

# BIBL 5250 – New Testament 2: The Texts and Their Theology

North Park Theological Seminary

Spring 2021

Tuesdays, 6:30 - 9:15, Nyvall Hall, Room: TBD

3 Credit Hours

## Instructor Information

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### Instructor

Dr. Susan Rieske

### Email

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### Office Location & Hours

Online, TBD

## General Information

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### Catalog Description

This course explores further the interpretation, context, and content of the New Testament, with particular emphasis on the theology of New Testament texts and their contemporary relevance. Theological themes running across the canon which were introduced in NT1 are explored in greater detail, including Christology, soteriology, ecclesiology, ethics and eschatology. The portrayals of Jesus in the Gospels will be critically engaged as a means of deepening historical and theological understanding of his life and teaching. The letters of Paul and their theology will be analyzed and their significance for presenting the gospel assessed. The study of Acts and selected other New Testament texts will prompt critical reflection upon the nature of the church and its participation in mission. Particular emphasis is placed on developing the skills for historically and theologically informed exegesis from a canonical perspective.

### Purpose and Structure of the Course

The purpose of this course is to continue the skills introduced in New Testament 1 while adding an intra-canonical interpretation of texts to construct an accurate New Testament theology. The student will continue to build a common vocabulary with the NT authors (i.e., the task of *exegesis and the historical critical method*) by interpreting texts within their historically contingent, literary, and culturally-conditioned context. The student will also practice theological reflection on how the original message of the NT authors can be applied to our present Christian context (the task of *hermeneutics*). A special emphasis will be given to how the theological contributions of the NT authors on a given topic cohere together to give a united witness on what the Bible as God's word teaches the church and reader (the task of *theological construction*).

In regards to the structure of the course, it is divided into modules covering key NT theological topics including Bibliology, Theology Proper (God and the Trinity), Christology (Jesus the Christ), Soteriology (Sin, the Fall, and Salvation), Ecclesiology (the Church and It's Community), Moral Theology (Ethics and Discipleship), Missiology (The Believer's Mission), Angelology (Supernatural beings and the spiritual powers of good and evil), and Eschatology (Restoration and Renewal). Learning activities will include readings, biblical exegesis, discussions, research projects and papers. Students will be assessed by reading and biblical exegesis completion, discussion participation, a research project, a research paper, and two exams.

## Instructor-Learner Interaction

In addition to the avenue of established course content, the student and the instructor will have direct communication through class lecture and discussion, assignment and exam feedback, email, and office hours. While discussions are designed primarily for student to student interaction and cooperative learning, the instructor will also interact in each discussion. Constructive feedback during the grading process will be given by the instructor on each written assignment, project, and paper within two weeks of submission. The instructor will respond to emails usually within 24 hours and no longer than 48 hours. Additionally, the instructor will communicate reminders and other information through in class and online announcements as needed.

The student as learner will be expected to interact with fellow students and the instructor through regular discussions throughout the course. These interactions will make up their participation grade for the course. They will also interact with the instructor through a research project, a research paper, and two exams.

## Learning Objectives

In this course, the student will:

1. Identify key facts about the author, setting, and main ideas of various NT books in order to engage these books on a theological level.
2. Examine relevant aspects of the history and culture of Palestine and of the wider Roman world in the period spanning the 1<sup>st</sup> century B.C. to the 2<sup>nd</sup> century A.D. that informs the interpretation of key NT texts.
3. Investigate pertinent NT texts in order to identify their primary theological contributions to the key doctrines of the Christian faith, which include the church's understanding of Scripture, Christology, humanity and its fall, salvation, discipleship and ethics, ecclesiology, and eschatology.
4. Compose concise, accurate, and thorough statements summarizing the NT biblical witness on various theological issues.
5. Formulate principles of application derived from biblical theology to connect theological truths to the contemporary culture and/or one's own ministry situation.
6. Critically analyze contemporary issues in NT theology debated in the church today.

## Course Materials

### Required Materials

Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove: Intervarsity Press, 2016 [ISBN: 978-0-8308-5153-9]

This is a great book for thinking through key doctrinal topics from a historical and theological perspective as they are addressed in both the Old and New Testaments. Goldingay's book functions to guide us in doing New Testament theology without forgetting the continuing witness of the Old Testament. Its biblical theology functions as a co-step to a more systematic New Testament theology.

## New Testament 2 Reader (NTR)

*This reader provided on Canvas progressively throughout the course contains additional required reading assignments.* Since there are no major textbooks required outside of Goldingay (noted above), **students are expected to print out their own hard copies** of the articles as part of their textbook costs or read them in electronic form. **Articles listed below as “TBA” will be issued one week prior to the class in which it is due.** The instructor reserves the right to make adjustments to the reader throughout the course including substitutions. This reader includes contributors to New Testament scholarship who have fundamentally shaped (for better or for worse) the way modern readers understand major theological and historical themes in the New Testament. You will be reading either directly from these authors themselves or secondary descriptions of their work, including (but not limited to) the following heralds of New Testament scholarship: Bultmann, Käsemann, Stendahl, Barrett, Hengel, Beker, Sanders, Dunn, Hays, Wright, Segal, Hurtado, Kim, Gundry, Bauckham, Watson, and others. These can be printed under the general library use policy allowed for by the U.S. copyright office (an explanation of this policy is provided online).

## Greek and/or English Bible

[For all MDiv students]: ***The Greek New Testament*** (UBS<sup>5</sup> or NA<sup>28</sup>).

MDiv students should work primarily from the Greek New Testament but are allowed to use your English Bible as well as a *second* reference or to read large units of text.

[For non-MDiv students]: ***The English Bible*** in any contemporary translation, but preferably the **NRSV** or **NIV (2011)**. Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson’s translation). A more literal translation of the Hebrew/Greek texts are needed. If you have any questions about your preferred translation, please let me know.

**Bible passages noted in readings are not to just be read, but interpreted using principles of exegesis that you should have learned in one of your previous Bible courses.** For review of this method, consult *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*, by Michael J. Gorman (Baker, 2010; ISBN-10: 0801046408; ISBN-13: 978-0801046407). When you note percentage on your student contract, I will assume you have not just read the biblical passages but exegeted them to some extent to arrive at a coherent understanding.

## Online Videos

You will be asked to watch a few short YouTube videos throughout the course, including documentaries, presentations by scholars, and NT videos from the Bible Project, an online Bible education site. Although, at first glance, the Bible Project videos appear elementary as they use artistic representations and cartoon-style imagery, I am including these for a few reasons. First, they are very well done in terms of biblical accuracy and theology. Second, they help to give a big picture overview of the NT that is difficult to find anywhere else. Third, I wanted to expose you to these as they are a great resource for biblical theology education in the church.

## Course Requirements

Assignment	Description	Maximum Value	Grade %
Midterm	Exam covering material in Modules 1 through 5.	250 pts	25%
Historical Paul Project	Answers to questions related to the documentary, <i>The Apostle Paul: A Polite Bribe</i> . Turned in electronically through Turn-It-In on Canvas.	100 pts	10%
NT Theology Paper	Research Paper on Money and Possessions and the Apostle Paul. Turned in electronically through Turn-It-In on Canvas.	100 pts	15%
Student Contract	Record of percentage of required reading/interpretation and videos completed. Turned in at end of semester.	100 pts	10%
Discussion Participation	Engaging in class discussion on a variety of theological topics.	50 pts	5%
Final Exam	Comprehensive exam covering Modules 1 through 10, with a special focus on Modules 6 through 10.	350 pts	35%

### Midterm

About half-way through the semester, you will have a midterm covering all content in Modules 1 through 5, including readings, videos, and discussions. The exam will be a mixture of objective questions: multiple-choice, true/false, matching, short answer and essay.

### Historical Paul Project and NT Theology Paper

After the midterm, you will watch, read about, and critically evaluate the documentary, *Apostle Paul: A Polite Bribe*, which will be watched in class. The Historical Paul project is the first part of a two-part assignment related to this documentary. Then, you are asked to write a NT Theology paper on the related issue of money and possessions. The research paper with footnotes will be three pages single spaced or five to six pages double spaced (1200–1500 words). See the appendices attached to the syllabus for guidelines on this project and paper.

### Student Contract

Due at the end of the semester: you will be asked to sign off on the reading and videos you completed for class. If you read 100% of the assigned reading and watched 100% of the assigned videos, then 100pts. 90% then 90pts., and so on.

### Discussion

You are expected to take part in discussions regularly throughout the course. Questions for discussion will be provided and you will be expected to respond in a way that reflects critical thinking and thoughtful analysis.

### Final Exam

There will a cumulative final for the course, covering material from the first day until the last. Emphasis will be given to material after the midterm. Like the unit exams, the final exam will be a combination of multiple-choice, true/false, matching, short answer, and essay.

## Grading Policies

**Grading Rubrics** - Rubrics for discussions, projects/papers, and exams can be found in the course shell under “Assessments and Grading Rubrics.”

### A Note on Late Projects, and Papers:

Late projects and papers will be docked 5pts each day (excluding the weekends). Those more than 2 weeks late will no longer be accepted unless there are extenuating circumstances which have been discussed beforehand with the instructor.

### Grading Scale:

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93 - 100	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	60 - 62	D-
77 - 79	C+	0 - 59	F

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## Communication Expectations and Netiquette

The following guidelines should be followed for all communication, including discussions and email:

### Be Lawful

- Do not send messages or comments that are threatening, harassing, or offensive in any way. Please remember that any of your comments may be misinterpreted!

- Be sure all quotes and sources are properly credited. Respect all copyrighted materials.
- Do not pretend that you are someone else.

### **Be Courteous**

- Be courteous and professional with your communications. Do not convey a hostile or confrontational tone when communicating or working collaboratively with other students.
- Do not be confrontational for the sake of it. Although "flaming" (a critical verbal attack) is not uncommon on the Internet, it is inappropriate in a college environment.
- Express differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other students.
- Be tolerant and patient with all users.

### **Show Respect**

- Do not publicize personal matters unless appropriate to the course.
- Using profanity in your email or discussion posts is unacceptable.
- Do not redistribute private email sent to you without first asking the originator's permission.

### **Be Specific**

- Focus on one subject per email or discussion and put a title in the subject box that clearly indicates what your message is about.
- "Sign" your emails and discussion postings. Email addresses do not always indicate the name or email address of the sender.

### **Use Appropriate Language**

- If you think you are too emotional, don't send the message; save it, and review it later. Please remember that no one can guess your mood or see your facial expressions. They are basing the communication on your words, and your words can express the opposite of what you feel.
- Use sarcasm and humor with care. They are easily misunderstood in writing. To let people know you are being humorous, you can use this sideways happy face :-)
- Do not use ALL CAPITAL LETTERS - it's considered shouting!

### **Make a Good Impression**

- Your words and content represent you; review and edit your words and images before sending.
- Make an effort to spell words correctly and use correct grammar. You will make a better impression on the recipients.

### **Be Brief**

- Unless your instructor or fellow students have asked you to send a lengthy message or assignment, keep your emails and discussion postings short and to the point.
- If your message is short, people will be more likely to read it.

### **Be Aware**

- Please remember that email can be forwarded to other people without your permission.
- The Internet in general is not a secure form of communication.

A great resource for netiquette is: <http://www.albion.com/netiquette/corerules.html> (Links to an external site.)

## Academic Honesty

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism - the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Catalog, pp. 25-27.

## Need Accommodations?

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by [email](mailto:email) or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

## Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu)) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's [Safe Community](#) site for reporting, contact information and further details.

## Incomplete Grades

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

## Course Schedule

\*A schedule with calendar dates will be provided the first day of class. The student is advised not to read too far ahead so that material is fresh in your mind for weekly class discussions.

Module & Topic	Instructional Materials	Assignments
<b>Module 1: Introduction—NT Review and NT Theology, the Basics</b>	1. Goldingay, <i>Biblical Theology</i> , Introduction, 11-18 2. NTR: Gorman, <i>Elements of Biblical Exegesis</i> , 9-30 3. NTR: Vanhoozer, “Is the Theology of the New Testament One or Many?” 17-28 only 4. NTR: Hagner, “The World of the New Testament,” 29-55 5. Bible Project Video: “Overview: New Testament” (8 min) <a href="https://www.youtube.com/watch?v=Q0BrP8bj0c">https://www.youtube.com/watch?v=Q0BrP8bj0c</a>	1. Read required materials and watch videos. Record percentage of completion on Student Contract.
<b>Module 2: Bibliology—The Doctrine of Scripture</b>	1. NTR: Johnson, <i>Scripture and Discernment</i> , ch. 5: Decisions, 81-108 2. NTR: Vanhoozer, “Scripture: Can We Go Beyond What is Written?” 1-24, 36-37 3. BIBLE: Matt 5:17-20; 2 Pet 1:16-21; 3:15-16; 2 Tim 3:14-17; Titus 1:9-2:1	1. Read required materials. Record percentage of completion on Student Contract. 2. Engage thoughtfully in discussions analyzing statements related to the doctrine of Scripture.
<b>Module 3: Theology Proper—God and the Trinity</b>	1. Goldingay, ch. 1, “God’s Person,” 19-37 (stop at the section beginning with “Father...”) 2. NTR: TBA 3. BIBLE: 2 Sam 7:14; Psalms 2:1-7; 8:1-9; 110:1-7; Dan 7:9-14; 12:1-3; John 1:1-14; 10:30; 14:7-11, 16-17; 17:3; Eph 4:4-6; Col 2:9; 1 Cor 8:6; 2 Cor 1:21-22; 3:17; 13:14	1. Read required materials. Record percentage of completion on Student Contract. 2. Engage thoughtfully in discussions analyzing statements related to the doctrine of God.

Module & Topic	Instructional Materials	Assignments
<b>Module 4: Christology—Jesus the Christ</b>	<ol style="list-style-type: none"> <li>1. Goldingay, Section 1.4, “God’s Mind and Message,” 68-81 (Hebrews)</li> <li>2. Goldingay, “Coming One, Son of God—Image and the Presence,” 281-93 (Gospels and Paul)</li> <li>3. NTR: Bauckham, “The Divinity of Jesus Christ,” 15-36 (Hebrews)</li> <li>3. NTR: Kim, “Christ, the Image of God,” 165-74 (Gospels and Paul)</li> <li>4. NTR: Hengel, “Sitting at My Right Hand,” 181-89 (Gospels and Paul)</li> <li>5. BIBLE I: Heb 1:1-14; 2:9; 10:12; John 1:1-14; 1 John 4:1-2 (Hebrews)</li> <li>6. BIBLE 2: Mark 12:35-37; 14:61-64; Gal 1:11-17; 1 Cor 15:12-26; 2 Cor 4:4-6; Rom 1:1-15; Acts 7:55-56; 9:1-9; Rev 22:1-7 (Gospels and Paul)</li> <li>7. YouTube Video: N.T. Wright, “Who Was Jesus?” <a href="https://www.youtube.com/watch?v=cqZYbcvANhM">https://www.youtube.com/watch?v=cqZYbcvANhM</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Read required materials. Record percentage of completion on Student Contract.</li> <li>2. Engage thoughtfully in discussions analyzing statements related to Christology.</li> </ol>
<b>Module 5: Soteriology— Sin, the Fall, and Salvation</b>	<ol style="list-style-type: none"> <li>1. Goldingay, Section 2.4, “Imperative,” 112-19</li> <li>2. Goldingay, Section 3:6, “Waywardness,” 196-214</li> <li>3. Goldingay, Section 5.5, “Jesus’ Death: Freeing People for New Service,” 332-48</li> <li>4. NTR: Eddy, et al., “Justification in Contemporary Debate,” 53-81</li> <li>5. NTR: A. Johnson, “Navigating Justification”</li> <li>6. NTR: Das, ch. 1, “Undeserved Grace vs. Strict and Deserving Obedience in Early Judaism,” 12-44</li> <li>7. NTR: Morgan, “Sin in the Biblical Story,” 131-62</li> <li>8. NTR: Dunn, “Adam in Jewish Literature,” 82-84</li> <li>9. NTR: Gundry, “The Nonimputation of Christ’s Righteousness,” 17-45</li> <li>10. Bible I: Gen 1–3; Rom 1-8; Gal 2:11-20; 4:1-9</li> <li>11. Bible II: Rom 4:1-6; 5:1-2; 10:9; 2 Cor 5:17-21; Luke 18:10-14</li> <li>12. YouTube Video: Tom Wright &amp; James Dunn The New Perspective on Paul. <a href="https://www.youtube.com/watch?v=cqZYbcvANhM">https://www.youtube.com/watch?v=cqZYbcvANhM</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Read required materials. Record percentage of completion on Student Contract.</li> <li>2. Engage thoughtfully in discussions analyzing statements related to soteriology.</li> <li>3. Take midterm exam.</li> </ol>

Module & Topic	Instructional Materials	Assignments
<b>Module 6: Ecclesiology— The Church and Its Community</b>	1. NTR: Gunton, “Baptism,” 145-47 2. NTR: Hauerwas, <i>Matthew 18</i> , 160-67 3. NTR: Marshall, “Mutual Love,” 186-204 4. NTR: Snodgrass, “A Case for the Unrestricted Ministry of Women,” 26-44 5. NTR: Yoder, <i>Body Politics</i> , 1-13 6. NTR: TBA 4. BIBLE I: Matt 16:13-20; Acts 10:1-48; 11:1-18; 14:26-15:35; Eph 5:21-27; Col 3:18-23; 1 Cor 7:2-5 (household); 1 Tim 2:11-15; 1 Cor 1:1-5; 11:17-30; 14:34-35; Rom 16:1-7; Gal 3:28-29; Acts 18:24-26; 1 Cor 16:19 (ministry); Rom 6:1-5 (baptism); Matt 18:1-20; 1 Cor 5:1-13; 6:1-8; 2 Cor 2:5-11 (on church discipline) 7. Documentary: “The Apostle Paul: A Polite Bribe” (rented on Vimeo)	1. Read required materials and watch documentary. Record percentage of completion on Student Contract. 2. Complete historical Paul project. 3. Begin work on final NT Theology paper on money and possessions.
<b>Module 7: Moral Theology— Ethics and Discipleship</b>	1. Goldingay: Section 3.4 Human Beings, 173-85 2. NTR: Lee, “Ancient Mentors and Discipleship” (all) 3. NTR: Gagnon, “Sexuality,” 739-48 4. NTR: TBA 5. BIBLE: Gen 2:7-25; Lev 18:1-30; 20:7-23; Matt 19:3-9; 1 Cor 4:14-20; 6:9-20; 11:1; Rom 1:25-32; Eph 5:25-33	1. Read required materials. Record percentage of completion on Student Contract. 2. Continue work on final NT Theology paper on money and possessions.
<b>Module 8: Missiology— The Believer’s Mission in the World</b>	1. Goldingay: “The Wisdom of the Cross—Not with Empty Results,” 304-20 2. NTR: Cassidy, <i>Paul in Chains</i> , 190-209 (Philippians); 17-35 (Rom 13) 3. NTR: TBA 4. BIBLE: Matt 28:18-20; Acts 1:8; 15:36-18:22; 28:16-31; 1 Cor 9:9-22; Rev 7:9-17; Phil 3:18-21; Rom 12:17-13:7; Mark 12:13-17 // Luke 20:21-26	1. Read required materials. Record percentage of completion on Student Contract. 2. Engage thoughtfully in discussions analyzing statements related to the believer’s mission. 3. Continue work on final NT Theology paper on money and possessions.
<b>Module 9: Angelology— Supernatural Beings and the Spiritual Powers of Good and Evil</b>	1. Goldingay: “God’s Reign Has Arrived— Dethroning the Opposing Power,” 231-35; “The Coming of God’s Spirit — Involved in a Battle,” 395-406 2. NTR: Myers, “Gerasene Demoniac,” (all) 3. NTR: Hurtado, <i>Destroyer of the Gods</i> , ch. 5 “A New Way to Live,” 143-81 4. BIBLE: Col 2:8-15; Mark 5:1-20; Luke 11:14-26 (powers)	1. Read required materials. Record percentage of completion on Student Contract. 2. Engage thoughtfully in discussions analyzing statements related to the spiritual powers of good and evil. 3. Continue work on final NT Theology paper on money and possessions.

Module & Topic	Instructional Materials	Assignments
<b>Module 10: Eschatology- Restoration and Renewal</b>	1. Goldingay, “Eschatology—The Past Age, Present Age and Coming Age,” 509-22; Section 8.4-8.5, 538-58 2. NTR: Lee, “Introduction to Revelation” 3. NTR: TBA 4. BIBLE 1: Rev 19-20; Mark 13:1-37; 1 Thess 4:13-5:2; 2 Thess 2:1-10 5. BIBLE 2: Rev 6:1-8:1; 8:2-11:19; 15:5-16:21; 21:1-22:21; Deut 34:1-5	1. Read required materials. Record percentage of completion on Student Contract. 2. Complete NT Theology Paper. 3. Complete final exam.

### Bibliography of Assigned Required Readings and Suggested Readings

- Bauckham, Richard. “The Divinity of Jesus Christ in the Epistle to the Hebrews.” In *The Epistle to the Hebrews and Christian Theology*, ed. by Richard Bauckham, et al., 15-36. Grand Rapids: Eerdmans, 2009.
- Beulby, James, Paul Eddy, and Stephen Enderlein, eds. *Justification: Five Views*. Downers Grove: IVP, 2011.
- Cassidy, Richard J. *Paul in Chains: Roman Imprisonment and the Letters of St. Paul*. New York: The Crossroad Publishing Company, 2001.
- Das, A. Andrew. *Paul, the Law, and the Covenant*. Peabody: Hendrickson, 2001.
- Dunn, James. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 1998.
- Gagnon, Robert. “Sexuality.” In *Dictionary for Theological Interpretation of the Bible*, ed. by K. Vanhoozer, et al., 739-48. Grand Rapids: Baker Academic, 2005.
- Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove: IVP, 2016.
- Gorman, Michael. *Element of Biblical Exegesis*. 2nd ed. Grand Rapids: Baker Academic, 2010.
- Gundry, Robert H. “The Nonimputation of Christ’s Righteousness.” In *Justification: What’s at Stake in the Current Debates*, 17-45. Ed. by Mark Husbans and Daniel Treier. Downers Grove: InterVarsity Press, 2004.
- Gunton, Colin. *The Christian Faith: An Introduction to Christian Doctrine*. Malden: Blackwell, 2002.
- Hagner, Donald. *The New Testament: A Historical and Theological Introduction*. Grand Rapids: Baker Academic, 2012.
- Hauerwas, Stanley. *Matthew*. Grand Rapids: Brazos Press, 2007.
- Hurtado, Larry. *Destroyer of the Gods: Early Christian Distinctiveness in the Roman World*. Waco: Baylor University Press, 2016.
- Hengel, Martin. *Studies in Early Christology*. Edinburgh: T&T Clark, 1995.
- Johnson, Andrew. “Navigating Justification” *Catalyst* 37, no. 1 (November 2010), 1-5. Accessed from <http://catalystresources.org/issues/371Johnson.html> on June 30, 2011.
- Johnson, Luke Timothy. *Scripture and Discernment: Decision Making in the Church*. Nashville: Abingdon, 1996.
- Kim, Seyoon. *Paul and the New Perspective: Second Thoughts on the Origin of Paul’s Gospel*. Grand Rapids: Eerdmans, 2002.
- Lampe, Peter. “Paul, Patrons, and Clients.” In Vol. 2 of *Paul in the Greco-Roman World*, ed. by J. Paul Sampley, 204-38. New York/London: Bloomsbury, 2016.

- Lee, Max. "Ancient Mentors and Paul on Moral Progress," in *Doing Theology for the Church: Essays in Honor of Klyne R. Snodgrass*, ed. by Rebekah Ecklund and Jay Phelan, 55-70. Eugene: Wipf & Stock, 2014.
- \_\_\_\_\_. Revelation. In *The Baker Illustrated Bible Commentary*, ed. by Gary Burge and Andrew Hill, 1585-1627. Grand Rapids, Baker Books, 2012.
- Marshall, I. Howard. "Mutual Love and Submission in Marriage: Colossians 3:18-19 and Ephesians 5:21-33." In *Discovering Biblical Equality: Complementarity without Hierarchy* (ed. by R.W. Pierce and R.M Groothuis; Downers Grove: IVP, 2004), 186-204.
- Morgan, Christopher, ed. *Fallen: A Theology of Sin*. Wheaton: Crossway, 2013.
- Myer, Ched. *Binding the Strong Man: A Political Reading of Mark's Story of Jesus*. Maryknoll: Orbis, 1988.
- Snodgrass, Klyne. "A Case for the Unrestricted Ministry of Women," *Covenant Quarterly* (May 2009) 26-44.
- Vanhoozer, Kevin J. "Is the Theology of the New Testament One or Many? Between (the Rock of) Systematic Theology and (the Hard Place of) Historical Occasionalism," in *Reconsidering the Relationship between Biblical and Systematic Theology in the New Testament*, ed. by Reynolds et al., 17-38. WUNT 2/369. Tübingen: Mohr-Siebeck, 2014.
- \_\_\_\_\_. "May We Go Beyond What Is Written After All?" 1-37. Unpublished essay for class use only. Do not distribute or copy without written permission from the author. Parts of this essay were published in "Improvising Theology According to the Scriptures." In *Building on the Foundations of Evangelical Theology*, ed. by G. Allison, et al., 15-50. Wheaton: Crossway, 2015.
- Yoder, John H. *Body Politics: Five Practices*. Harrisonburg: Herald Press, 1992.

## Bibliography of Assigned Videos

- FaithReason. (2011, June 11). N. T. Wright, YouTube Video: N.T. Wright, "Who Was Jesus?" <https://www.youtube.com/watch?v=cqZYbcvANhM>
- The Bible Project. (2018, September 20). *Overview: New Testament*. Retrieved from <https://www.youtube.com/watch?v=Q0BrP8bj0c>
- Orlando. Robert. (2014, December 23). *Apostle Paul - A Polite Bribe*. Retrieved from <https://vimeo.com/ondemand/apolitebribe>
- St.JohnsTimeline (2009, September 23). Tom Wright & James Dunn The New Perspective on Paul. Retrieved from [https://www.youtube.com/watch?v=cqZYbcvANhM /](https://www.youtube.com/watch?v=cqZYbcvANhM/)

## APPENDIX 1: GENERAL GUIDELINES FOR ALL WRITTEN ASSIGNMENTS

1. **Your project or paper must be typed and submitted through Turn-It-In on Canvas.**
2. **Use formal English grammar and syntax.** Avoid slang, colloquialisms, dangling antecedents, contractions, and any other ungrammatical or informal use of language.
3. **Your work should be well-documented with footnotes and bibliography.**
4. **Use subheadings to divide and organize your paper** (e.g., Introduction; Interpretation of 2 Cor 8, Interpretation of Luke 21; Synthesis and Theology; Application, Conclusion)
5. **Quotation of Sources:** You are allowed to include excerpts or quotations if they are primary sources (= English translations of Greek/Latin/Hebrew/or Aramaic sources from the 2nd century BC to the 1st century AD). Be sure to give the full citation of the primary source and the English translator/translation from which you draw your excerpt or quotation.
6. As for secondary sources, my preference would be that you summarize from all secondary sources (= modern works) in your own words and footnote the source. Do NOT quote or excerpt from secondary sources without a word of explanation. If you do feel the need to quote a secondary or modern source, give a commentary on the quotation/excerpt. Too many students uncritically cut and paste quotations/excerpts in the body of their prose. Do not assume that the reader will automatically grasp the way you understand a particular excerpt simply by quoting it without any qualifying/explanatory remarks. If you feel a quotation from a secondary source is worth quoting as an excerpt, then single space the quotation, indent the margins on both sides, and explain after you quote the source why it is important, how you are interpreting the excerpt, and what you expect the reader to learn from it. Unqualified, cut/paste quotations or excerpts of secondary sources will result in a deduction in your grade. Excessive quotes will result in your paper being returned ungraded and your being asked to rewrite it.
7. **You should include a bibliography that displays your sources in the proper form.** The bibliography should follow the standard citation format of either Turabian or the Chicago Manual of Style (including the practice of listing the citations alphabetically according to last name; make sure your punctuation for citations is correct). Footnote citation format is different than a bibliographic entry, so do not confuse the two. For example:
  - a. Marguerat, Daniel. *The First Christian Historian: Writing the 'Acts of the Apostles'*. SNTSMS 121. Cambridge: Cambridge University Press, 2002. [bibliography]
  - b. 12 Daniel Marguerat, *The First Christian Historian: Writing the 'Acts of the Apostles'* (SNTSMS 121; Cambridge: Cambridge University Press, 2002), 14-15. [footnote]
8. **Choice of Sources.** Generally, your sources should meet the following criteria:

- a. **They must be an academic source written by a professional scholar** (with a doctorate) within the guild of New Testament scholarship or ancient classical world. No devotional-type of materials are allowed unless they are simply rhetorical devices to introduce your paper or end it. Instead, include academic journal articles, essays, monographs and where applicable, critical reviews.
- b. **No internet sources.** This does NOT include material you access as PDF's from the Brandel library database or other database collections. For example, Wikipedia does NOT count, but a PDF of an article from the Journal of Biblical Literature is a fine source. Often internet sources/websites receive their information from published works, so it is far better to consult directly the resources on which the internet site depends rather than relying on an anonymous web author's distillation of the published sources.
- c. **For the biblical material, do not use secondary sources that are originally published before 1950.** That means: you may not use a book that was originally published in 1910 but was simply reprinted in 1990. Of course, this does NOT include primary sources, which, depending on what historical event you choose, may pre-date 1950. The point is: don't use, for example, a commentary on Romans from before 1950. Use the most up-to-date or definitive references for secondary source material.
- d. **Do not use NRSV or NIV study notes from a Study Bible as a source.**
- e. **Bible dictionary or encyclopedic sources are not recommended but they are allowed.** For the Bible dictionary article or essay, please give the article title, author of the article, page nos. in addition to the editor names and dictionary title, publisher, city and year. If you must use a Bible dictionary please limit them to the following:
  - i. Dictionary of Paul and His Letters. Ed. by G.F. Hawthorne, et al. Downers Grove: IV Press, 1993. (Ref. BS2650.2 .D53 1993)
  - ii. The Eerdmans Dictionary of Early Judaism. Ed. by John J. Collins and Daniel Harlow. Grand Rapids: Eerdmans, 2010 (Ref. BM176 .E34 2010)
  - iii. Dictionary of New Testament Backgrounds. Ed. by . Downers Grove, IV Press, 2000 (Ref. BS2312 .D53 2000)
  - iv. The Anchor Bible Dictionary. 6 vols. Ed. by D.N. Freedman, et al. New York: DoubleDay, 1992. (Ref. BS440 .A54 1992)
  - v. Encyclopedia of Ancient Christianity. 3 vols. Ed. by Angelo Di Berardino, et al. Downers Grove: IV Press, 2014 (Ref. BR66.5 .D5813 2014)
- f. **Bible Commentaries.** No one volume commentaries are allowed. Also, make sure to use **technical** commentaries, not devotional ones. That means the NIVAC (= the NIV Application Commentary) should be used sparingly. Your first choice commentaries include but are not limited to: Word Biblical Commentary; Baker Exegetical Commentary on the NT; New International Commentary on the NT; New International Greek New Testament Commentary; Anchor Bible; Hermeneia; New Testament Library; Sacra Pagina; Pillar; International Critical Commentary; Zondervan Exegetical Commentary on the New Testament.
- g. **Journals articles and essays should be academic sources,** including but limited to: The Journal for the Study of the New Testament, Neotestamentica, Biblica, Journal of Biblical

Literature, New Testament Studies, Novum Testamentum, Catholic Biblical Quarterly, Journal of Early Christian Studies, Journal of Theological Studies, Interpretation, and many others.

- h. **Books and monographs (= books published in a series) should be academic sources** printed by university presses like: Oxford University Press, Cambridge University Press, Harvard University, etc. Also are books by publishers dedicated to academic works: Mohr-Siebeck, Walter de Gruyter, Baker Academic, Eerdmans, Continuum, T&T Clark, Fortress, Peeters, Wipf and Stock, Routledge, Wiley, Hendrickson, Westminster-John Knox, E.J. Brill, and others.
  
- i. **Questions about a source?** Do not hesitate to ask the instructor.

## APPENDIX 2: WORKSHEET FOR THE HISTORICAL PAUL PROJECT

**NOTE:** Prior to watching the movie, please read Dr. Max Lee's blog post on Robert Orlando's *Apostle Paul - A Polite Bribe* (2014). This post will serve as an introduction to the movie and enable you to take better notes on the film as you view it. The post can be found at:

<http://paulredux.blogspot.com/2015/01/movie-review-apostle-paul-polite-bribe.html>

After viewing the film, please answer the following questions. Type them and turn them in through Canvas TurnItIn. Be sure to follow the general format and style guidelines given in Appendix 1.

1) According to the film/Robert Orlando, why did Paul collect, transport, and deliver a monetary offering to the church in Jerusalem? In your own words, explain what the film means by the phrase "a polite bribe." (1 paragraph = 5-6 sentences)

2) Now read in the NRSV the following passages where Paul himself explains his own rationale and motivations for the Jerusalem collection. For each text, based on your own first reading, give a 2-3 sentence description of these reasons for the collection.

- a) 1 Corinthians 16:1-4
- b) 2 Corinthians 8:1-9:15
- c) Romans 15:25-32

3) For each of the above three texts, read a technical/academic commentary on the passage. Be sure to give the full bibliographic citation of the source you are reading, including the page numbers. Give a one paragraph (5-6 sentence) description for each text explaining how the commentary you used provided an insight or explanation behind Paul's reasons for the collection that you did not know from your first surface reading. Make sure to pick a different commentary series for each text. Please follow the guidelines for commentary choice in Appendix 1.

4) In the history of New Testament scholarship, there have actually been several theories proposed by different scholars as to why Paul collected a monetary offering from his Gentile churches. You have already read some of these theories in summary form on the Paul Redux blog post. Do additional research: Find one Bible dictionary article, one journal article or essay, and one monograph or book on the subject of the Jerusalem collection. Cite each source in full. From the information provided by these sources, answer the following:

a) Data: According to your sources, besides the three texts from Paul listed above, what other texts from the Pauline letter and Acts provide important information about the Jerusalem collection? Please list at least three additional texts and provide a 2-3 sentence summary for each, explaining why these texts are important and what information they give.

b) Fact-check: Name the Gentile churches that contributed to the Jerusalem collection. Give the text references in Paul or Acts that point to their participation. Scholars sometimes differ on the complete list of contributors, but they do agree on the main ones. Name the main churches which supported Paul's collection and list out other possible additional churches that may or may not have made a contribution.

c) Theories: Name at least three additional theories besides Orlando's that explain the reasons for the Jerusalem collection. Name the scholar who first proposed or popularized the said theory and explain what data and evidence he/she uses to build a case for the proposed theory. Each theory should have at least one descriptive paragraph (of 5-6 sentences in length). Be sure to follow the guidelines laid out in Appendix 1 for sources and document your work carefully.

6) Time to make a decision. Now that you have read pertinent texts from Paul's letter and Acts and some of the secondary literature on the issues, make an argument for why you think Paul collected, transported and delivered a monetary offering to the Jerusalem church. What in your opinion is the best theory or explanation for why Paul made the Jerusalem collection? Write a 250 word conclusion using the information from your worksheet.

**Suggested Books for this historical Paul project and the NT Theology paper are listed below. Those marked with an asterisk should definitely be used in the historical Paul project.**

- Baker, David. *Tight Fists or Open Hands?: Wealth and Poverty in the Old Testaments Law*. Eerdmans, 2009. BS1199.W35 B35 2009
- Blomberg, Craig L. *Neither Poverty Nor Riches: A Biblical Theology of Possessions*. Downers Grove: InterVarsity Press, 1999. BS680.S78 B56 1999
- \* Downs, David. *The Offering of the Gentiles: Paul's Collection for Jerusalem in its Chronological, Cultural, and Cultic Contexts*. WUNT 2/248. Tübingen: Mohr-Siebeck, 2008. BS2655 .C53 D685 2008
- González, Justo L. *Faith and Wealth: A History of Early Christian Ideas on the Origin, Significance, and Use of Money*. San Francisco: Harper & Row, 1990. BR195.W4 G65 1990
- Hoag, Gary. *Wealth in Ancient Ephesus and the 1st Letter to Timothy: Fresh Insights from Ephesiaca by Xenophon of Ephesus*. Winona Lake: Eisenbrauns, 2015. Interlibrary Loan
- Johnson, Luke Timothy. *Sharing Possessions: What Faith Demands*. Rev. Ed. Philadelphia: Fortress, 2011 BS2589 .J64 2011
- \* Longenecker, Bruce. *Remember the Poor: Paul, Poverty, and the Greco-Roman World*. Grand Rapids: Eerdmans, 2010. BV639.P6 L66 2010  
and Kelly D. Liebengood, eds. *Engaging Economics: New Testament Scenarios and Early Christian Reception*. Grand Rapids; Cambridge: Eerdmans, 2009. BR115.E3 E63 2009
- Stackhouse, Max L. et. al., ed. *On Moral Business: Classical and Contemporary Resources for Ethics in Economic Life*. Grand Rapids: Eerdmans, 1995. HF5387 .O53 1995
- Wheeler, S. E. *Wealth as Peril and Obligation: The New Testament on Possessions*. Grand Rapids: Eerdmans, 1995. BS2545.W37 W44 1995

## APPENDIX 3: NT THEOLOGY PAPER GUIDELINES ON MONEY & POSSESSIONS

### Paper Objectives:

1. To exegete and interpret carefully two or more specific passages in the NT as they inform a Christian theological and ethical perspective on the topic of money and possessions.
2. To synthesis the interpretation of the individual biblical texts so they make a coherent topic on the Christian view and use of money/possessions; that is, to construct a NT Theology on money/possessions.
3. To apply one's NT theology within the pastoral setting of one's church or neighboring communities.
4. The paper should integrate three different parts of your research: 1) exegesis of each individual text, 2) theological and ethical synthesis of your exegesis, and 3) contemporary application. The first two parts are weighted more and only a concluding paragraph is needed for the third part.

### NT Texts:

Choose two of the following biblical passages and exegete the text for what it teaches about the Christian (mis)use and (mis)management of money, material resources, and possessions. Choose one text from Paul's letters and one other non-Pauline text.

Mark 10:17-31

Matthew 6:24-34

Luke 6:20, 24 in the beatitudes with Matt 5:3

Luke 12:22-34

Luke 21:1-4

Acts 4:32-37 2 Corinthians 8:1-15

Romans 15:25-33

James 5:1-6

1 Timothy 6:9-11, 17-19

Revelation 18:10-20

### Important Highlights:

1. Your paper/response should be 1200-1500 words (about 2-3 single-spaced pages; or 5-6 double-spaced pages). The word count excludes footnotes, title page, and bibliography. Please use Times Roman font or the like, 12pts for the main text, 10pts for footnotes. Margins: 1inch on each side: top, bottom, right, left. Use page #'s and put your word count on the title page of the paper.
2. Document your work. Please follow the Chicago Manual of Style or Turabian. Please do not use your own bibliographic style. You will be marked off for wrong citation practice.
3. The assignment is worth 100 pts. Submit your paper through Turn-It-In on Canvas. The instructor of the course will not accept printed or emailed papers. The paper must be reviewed through the Turn-It-In gate on Canvas to check against plagiarism.
4. Late papers will be docked 5pts each day (excluding the weekends). Papers more than 2 weeks late will no longer be accepted unless there are extenuating circumstances which have been discussed beforehand with the instructor.
5. Be sure to carefully follow the guidelines in Appendix 1.

## Details:

1. You are aiming to write an integrated paper with a central thesis and supporting arguments. In other words, you are trying to present an argument that will convince your reader as to what is a thoroughly Christian theological viewpoint and ethic on money and possessions. It is often a good idea to state at the outset what you are trying to prove in the introduction of your paper.
2. Again, your paper is divided into three parts: biblical interpretation, theological reflection, and contemporary application, with the weight and focus of your work on the first two parts with some contemporary application toward the end of your work (one paragraph). Roughly, your paper should have the following format:
  - Title Page:** include the word count!
  - Introduction:** one paragraph
  - Biblical Interpretation:** 1-2 pages (single-spaced)
  - Theological Engagement:** 1 page (single-spaced)
  - Conclusion:** one or two paragraphs with contemporary application
  - Bibliography**
3. For the biblical interpretation section, you should exegete the NT passages that form a Scriptural basis for your theological reflection and ethics. If you are an MDiv student, you should engage the primary Greek and/or Hebrew texts. Please employ the interpretative practices you learned in your Greek Exegesis course and/or Hebrew exegesis course. For non-MDiv students, you can engage the text using more than one English translation that is not a paraphrase (e.g., TNIV, NRSV, NET, NASB, etc.)
4. For the theology section, what did each text/author have to contribute to the said topic? Synthesize your individual exegetical interpretations of the texts and give a description which constructs your exegesis into one coherent statement or description. Write a NT theology on the Christian use of money and possessions.
5. For the contemporary section (= 1-2 paragraph conclusion) you can apply your theology and suggest ways to put it into practice within the contemporary setting of your church and ministry. Or you can ask larger questions related to issues in economics, finance, business ethics, taxation, lending, corporate systems and related practices that your study relates to. How can your biblical and theological work inform a thoroughly Christian conduct in these areas?
6. The goal of the paper is the integration/synthesis of your exegesis in a Christian theological framework, ethics, and set of practices for a given topic. Your paper should integrate well the different parts of your paper, and not read as a collage of completely separate sections loosely tied together. Focus on the topic. Extraneous information that is unrelated to your thesis should be avoided. Note that your page requirement is limited to 1200-1500 words; therefore, you have to think carefully about what information is really important, and what is not and can be excluded. Too long of a paper generally reflects the person's lack of preparation more than anything else. If you rush at the last minute to write your paper, you will find yourself spending too long a time on tangential issues and not enough on the central points of interpretation.
7. Warning: plagiarism of any kind will result in an F for the assignment and possibly an F for the course. If you have any questions on what constitutes plagiarism, please talk to the professor. Intentional or not, if plagiarism is found in a paper, it will be noted and graded accordingly.
8. Try to have fun writing the paper. My hope is that the skills you will gain in completing the assignment will lead to life-time habits of interpreting the word of God and placing yourself under its authority in trust and obedience.