*](#). Harrisburg, PA: Trinity Press Intl, 2002.
- Malherbe, A. *Social Aspects of Early Christianity*. Minneapolis: Fortress, 1983.
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- Sanders, E.P. [\*Paul and Palestinian Judaism: A Comparison of Patterns of Religion\*](#). Minneapolis: Fortress, 1977.
- Schweitzer, A. [\*The Quest of the Historical Jesus\*](#). Translated by W. Montgomery, J. Coates, S. Cupitt, and J. Bowden. Minneapolis: Fortress, 2001. First published 1906 by J.C.B. Mohr.
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- Vanderkam, J. and P. Flint. [\*The Meaning of the Dead Sea Scrolls\*](#). New York: Harper Collins, 2002.

Witherington, B. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.