



NORTH PARK
THEOLOGICAL SEMINARY

BIBL 5240

New Testament 1: The New Testament Texts & Their World

North Park Theological Seminary

Midwest Conference: Equip

Summer 2023 (Monday, May 29 – Friday, August 4, 2023)

Intensive: Monday – Friday June 5-9, 8:00 am – 5:00 pm at the

Carol Joy Holling Conference & Retreat Center, Ashland, Nebraska

3 credit hours

INSTRUCTOR INFORMATION

Instructor: Dr. Lyn Nixon
Phone/text: 231/944-5521
Email: lnixon@northpark.edu

COURSE DESCRIPTION (FROM SEMINARY CATALOG)

This course explores the interpretation, context, and content of the New Testament. Attention is given to the nature of the New Testament as Scripture and to fundamental hermeneutical issues, with a focus on historical criticism as a basis for theological interpretation. The political, social, and religious worlds of Second Temple Judaism and of Greco-Roman society are described as a framework for studying Matthew through Revelation. The content of selected books from each of the genres and historical phases of the New Testament is examined, and important theological themes running across the canon are introduced (e.g. Christology, eschatology). Particular emphasis is placed on engagement with texts in their historical contexts and the development of basic exegetical skills.

COURSE OBJECTIVES

The aim of this course is to introduce students to the study of the New Testament texts, equipping them to begin to interpret these texts in a manner informed by history, theology, and hermeneutics. This course contributes toward the following MDiv learning outcomes:

1. Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.
2. Interpret the Christian theological tradition for appropriation in the life and mission of the Church.
3. Communicate the whole gospel of Jesus Christ in contextually appropriate and effective ways.

Specifically, upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of the New Testament texts in such matters as their genres, historical origins, general content and literary relationships to each other.
2. Explain the significance of the world of the New Testament (historical, social, cultural, and religious contexts) for the interpretation of its texts.

3. Do exegesis of selected passages from New Testament texts in an informed way in the light of critical discussion relating to them.
4. Explain and illustrate the hermeneutical challenges involved in interpreting the New Testament texts for Christian discipleship and ministry today.

REQUIRED TEXTS

TEXTBOOKS AND MATERIALS TO BE PURCHASED OR ACCESSED VIA THE BRANDEL LIBRARY:

- *The New Oxford Annotated Bible with Apocrypha*, 5th ed. (New York: Oxford University Press, 2018). ISBN: 978-0-1902-7608-9. This ISBN number is for the paperback version of a NRSV study Bible. Other translations are acceptable, but please do not use a paraphrased translation (e.g. New Living Bible) or an idiomatic/colloquial one (e.g. Eugene Peterson's *The Message*) or the Amplified Bible. Although these can be helpful in certain contexts, a more literal translation of the Greek texts is necessary for this class. If you have any questions about what translation to use, please consult the instructor.
- Beers, Holly. *A Week in the Life of a Greco-Roman Woman*. Downers Grove: IVP Academic, 2019. ISBN: 978-0-8308-2484-7. Available online through Brandel Library – unlimited users.
- deSilva, David. *An Introduction to the New Testament: Contexts, Methods and Ministry Formation*, 2nd ed. Downers Grove: IVP Academic, 2018. ISBN: 978-0-8308-2746-6. Available online through Brandel Library – unlimited users.
- Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove: IVP Academic, 2000. ISBN: 978-0-8308-1780-1. Abbreviated: *DNTB*. Available online through Brandel Library – 6 users.
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*, 2nd ed. Downers Grove: IVP Academic, 2013. ISBN: 978-0-8308-5217-8. Abbreviated: *DJG*. Available online through Brandel Library – 6 users.

ARTICLES, ESSAYS AND VIDEOS PROVIDED IN CANVAS AS PDF OR LINK TO ONLINE:

- Brown, Jeannine. “An Invitation to Active Engagement” and “Appendix A: Guidelines for Exegesis.” Chapter 6 and Appendix A of *Scripture as Communication*, 2nd ed., 111-131 and 279-285. Grand Rapids: Baker Academic, 2021.
- Edwards, Dennis R. “Introduction” and “1 Peter 1:1-2.” Introduction and Chapter 1 of *1 Peter*, 17-37. The Story of God Biblical Commentary. Grand Rapids: Zondervan, 2017. Available online through Brandel Library – 1 user.
- Gorman, Michael J. “Paul’s Theology: A Dozen Fundamental Convictions.” Chapter 6 of *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*, 131-145. Grand Rapids: Eerdmans, 2004. Note that the 2nd edition was published in 2017.
- Green, Joel B. “Neglecting Widows and Serving the Word?: ‘History’ and Theological Interpretation.” Chapter 2 of *Practicing Theological Interpretation: Engaging Biblical Texts for Faith and Formation*, 43-70. Grand Rapids: Baker Academic, 2011.
- Lee, Max. “Reading the Bible Interculturally: An Invitation to the Evangelical Covenant Church and Evangelical Christianity.” *The Covenant Quarterly* 73, no. 2 (May 2015): 4-14.
- Levine, Amy-Jill. “Putting Jesus Where He Belongs: The Man from Nazareth in His Jewish World.” *Perspectives in Religious Studies* 27 (2000): 167-178.



- Paul, Ian, and Stephen Travis. “The Apostle Paul’s Corinth.” <https://youtu.be/ynhH6tPeFL0>.
- Strauss, Mark L. “Exploring the Origin and Nature of the Gospels; Historical-Critical Methods of Gospel Research” and “Reading and Hearing the Gospel Stories: Literary-Critical Methods of Gospel Research.” Chapters 2 and 3 of *Four Portraits, One Jesus. In Introduction to Jesus and the Gospels*, 43-89. Grand Rapids: Zondervan, 2007.
- Strauss, Mark L. “How to Read a Gospel.” <https://youtu.be/4HoVPJ2cNUc>.
- Verseput, Donald. “Revelation: A Prologue.” Used by permission.
- Wright, N. T. “The Letter of Paul to the Galatians: An Introduction and Overview.” <https://youtu.be/IZUDuBu1xvY>.
- Wright, N. T. “Gospel and Empire.” Chapter 4 of *Paul in Fresh Perspective*, First Fortress Press ed., 59-79. Minneapolis: Fortress Press, 2005.

ADDITIONAL RECOMMENDED RESOURCES (NOT REQUIRED):

- Longenecker, Bruce W. *The Lost Letters of Pergamum*, 2nd. ed. Grand Rapids: Baker Academic, 2016.
- Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.

COURSE ASSESSMENTS

Instructions for all assignments are available in Canvas, along with due dates, submission requirements and grading rubrics, if any. Note that NPTS writing expectations and strategies document is posted in the General Course Information Module on Canvas.

1. Participation during Intensive:

- a. Round Tables (5 @ 6% = 30% total).** Round table work will be evaluated on the quality of critical thinking and respectful interaction with others.
- b. Discussion Groups (2 @ 2.5% = 5% total).** Two discussion groups will be held to prepare students for the submission of the exegetical projects after the Intensive.

2. Quizzes (3 @ 5% = 15% total). Students will take three closed-book quizzes on media lessons and course readings. Instructions and due dates are available in the Canvas course.

3. Exegetical Projects. Students will complete two projects, one on each of the major NT genres:

- a. Narrative Analysis (10%).** Students will complete a narrative analysis of a select Gospel passage. Instructions and the due date are available in the Canvas course.
- b. Epistle Logical Analysis (10%).** Students will complete an epistle logical analysis (map) of a select Pauline passage. Instructions and the due date are available in the Canvas course.

4. Final Paper (30%). Students will write an exegetical paper on the passage that they selected either for their narrative analysis or their epistle logical analysis. Instructions and the due date are available in the Canvas course. The Final Paper will be evaluated according to the Rubric for Research Papers in Biblical Studies (see Canvas).



GRADING SCALE:

A: 100%-95%	B+: 92.9%-91%	C+: 85.9%-84%	D+: 77.9%-76%	F: 69.9%-0%
A-: 94.9%-93%	B: 90.9%-88%	C: 83.9%-80%	D: 75.9%-72%	
	B-: 87.9%-86%	C-: 79.9%-78%	D-: 71.9%-70%	

ADDITIONAL COURSE POLICIES

COMMUNICATION INFORMATION: I will communicate with you periodically, including a weekly e-mail/News Forum post about the upcoming week sent no later than Monday of each week. You are responsible for this information. To communicate with me, the preferred communication methods are e-mail or text. I should be able to respond in most cases within twenty-four hours, excepting Sundays. Other than in emergencies, please make an appointment for a phone call or other meeting.

LATE SUBMISSION: Late work will be accepted up to one week late with up to a 10% deduction. No credit will be granted for work submitted beyond one week past the due date. Due date extensions will only be granted due to extreme circumstances and at the discretion of the instructor and will not be extended beyond the end of the academic term. Work for which an extension is granted will not be considered late unless it is not submitted by the extended due date.

WRITTEN WORK. All written work should follow the guidelines of the [Student Writing Handbook](#), including the inclusive language policy.

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. 25–26.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.



TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support 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 members are private resources meaning we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu.

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](#).



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