



TYNDALE

• SEMINARY •

Course Syllabus

**WINTER 2019
NEW TESTAMENT THEOLOGY AND HISTORY
NEWT 0522
ONLINE**

JAN 14 TO APR 12, 2019

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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 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 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.

Recommended Prerequisites: BIBL 0501

II. LEARNING OUTCOMES

At the end of the course, by actively participating in weekly group discussions and initiating and summarizing one of these, developing a written bible study according to specified criteria, formulating a valid research question and developing a formal research paper, students will be able to:

1. Explain the significance of composition, canonization and historicity of the New Testament in relation to the doctrine of scripture;
2. Examine the historical context of the New Testament;
3. Distinguish issues related to the historical Jesus, the early church, and its literature;
4. Construct a general outline of the life of Paul, his letters and theology;
5. Discuss individual new testament books to understand their historical background, literary features, themes and contemporary significance;
6. Differentiate the method and content of New Testament theology, including such matters as theological unity and diversity, the relationship of the New Testament to the Old, and tracing theological themes of individual books and the New Testament as a whole, and
7. Appraise the relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009. (This is required for assignment #4 below but see assigned dates for reading under course schedule).

Carter, Warren. *Seven Events that Shaped the New Testament World*. Grand Rapids, MI: Baker Academic, 2013. (You can read this on your own schedule but note that it is required for assignment #4 below).

New Testament text. While it is advisable to consult with more than one translation, your primary text can be any modern translation except paraphrases.

Weekly lectures by Duncan Reid: these video lectures will be available on the course web site.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

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

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Each student will be evaluated on the basis of the following assignments (percentage of course grade in brackets). Please note that for the purposes of evaluating assignments, the Grading Assistant will primarily be involved in assignments 1 and 2.

1. On-Line Reflection Questions and Responses: Due up to 10 weeks out of 12 (20%)

At some point during any given week the student is expected to post a question arising out of the course material (lecture or reading). Questions may seek clarification, enquire about additional information, raise a point of discussion, ask about implications etc. In addition to posting a question each student is required to post a brief response to at least one of the posted questions (either his/her own question or that of another student). The responses may comment upon, elaborate further, or provide an informed response to the question posted. The professor may also respond to some of these questions. The posting of a question and response is **required for up to 10 weeks out of 12 (please see rubric below)**. For a question or response to count toward the grade it must be posted before 11pm on Sunday of the given week. Each student is free to choose the weeks on which he/she posts.

This assignment will be graded according to the following rubric:

Reflection Questions and Responses	
A	Provides responses on at least 10 out of 12 weeks. Responses include posting a question and providing at least one response to posted questions. Questions and responses are clearly and succinctly articulated. They are insightful and demonstrate thoughtful interaction with other students and the required course material as well as consistently drawing on additional secondary materials (articles, books etc.) beyond the course texts and lectures.
B	Provides responses on at least 8 out of 12 weeks. Responses include posting a question and providing at least one response to posted questions. Questions and responses demonstrate thoughtful interaction with other students and the course materials and may occasionally draw on additional secondary material.
C	Provides responses on at least 6 out of 12 weeks. Responses include posting a question and providing at least one response to posted questions. Some of these posts are superficial and lack thoughtful interaction with other students and course materials. There is no use of additional secondary material.
D	Provides responses on at least 4 out of the 12 weeks. Responses include posting a question and providing at least one response to posted questions. Questions and responses are consistently superficial and/or lack evidence of

	thoughtful interaction with other students and course materials. There is no use of additional secondary materials.
F	Fails to post responses or has less than 4 responses, all of which demonstrate a failure to interact with other students and course materials.

2. Group Discussion Forums: Due on weeks 3 to 10 (30%)

Students will participate in weekly small-group discussion forums during weeks 3 to 10 of the course. The groups will be assigned randomly prior to week 3 of the course and will consist of three or four students in each (for groups of three 'official discussions' are only required on 6 of the 8 weeks). The duration of each discussion will be one week. The format will be as follows:

- (a) 'Discussion question': Each week the **instructor** will post a discussion question related to some aspect of the lecture or assigned reading.
- (b) 'Student response': **one student** from each group will be responsible for posting a 'student response' to the discussion question. The response should be approximately 700-1000 words in length (2-3 pages double spaced) and must be **posted by 11pm on Tuesday** night of the given week. Each student will be responsible for two 'responses' during the 8 weeks of the discussion forums. The group members will decide among themselves who is responsible for the 'response' on a given week (it is best to decide a schedule as soon as your groups have been assigned). Given the brevity of these 'student responses' (700-1000 words), they cannot address all aspects of the weekly question in detail. In that sense they provide a starting point for discussion.
- (c) 'Feedback to student response': after the 'student response' has been posted, the **remaining members** of each group are required to post constructive feedback **by 11 pm on Thursday night** of the same week. The feedback should focus on interacting with issues of content (rather than style) but may address clarity of expression or logical coherence etc. With this in mind the 'feedback' to the student responses should clearly identify at least the following (best done in a list format):
 - 2 specific affirmations of positive elements or strengths in the 'student response'
 - 2 specific suggestions for enhancing the 'student response' (examples include: providing an alternative point of view; indicating a way to further strengthen an existing argument; providing an additional argument or point of view that would enhance the student response; giving additional examples or concrete illustrations where they are relevant to question etc.)
- (d) 'Further discussion/interaction': once the feedback has been given, further discussion/interaction among group members can continue for the remainder of the week. As per the rubric below, this is **strongly encouraged** (for those desiring an 'A' grade) **but not required** (for other letter grades).

Note: late responses will be penalized and no responses will be considered in relation to grading after 11 pm on Sunday night of the given week.

Students will be graded on the basis of the following rubric:

	Student Responses	Feedback and Further Discussion
A	Demonstrates sophisticated grasp of the posted question and interacts insightfully with it in light of the reading and lecture material. Response supplemented with insight from 3-5 good quality secondary sources and is written in clear and concise form with few grammatical and stylistic errors. Makes substantial contribution to ongoing discussion.	Demonstrates clear understanding of posted 'student response.' Provides insightful feedback with clearly articulated affirmations and suggested enhancements. Makes appropriate use of good quality secondary sources and provides substantial contribution to ongoing discussion.
B	Demonstrates a clear grasp of the posted question and provides a thoughtful response in light of the assigned reading and lecture material. Response supplemented with insight from 1-2 good quality secondary sources and is clearly written with relatively few grammatical and stylistic errors.	Demonstrates clear understanding of posted 'student response' and provides clear and appropriate affirmations and suggested enhancements. May occasionally refer to additional secondary materials.
C	Response demonstrates a fair grasp of posted question along with assigned reading and lecture material but is somewhat vague and fails to address the question with clarity and focus. There is no use of secondary sources and several grammatical and stylistic errors.	Demonstrates fair grasp of 'student response,' but affirmations and suggested enhancements are somewhat unclear, non-specific or insubstantial.
D	Demonstrates poor grasp of posted question, assigned reading, and lecture material. Interaction with the material is misrepresentative, superficial and/or unclear. Has multiple grammatical and stylistic errors.	Demonstrates poor grasp of 'draft response' and fails to articulate relevant affirmations and/or suggested enhancements.
F	No post and/or no evidence that assigned material has been read or listened to.	No response is posted or affirmations and suggested enhancements are entirely absent.

3. Research Paper: Due on Apr 8, 2019 (40%)

Each student will select one research topic from the list below (alternative topics may be approved by the instructor) and will write an academic paper related to that topic according to the following guidelines:

- **Research topics:** the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the death of Jesus; the resurrection of Jesus;

apocalyptic literature and its value for studying the New Testament; the theology of Paul; Paul's understanding of the Old Testament law in relation to Christians; the use of the Old Testament in the New; the value of New Testament critical methodology as used by modern biblical scholars (e.g. redaction criticism; source criticism; literary criticism, rhetorical criticism, etc.); the study of Jewish or Greco-Roman background in relation to interpretation of the New Testament; the 'new perspective' on Paul; pseudepigraphy in the New Testament; various theological themes or New Testament theology in general.

- **Research Question:** Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. *You must first formulate a research question that you intend to answer in your paper.* It is recommended (but not required) that you get input from the instructor when formulating your research question. The research question will be key to giving your paper a specific focus. You will then need to research potential answers to your question in secondary literature (e.g., bible dictionaries; commentaries; NT Introductions; scholarly articles and books etc.) as well as the New Testament itself. The results of your research should demonstrate your ability to interact with and synthesize ideas found in various secondary sources along with your own ideas.
- **Secondary literature:** depending on the nature of the sources you read (e.g., an entire book versus a short article) you should include at least 5 to 10 secondary sources (in addition to the course texts). Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with your own ideas. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in **footnotes** (not endnotes) and provide a full bibliography at the end of your paper.
- **Style and general approach:** this paper should be 8-10 pages in length but not exceeding 10 pages (excluding title page and bibliography). It should follow the general guidelines below (font, spacing, spelling, grammar etc.) and should be clearly structured with the following sections: (1) an introduction (identify your research question, why it is important and how you intend to address it); (2) body (present your research in a clear and organized fashion – it is often helpful to use sectional headings to organize and clarify your thoughts); (3) and conclusion (draw clear conclusions to your research question based on your findings presented in the body of the paper). What matters most is that you organize and clearly present your research and ideas. In a paper that discusses differing opinions this does not mean drawing conclusions where there is insufficient evidence. It is possible, for example, that you are unable to decide between two or more options. In this case you need to clearly show the strengths and weaknesses of each option and why you think ambiguity remains. You may give suggestions for further research that would help gain more insight.

Each paper will be graded according to the following rubric:

	Research	Argumentation	Writing
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A	Provides clearly articulated research question and demonstrates why this question deserves attention. Provides evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views on the subject matter at hand. Goes beyond the minimum requirement of 5-10 secondary sources.	Presents research in a manner that succinctly, clearly and even-handedly summarizes the views of others. Demonstrates appreciation of the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.	Writes clearly, succinctly and persuasively in presenting research and conclusions directly related to the research question. Paper is well organized and avoids confusion, unnecessary details and repetition, or inefficient wording. Uses appropriate footnoting and bibliography format that demonstrates a well-rounded and careful use of the research materials. Almost free of stylistic and grammatical mistakes.
B	Provides a clearly articulated research question and shows evidence of well-rounded research that includes different perspectives on the issue at hand. Includes at least minimum of 5-10 secondary sources.	Presents research findings clearly and succinctly. Demonstrates ability to understand and critically evaluate differing viewpoints while drawing your own conclusions.	Writes clearly and persuasively in presenting conclusions. Organizes paper appropriately and utilizes proper footnoting and bibliographic style. Few stylistic and grammatical errors.
C	Research question is provided but lacks clarity or relevance. There is evidence of research but secondary sources are limited in number, quality, and/or relevance.	Presents research findings and draws out a conclusion but lacks clarity and/or does not deal adequately or even-handedly with research materials.	Writing may be lacking in clarity, persuasiveness or organization. Fails to consistently use appropriate footnoting and bibliographical style. Several stylistic and grammatical errors.
D	No clear evidence of research question. Some evidence of research but secondary sources are limited in number, quality and relevance.	Confusing or inadequate presentation of findings and conclusions. Failure to understand or interact with secondary sources.	Writing is unclear and poorly organized. Footnoting and bibliography are inadequate or missing. Multiple stylistic and grammatical errors.
F	Either no paper submitted or paper lacks evidence of	Paper lacks any presentation of research	Paper is confusing and disorganized. No evidence

	a research question and use of secondary sources.	findings or argumentation.	of footnoting or bibliography. Stylistic and grammatical errors are multiple.
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4. Personal Reflection and Assigned Reading: Due on Apr 12, 2019 (10%)

Each student will write a 3-5 page reflection paper summarizing their personal learning during this course. This paper will pay attention to both academic and personal transformation as a result of engaging the lectures, course reading, discussion forums and research paper. You may chose to focus on one or several aspects of your learning.

On the **title page** of this paper each student should have a **statement indicating the percentage of assigned reading completed** during the course (estimate on a scale of 0-100%). This includes readings from Powell, Carter, and the New Testament.

This assignment will be graded according to the following rubric:

	Reflection Paper (5% of grade)	Assigned Reading (5% of grade)
A	Demonstrates clear, consistent, and creative ability to integrate course learnings into personal and ministry life. Clear, concise and well-written account in appropriate academic prose with few or no grammatical errors.	100% of reading completed
B	Demonstrates ability to integrate course learnings into personal and ministry life. Clear, concise and well-written account in appropriate academic prose with relatively few grammatical errors.	75% of assigned reading completed
C	Demonstrates some ability to integrate course learnings into personal and ministry life. Lacks clarity and has more than acceptable amount of grammatical errors.	50% of assigned reading completed
D	Demonstrates inability to integrate course learnings into personal and ministry life. Lacks clarity and has unacceptable amount of grammatical errors.	25% of assigned reading completed
F	Assignment is not completed or demonstrates complete failure to integrate course learnings into personal life and ministry.	No assigned reading completed

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 will be based upon completion of the assignments (as outlined above):

Assignment	Due Date	% of final grade
1. On-Line Reflection Questions and Responses	Up to 10 weeks	20%
2. Group Discussion Forums	Weeks 3-10	30%
3. Research Paper	Apr 8	40%
4. Personal Reflection and Assigned Reading	Apr 12	10%
Total Grade		100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Written assignments are due on the dates indicated above and should be type written, *double-spaced, and in 12 point font*. Each of the written assignments will be submitted electronically in word or RTF format.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is challenging for you then you are expected to seek help (e.g. from the writing services of the Centre for Academic Excellence: see www.tyndale.ca/writingcentre). Students are encouraged to consult [writing resources](#).

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](#).

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.

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.

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; aa@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

The core course content includes weekly online lectures (2 parts per week) and course reading (textbooks and New Testament). These materials (especially lectures and Powell) will form the basis of discussion forums. The following schedule indicates which material that is relevant to the given week. Please note that I have not included the text of Carter below. You can choose which weeks you would like to read that text.

Week 1: Jan 14 – 20

Online lecture: The New Testament as Scripture

- Part I: The Composition and Canonization of Scripture
- Part II: Preservation, Translation and Interpretation of the New Testament

Course reading:

- Powell 59-75 (17 pages) (chap 3)

Week 2: Jan 21 – 27

Online lecture: The New Testament in its Historical Context

- Part I: The Foundation Story of Israel
- Part II: Judaism in the First Century

Course reading:

- Powell 17-57 (41 pages) (chaps 1 + 2)
- New Testament: Gospel of Mark

Week 3: Jan 28 – Feb 3

On-line discussion forum #1

Online lecture: Jesus and the Gospels (1)

- Part I: The Historical Jesus and the Nature of the Gospels as History
- Part II: Reading the Gospels as Theology

Course reading:

- Powell 77-119 (43 pages) (chaps 4 + 5)
- New Testament: Gospel of Matthew

Week 4: Feb 4 – 10

On-line discussion forum #2

Online lecture: Jesus and the Gospels (2)

- Part I: The Gospel of Matthew
- Part II: The Gospel of Mark

Course reading:

- Powell 119-159 (41 pages) (chaps 6 + 7)
- New Testament: Gospel of Luke

Week 5: Feb 11 – 17

On-line discussion forum #3

Online lecture: Jesus and the Gospels (3)

- Part I: The Gospel of John (I)
- Part II: The Gospel of John (II)

Course reading:

- Powell 183-203 and 507-521 (36 pages) (chaps 9 + 28)
- New Testament: Gospel of John and 1, 2, 3, John

READING WEEK (NO CLASS): Feb 18 – 24

Week 6: Feb 25 – Mar 3

On-line discussion forum #4

Online lecture: Luke and Acts

- Part I: Luke and Acts (I)
- Part II: Luke and Acts (II)

Course reading:

- Powell 161-181 and 205-229 (46 pages) (chaps 8 + 10)
- New Testament: Acts

Week 7: Mar 4 – 10

On-line discussion forum #5

Online lecture: Paul and his letters (1)

- Part I: Paul his Life
- Part II: Paul his Letters

Course reading:

- Powell 231-269 and 431-441 (50 pages) (chaps 11 +12 + 23)
- New Testament: Philemon and Galatians

Week 8: Mar 11 – 17

On-line discussion forum #6

Online lecture: Paul and his letters (2)

- Part I: Romans
- Part II: Galatians

Course reading:

- Powell 271-287 and 323-337 (31 pages) (chaps 13 + 16)
- New Testament: Romans

Week 9: Mar 18 – 24

On-line discussion forum #7

Online lecture: Paul and his letters (3)

- Part I: 1 Corinthians
- Part II: Philippians

Course reading:

- Powell 289-307 and 357-369 (32 pages) (chaps 14 +18)
- New Testament: 1-2 Corinthians and Philippians

Week 10: Mar 25 – 31

On-line discussion forum #8

Online lecture: Later New Testament Writings (1)

- Part I: Hebrews
- Part II: James

Course reading:

- Powell 443-477 (35 pages) (chaps 24 + 25)
- New Testament: Hebrews and James

Week 11: Apr 1 – 7

Online lecture: Later New Testament Writings (2)

- Part I: 1 Peter
- Part II: Revelation

Course reading:

- Powell 479-495 and 531-551 (38 pages) (chaps 26 + 30)
- New Testament: 1 Peter and Revelation

Week 12: Apr 8 – 12

NOTE: Research Paper due Apr 8

NOTE: Final Reflection Paper due on Apr 12

Online lecture:

- Part I: New Testament Theology and History in Review (I)
- Part II: New Testament Theology and History in Review (II)

Course Reading: none

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

The following is a partial list of resources intended as a starting point of research on a number of issues pertaining to the New Testament. In addition to these more general works the library has multiple commentaries on each book of the New Testament. Commentaries will provide valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

New Testament Introductions:

- Achtemeier, Paul J. Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Wm. B. Eerdmans, 2001.
- Brown, Raymond E. *An Introduction to the New Testament*. New York; London; Toronto: Doubleday, 1997.
- Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids, MI: Zondervan, 1992.
- DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Downers Grove, IL: InterVarsity Press, 2004.
- Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Literature*. New York; Oxford: Oxford University Press, 2000.
- Guthrie, Donald. *New Testament Introduction*. Leicester; Downers Grove, IL: Appolos; InterVarsity Press, 1990.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Minneapolis, MN: Fortress Press, 1999.
- Kümmel, W. G. *Introduction to the New Testament*. Translated by H. C. Kee. London: Abingdon Press, 1975.
- Marxsen, W. *Introduction to the New Testament: An Approach to Its Problems*. Translated by G. Buswell. Philadelphia, PA: Fortress Press, 1968.
- McNeile, A. H. *An Introduction to the Study of New Testament*. 2nd Rev. ed. Edited by C. S. C. Williams. Oxford: Clarendon Press, 1953.
- Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3rd ed. Nashville, TN: Abingdon Press, 2003.
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009.

Robert, A., and A. Feuillet. *Introduction to the New Testament*. Translated by P. W. Skehan et al. New York; Rome; Paris: Desclée Company, 1965.

Robinson, John A. T. *Redating the New Testament*. London; Philadelphia: SCM Press; Westminster, 1976.

Dictionaries:

Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Backgrounds*. Downers Grove, IL: InterVarsity Press, 2000.

Green, Joel B., Scott McKnight, I. Howard Marshall, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity Press, 1997.

Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and his Letters*. Downers Grove, IL: InterVarsity Press, 1993.

Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament and its Development*. Downers Grove, IL: InterVarsity Press, 1997.

New Testament Theology:

Anderson, Bernhard W. "The New Crisis in Biblical Theology." *Drew Gateway* 45 (1974–75): 159–74.

Bultmann, Rudolf. *Theology of the New Testament*. 2 Vols. Translated by Kendrick Grobel. New York: Charles Scribner's Sons, 1951 and 1955.

Caird, G. B. *New Testament Theology*. Completed and edited by Donald A. Hagner. Oxford: Clarendon Press, 1994.

Conzelmann, Hans. *An Outline of the Theology of the New Testament*. Translated by John Bowden. New York: Harper & Row, 1969.

Funk, Robert W. *Language, Hermeneutic and the Word of God: The Problem of Language in the New Testament and Contemporary Theology*. New York: Harper and Row, 1966.

Guthrie, Donald. *New Testament Theology*. Leicester: IVP, 1981.

Käsemann, Ernst. "The Problem of New Testament Theology." *NTS* 19 (1972–1903): 235–45.

Keck, Leander E. "Problems of New Testament Theology." *NovT* 7 (1964): 217–41.

Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed.. Grand Rapids, MI: Eerdmans, 1994 (1974).

Lemcio, Eugene E. "The Unifying Kerygma of the New Testament." *JSNT* 33 (1988): 3–17.

Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: IVP, 2004.

Martin, Ralph P. "New Testament Theology: Impasse and Exit." *ExpTim* 69 (1980): 264–69.

Matera, Frank J. "New Testament Theology: History, Method and Identity." *CBQ* 67 (2005): 1–21.

_____. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

Perrin, Norman. "Jesus and the Theology of the New Testament." *JR* 64 (1984): 413–31.

Räisänen, Heikki. *Beyond New Testament Theology*. London; Philadelphia: SCM Press; Trinity Press International, 1990.

Richardson, Alan. *An Introduction to the Theology of the New Testament*. London: SCM, 1958.

Robinson, James M. "The Future of New Testament Theology." *Drew Gateway* 45 (1974–75): 175–87.

- Rowe, C. Kavin. "New Testament Theology: The Revival of a Discipline: A Review of Recent Contributions to the Field." *JBL* 125, no. 2 (2006): 393–410.
- Sandys-Wunsch, John, and Laurence Eldredge. "J.P. Gabler and the Distinction Between Biblical and Dogmatic Theology: Translation, Commentary, and Discussion of His Originality." *SJT* 33 (1980): 133–58.
- Schreiner, Thomas R. *New Testament Theology: Magnifying God in Christ*. Grand Rapids, MI: Baker, 2008.
- Strecker, Georg. *Theology of the New Testament*. German ed. Edited and completed by Friedrich Wilhelm Horn. Translated by M. Eugene Boring. Louisville, KY: Westminster John Knox Press, 2000.
- Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids, MI: Zondervan, 2005.

General References:

- Aune, David E., ed. *The New Testament in its Literary Environment*. Library of Early Christianity. Vol 8. Philadelphia, PA: The Westminster Press, 1989.
- Ferguson, Everett. *Backgrounds to Early Christianity*. 3rd ed. Grand Rapids, MI: Eerdmans, 2003.
- Marshall, I. Howard, ed. *New Testament Interpretation: Essays on Principles and Methods*. Grand Rapids, MI: Eerdmans, 1977.
- Moule, C. F. D. *The Birth of the New Testament*. Black's New Testament Commentaries. London: Adam & Charles Black, 1966 (1961).
- Thiselton, Anthony C. "Semantics and New Testament Interpretation." In *New Testament Interpretation: Essays on Principles and Methods*, 75-104. Edited by I. Howard Marshall. Grand Rapids, MI: Eerdmans, 1977.
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VI. FINAL COMMENTS

This course seeks to provide a broad general introduction to the study of New Testament theology and history. In the interests of achieving the desired aims and goals it may be necessary to change some details in this syllabus.