



TYNDALE

• SEMINARY •

Course Syllabus Spring & Summer 2013

NEW TESTAMENT THEOLOGY AND HISTORY NEWT 0522

APRIL 30 - MAY 30, 2013

Tuesdays and Thursdays: 6:30 pm to 9:20 pm

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To

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 the student will:

1. Gain a better understanding of the historical context of the New Testament and be able to outline the history of the life of Jesus, the early church and its literature;

2. Have had opportunity to reflect on the significance of composition, canonization and historicity of the New Testament in relation to the doctrine of scripture;
3. Be able to identify and critically utilize some contemporary scholarly methods of interpreting individual New Testament books;
4. Be capable of reflecting upon and discussing issues pertaining to the method and content of New Testament theology including such matters as theological unity and diversity, the relation of the New Testament to the Old, and tracing theological themes either in individual books or in the New Testament as a whole;
5. Have had opportunity to reflect upon the relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole;
6. Be better equipped to engage in more detailed study of the New Testament.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

1. DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Downers Grove, Ill.: InterVarsity Press, 2004.
2. New Testament text. While most modern translations (except paraphrases) will be appropriate, the primary translation to be used in class will be the New Revised Standard Version.

B. SUPPLEMENTARY / RECOMMENDED READING:

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

C. ASSIGNMENTS AND GRADING

Each student will be evaluated on the basis of the following four assignments (percentage of course grade in brackets). In addition to providing an opportunity to practice basic research skills these assignments are intended to consolidate in-class learning and facilitate critical reflection on various issues pertaining to the study of the New Testament. While a brief description of each assignment is provided below, further instructions will be provided in class.

1. Class participation and completion of assigned reading: Due Thurs May 30, 2013 (10%)
Students are expected to complete assigned readings, attend lectures and participate in class discussions. Students will complete a self-assessment regarding their completion of assigned readings to be handed in on the final day of class (May 30). The student's grade will reflect the percentage of reading completed along with lecture attendance and participation. (See course schedule below for details of assigned reading).

2. Book Review: Due Tues May 14, 2013 (20%)

Each student is required to write a critical reflection on one of the following books:

Gorman, Michael J. *Reading Paul*. Eugene, OR: Cascade Books, 2008.

Wright, N. T. *What St. Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids, Michigan: W. B. Eerdmans, 1997.

Wright, N. T. *The Challenge of Jesus*. Downers Grove, Ill.: InterVarsity Press, 1999.

As you prepare for and write your critical reflection paper you will need to pay attention to the following guidelines:

- *General:* It will be necessary for you to either purchase or borrow the book and read it in its entirety. Highlight or make notes (summary) as you go so that you can readily recall what is needed for writing your reflection paper. It is often helpful to re-read (or at least re-read your highlights) in order to make sure you fully understand what the author is saying.
- *Length and style:* Your paper should be 3 to 5 pages in length (maximum 5 pages, 12 point font double-spaced). The full bibliographic information for your chosen book should be given up front (or in your title page). When citing the book thereafter simply cite page numbers as in text citations in brackets: e.g. (p. 56). If you wish to cite some other author then include the full reference within your text (or in brackets). There should be no need for any footnotes. For other general matters of style (organization, clarity, spelling, grammar etc.) please see general comments below on style.
- *Part One:* The first part of your paper should provide a summary of the key ideas in the book and should take up a *maximum* of fifty percent of your paper. Your goal here is to describe the general audience and intent of the book, its primary thesis/theses and big ideas. It is most important that you separate out primary ideas from secondary ones and seek to represent the author as accurately as possible in what they are seeking to do and say.
- *Part two:* In this latter section (*minimum* fifty percent of your paper) you need to interact with the ideas in the book by commenting on what you consider to be *both* their strengths and weaknesses. While it is acceptable to comment on specific details that are peripheral to the book's main ideas, try to include at least some comments on those ideas that you have identified in part one of your paper. As you provide critical reflection (both positive and negative) on the ideas in the book try to provide reasons for your comments. This is not a place to expound your own theories but some brief reasoning for your responses (beyond merely your subjective comments or personal bias) to the book's ideas help to strengthen the value of your critique. While your primary focus should be on the ideas content of the book, it is also quite appropriate to comment on such matters as style, layout, organization, clarity of communication, bibliographic information and additional resources.
- *Conclusion:* at the end of part two draw your paper to a clear conclusion by commenting upon the usefulness of the book for yourself and others as a resource for personal growth and ministry. Here you need to consider whether or not the author has accomplished what he or she set out to do in relation to the audience that he or she had in mind (note that some authors state such aims explicitly while in other books it is more implicit or may even be absent and confusing as a result).

3. Biblical Book Study: Due Thurs May 23, 2013 (30%)

Each student is required to write an introductory paper on a New Testament book of their choosing. Once you have selected your book then proceed according to the following guidelines:

- *Inductive study:* begin by reading the book through at least once or twice (several times if smaller) and making observations. It is recommended that you photocopy the

- book and read it with highlighter and/or pen and pencil in hand making notes and markings as you go. Try to observe how the book is structured along with key themes or ideas (e.g. repeated ideas and phrases). Look for internal clues to such matters as author, intended audience, intent and purpose. Make note of any questions you have that might require further research of thought (e.g. background information, confusing and unclear passages etc.)
- *Secondary sources*: once you have completed your initial inductive study then you should consult secondary literature that discusses introductory questions in relation to your chosen NT book. These readings should help to challenge or strengthen your own inductive observations as well as provide information and provoke questions that you had not otherwise thought about. As you read these various resources pay attention to where there are uncertainties or significant differences of opinion and whether there is a majority opinion among scholars. You may wish to side with a particular opinion or withhold judgment until you can do further research but you are expected to make note of such issues in your paper. You are free to use as many secondary sources as you like without limitations as to the nature or date of such sources. As a basic minimum, however, you must consult *at least five different types* of secondary sources (*dated no earlier than 1980*) from the following list: scholarly journal articles; New Testament Introductions; New Testament Theologies; Commentaries (introductory section); articles in bible Dictionaries or Encyclopedias; articles in edited books; books.
 - *Paper content*: as you write your paper you need to set out your research in a clear and concise manner according to the following categories (use sectional headings):
 - a) Historical and literary background: in this section you will want to consider such issues as dating, authorship, intended audience, geographical location and setting (of audience and author). You may also pay attention to the general historical and religious setting (e.g. Judaism in first century Palestine) relevant to your chosen book. Finally, make note of important discussion about sources and literary relationships (e.g. relationship of Synoptic Gospels to one another; relationship of 2 Peter to Jude; or relationship of James to traditions about Jesus).
 - b) Identification of genre and Structural outline: identify and briefly discuss the major literary genre of your book: e.g. different types of letters, biography, history, apocalypse etc. (you will likely need to rely on secondary literature here). Make note of any differing scholarly opinions along with any majority opinion and the reasons for it. State your own preference in terms of genre and your reasons for it. Identify and briefly discuss the major structural divisions in the book once again noting any significant differences of opinion among scholars. Indicate which structural breakdown you prefer and give your reasons (i.e. identify the structural clues in the book itself). Your conclusions should be based on your own observations as well as discussions in secondary literature. As you proceed with the remainder of the paper try to incorporate your insights into genre and structure especially into your discussion of themes and application.
 - Note: you may wish to provide an actual outline (typical point form outline as found in most commentaries) of your chosen book to supplement your discussion. This is recommended but not required. If your book is longer I suggest you attach it as an appendix (which will not be included in your page count). It should be noted, however, such an outline is not a

substitute for your discussion which should focus on explaining *why* you chose the structure you did.

- c) Key theological motifs or themes: in this section of your paper you should identify the key theological motifs or themes in your chosen book. This should be based upon your own observations along with your reading in the secondary literature. Each theme should be stated in a clear and concise but complete single sentence (e.g. 'It is necessary to have faith in Jesus as the Christ if you are to live life to the full') and *not* simply given as an idea or heading (e.g. 'faith'). Each theme should be stated and then discussed (1-2 paragraphs). Your discussion should indicate clearly what you mean by the theme (flesh out and explain yourself) and why you chose it as a major theme for the book. In the case of the latter you need to provide evidence from the text itself that indicates your theme to be of major importance (e.g. repetition in various contexts; significant chunk of text given over to it etc.).
 - d) Critical issues requiring further research: in this section you need to identify any outstanding questions that may have arisen from your research (either in our inductive study or reading of secondary literature) and that you did not have time within the scope of this paper to fully research. They can be questions of general interest but can also be matters that potentially impact upon your interpretation of the book. Briefly indicate how researching the answer to your questions would potentially be helpful to you.
 - e) Ideas for contemporary appropriation/application: This final section of your paper should identify how this book has relevance in the contemporary church. You should identify how it is relevant in relation to your own personal life as well as your ministry and church life in general. Try to bring together the horizons of the book (in its first century context) with the 21st century church. Your ideas for contemporary appropriation/application should flow directly out of your study in the previous 4 steps and especially the theological motifs/themes identified above. This is not a place to introduce some new theme or pick up on some obscure section or verse in the book. Rather you need to reflect on your own identified (major) themes and think through some implications of them in the present. Try to be both creative and specific while also remaining true to the general thrust of the book.
- *Paper style*: This paper should be 6-8 pages in length but not exceeding 8 pages (not including title page or bibliography). It should follow the general guidelines for submission of written work as outlined below (e.g. font, spacing, clarity, spelling, grammar etc.) and should include both footnotes (not end notes) and a bibliography according to appropriate style (e.g. make sure to distinguish author and editor in dictionary articles).
 - *General writing guidelines (some suggestions)*: as you write you will need to decide how much space to give over to specific sections in your paper. This will vary depending on the particular kind of book you choose and the amount of discussion given over to particular issues. For example authorship is hotly debated and/or uncertain in books like Hebrews, James, and 2 Peter but is not a significant point of discussion in Romans or Corinthians. This would therefore result in significantly different amounts of space given over authorship in each of these instances. You will need to gauge this based on your research. As a general rule, however, a significant portion of your paper should be taken up with sections (c) and (e) on themes/motifs

and contemporary application/appropriation. On the other hand section (d) on critical issues for further research should be brief.

4. Research Paper: Due Thurs Jun 13, 2013 (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; 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.
- *General:* Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. This will require reading secondary literature (e.g. bible dictionaries; commentaries; NT Introductions; scholarly articles and books etc.) in addition to the NT itself. The paper should have a specific focus and should demonstrate the ability to synthesize and interact with the ideas found in various secondary sources. The ideas found in the secondary sources should also be brought into interaction with the NT text itself.
- *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. This number does not include those secondary sources already read in relation to required reading or previous assignments (e.g. DeSilva; your chosen book for the book review; sources read in relation to your biblical book study) although they may also be used in your assignment and will often be helpful in pointing you to additional resources. As you read secondary sources seek to understand and represent the authors accurately and bring them into dialogue with one another and with your own ideas. Your goal is to integrate carefully and clearly their ideas into your paper without simply quoting them in an unthinking manner. You should cite all sources appropriately in **footnotes** (not end notes) 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 (not including title page or 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 not able to arbitrate 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.

SUMMARY OF ASSIGNMENTS AND GRADING

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

Assignment	Due Date	% of final grade
1. Class participation and assigned readings	May 30 (Thurs)	10%
2. Book Review	May 14 (Tues)	20%
3. Biblical Book Study	May 23 (Thurs)	30%
4. Research Paper	Jun 13 (Thurs)	40%

D. 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*. The first 3 assignments should be handed in during class time on the dates given. The fourth assignment (and any late assignments handed in after May 30) should be mailed directly to the professor. *Be sure to include a self-addressed postage-paid envelope in order for assignments to be returned*. Assignments must be mailed by the due date.

It is expected that written work will be submitted in a straightforward style of academic prose and should demonstrate 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 center: see www.tyndale.ca/writingcentre).

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

Students should 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

In addition to outlining lecture topics the following summary indicates the schedule of assigned readings (i.e. each reading should be completed by the date under which it is listed). Students should pay close attention to the reading schedule to ensure they allow sufficient time to complete reading in advance of each lecture (noting that the amount of reading varies for any given session). It is recommended that students complete some of their assigned

reading in advance of the course as this will facilitate the learning process by avoiding 'last minute cramming.'

Session 1: Tues April 1

Course Introduction and Syllabus

Lecture: The New Testament as scripture: its production, transmission, canonization, translation and interpretation.

Reading: DeSilva 23-27, 29-36 (13 pages)

Session 2: Thurs May 2

Lecture: The NT in its historical setting: an introduction to Jewish and Greco-Roman historical background for understanding the NT

Reading: DeSilva 37-110 (optional: 111-144) (74 pages, 34 optional); NT Mark

Session 3: Tues May 7

Lecture: Jesus and the Gospels: Historical Jesus, Gospel research and interpretation

Reading: DeSilva 145-193 (49 pages); NT Luke

Session 4: Thurs May 9

Lecture: Jesus and the Gospels: Mark and John

Reading: DeSilva 194-233 and 391-448 (98 pages); NT John

Session 5: Tues May 14

Reminder: assignment # 2 due

Lecture: From Jesus to the church: Luke and Acts

Reading: DeSilva 298-390 (93 pages); NT Acts

Session 6: Thurs May 16

Lecture: Paul and his letters: Letter writing, the life of Paul, his letters and theology;

Reading: DeSilva 475-492 (18 pages); NT Philemon, Galatians

Session 7: Tues May 21

Lecture: Paul and his letters: Galatians and Romans

Reading: DeSilva 493-526 and 598-639 (76 pages); NT Romans

Session 8: Thurs May 23

Reminder: assignment #3 due

Lecture: Paul and his letters: Corinthians and Philippians

Reading: DeSilva 555-597 and 640-684 (87 pages); NT 1-2 Corinthians, Philippians

Session 9: Tues May 28

Lecture: Other New Testament Writings: The Catholic Epistles (Hebrews and James)

Reading: DeSilva 685-689, 776-840 (69 pages); NT Hebrews, James

Session 10: Thurs May 30

Reminder: assignment #1 due

Lecture: The Apocalypse and an Introduction to New Testament Theology; General course conclusion

Reading: DeSilva 885-932 (48 pages); NT Revelation

V. SELECTED BIBLIOGRAPHY

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, Michigan: 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: Zondervan, 1992.

DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Downers Grove, Ill.: 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, Illinois: Appolos; Intervarsity Press, 1990.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Minneapolis: Fortress Press, 1999.

Kümmel, W. G. *Introduction to the New Testament*. Translated H. C. Kee. London: Abingdon Press, 1975.

Marxsen, W. *Introduction to the New Testament: An Approach to Its Problems*. G. Buswell. Philadelphia: Fortress Press, 1968.

McNeile, A. H. *An Introduction to the Study of New Testament*. Second Edition Revised by C. S. C. Williams. Oxford: Clarendon Press, 1953.

Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. Third ed. Nashville: Abingdon Press, 2003.

Robert, A., and A. Feuillet. *Introduction to the New Testament*. 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: InterVarsity Press, 2000.

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

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

Martin, Ralph P. and Peter H. Davids (eds). *Dictionary of the Later New Testament and its Development*. Downers Grove: 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*. Revised Edition. Grand Rapids: 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* 125/2 (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 edition edited and completed by Friedrich Wilhelm Horn. Translated by M. Eugene Boring. Louisville: Westminster John Knox Press, 2000.

Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids: Zondervan, 2005.

General References:

- Aune, David E., ed. *The New Testament in its Literary Environment*. Library of Early Christianity, vol 8. Philadelphia: The Westminster Press, 1989.
- Ferguson, Everett. *Backgrounds to Early Christianity*. 3rd edition. Grand Rapids: Eerdmans, 2003.
- Marshall, I. Howard, ed. *New Testament Interpretation: Essays on Principles and Methods*. Grand Rapids, Michigan: 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*, edited by I. Howard Marshall, 75–104. Grand Rapids, Michigan: Eerdmans, 1977.
- VanderKam, James C. *An Introduction to Early Judaism*. Grand Rapids: Eerdmans, 2001.
- _____. *The Dead Sea Scrolls Today*. Grand Rapids, Michigan: W. B. Eerdmans Publishing Company, 1994.
- Wright, N.T. *The New Testament and the People of God*. Minneapolis: Fortress Press, 1992.

Jesus and the Gospels:

- Bird, Michael F. "The Formation of the Gospels in the Setting of Early Christianity: The Jesus Tradition as Corporate Memory." *WTJ* 67 (2005): 113–34.
- Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville: Broadman and Holman, 1997.
- Sanders, E. P. and Margaret Davies. *Studying the Synoptic Gospels*. London: SCM Press, 1989.
- Wilkins, Michael J. and Moreland, J. P. (eds). *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids, Michigan: Zondervan, 1995.
- Willitts, Joel. "Presuppositions and Procedures in the Study of the 'Historical Jesus': Or, Why I Decided not to be a 'Historical Jesus' Scholar." *Journal for the Study of the Historical Jesus* 3, no. 1 (2005): 61–108.
- Wright, N.T. *Jesus the Victory of God*. Minneapolis: Fortress Press, 1996.
- _____. *The Resurrection of the Son of God*. Minneapolis: Fortress Press, 2003.

Paul:

- Barclay, John M. G. "Mirror-Reading a Polemical Letter: Galatians as a Test Case." *JSNT* 31 (1987): 73–93.
- Dunn, James G. *The New Perspective on Paul*. Grand Rapids: Eerdmans, 2007.
- Gorman, Michael J. *Reading Paul*. Eugene, OR: Cascade Books, 2008.
- Westerholm, Stephen. *Perspectives Old and New on Paul: The Lutheran Paul and His Critics*. Grand Rapids, Mich.: W. B. Eerdmans, 2004. Wright, N. T. *The New Testament and the Peoples of God*. Minneapolis: Fortress Press, 1992.
- Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Thought*. Minneapolis: Fortress Press, 1993.
- _____. *What St. Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids, Michigan: W. B. Eerdmans, 1997.
- _____. *Paul, In Fresh Perspective*. Minneapolis: Fortress Press, 2009.

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.