



HARDING SCHOOL OF THEOLOGY

5201 Advanced Introduction to the New Testament
Dr. Allen Black, Fall 2017

TEXTS

The New Testament (in a major committee based translation)
David A. DeSilva, *An Introduction to the New Testament: Contexts, Methods & Ministry Formation* (Downers Grove, IL: InterVarsity, 2004)

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

SUPPLEMENTAL READINGS

Jacob Jervell, *Luke and the People of God: A New Look at Luke-Acts* (Minneapolis, MN: Augsburg, 1972), 41-74
Luke Timothy Johnson, *The Letter of James*, The Anchor Bible, vol. 37a (New York: Doubleday, 1995), 11-15, 58-64, 80-88, 111-14
D. G. Dunbar, "The Biblical Canon," in *Hermeneutics, Authority, and Canon*, eds. D. A. Carson and J. D. Woodridge (Grand Rapids: Zondervan, 1986), 299-360, 424-46
Daniel Wallace, "Second Peter: Introduction, Argument, and Outline" @ <http://bible.org/seriespage/second-peter-introduction-argument-and-outline>
Except for Wallace, these readings will be made available on the Canvas website.

GOALS

This course focuses on issues that govern the historical, literary, and theological interpretation of the books of the NT. DeSilva and class discussion provide material not only on who wrote each book, when, and why; but also on literary/historical issues like the Synoptic Problem; and, more importantly, on key theological issues involved in studying the NT books and their themes. This class contributes toward a variety of goals of the Masters programs, including developing exegetical skills in the interpretation of scripture, integrating the scriptures with diverse contemporary cultural contexts, and developing in one's personal spiritual formation.

ACCESSIBILITY

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):
Email: ablack@harding.edu
Office Phone Number: 901-432-7721

CREDIT HOUR WORKLOAD

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

STUDENTS WITH DISABILITIES

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

ACADEMIC INTEGRITY

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

LIBRARY RESOURCES

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

USE OF TECHNOLOGY

All students in this course will use **Canvas** (available at <http://elearning.harding.edu/>). Distance students will use the video platform www.Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment Requirements for using Zoom:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging – White) Amazon <https://www.amazon.com/Apple-MD827LL-EarPods-Remote->

[Mic/dp/B0097BEG1C/ref=sr_1_3?ie=UTF8&qid=1490297738&sr=8-3&keywords=apple+earbuds](http://mic/dp/B0097BEG1C/ref=sr_1_3?ie=UTF8&qid=1490297738&sr=8-3&keywords=apple+earbuds)

2. **Additional monitor for remote students required. Used monitor is okay.**
3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

REQUIREMENTS

1. Reading. All readings (including the reading for Aug. 21) should be completed by the date listed. The NT text itself should be consulted constantly while reading the secondary literature. Omit reading the Exegetical Skills sections of DeSilva's book.
2. Attendance/Participation. Regular class attendance is expected. Neglecting class will result in a lower grade. Bring my notes (which will be posted on Canvas), a NT, and DeSilva to class each week. 10% of the grade is based on preparation for each week's class by reading the assigned readings and my notes before class. Generally I will observe a student's preparation by his or her class participation, including responses to my questions about the reading. Occasionally I may give a pop quiz.
3. Examinations. Each exam will count 30% of the course grade. The exams must be taken on time except in extraordinary circumstances. Arrangements for an alternate time should be made in advance, except for an emergency.
4. Term Paper. The term paper should be 15 pages (all—including footnotes—in Courier 12 point font), excluding the bibliography. It will count 30% of the class grade. It is due Nov. 17. Late papers will receive three points off per day late.
5. Incompletes. Incompletes will be granted only in extraordinary circumstances and will be for periods of time determined by the student's situation.

SCHEDULE OF ASSIGNMENTS

Aug.	21	Mark DeSilva 19-22, 29-36, 194-233 (omit Exegetical Skill sections throughout)
Aug.	28	The Synoptic Gospels DeSilva 145-93
Sept.	4	Matthew DeSilva 234-97
Sept.	11	Luke DeSilva 298-347
Sept.	18	Acts DeSilva 37-62, 348-90 Jacob Jervell, <i>Luke and the People of God: A New Look at Luke-Acts</i> (Minneapolis, MN: Augsburg, 1972), 41-74
Sept.	25	Introduction of Paul; Galatians, 1-2 Thessalonians DeSilva 62-82, 475-554
Oct.	2	Midterm Exam
Oct.	9	1-2 Corinthians, Romans DeSilva 82-107, 555-639
Oct.	16	Philippians, Ephesians, Colossians, Philemon DeSilva 111-30, 640-732
Oct.	23	1-2 Timothy, Titus DeSilva 130-43, 733-75
Oct.	30	John, 1-3 John DeSilva 391-474
Nov.	6	Revelation, Hebrews DeSilva 885-932, 776-813
Nov.	13	The NT Canon DeSilva 29-36 D. G. Dunbar, "The Biblical Canon," in <i>Hermeneutics, Authority, and Canon</i> , eds. D. A. Carson and J. D. Woodridge (Grand Rapids: Zondervan, 1986), 315-42, 431-43. Term Paper Due

- Nov. 20 Thanksgiving Break
- Nov. 27 James, 1-2 Peter, Jude
DeSilva 814-84
Luke Timothy Johnson, *The Letter of James*, The Anchor Bible, vol. 37a (New York: Doubleday, 1995), 11-15, 58-64, 80-88, 111-14
Daniel Wallace, "Second Peter: Introduction, Argument, and Outline" @ <http://bible.org/seriespage/second-peter-introduction-argument-and-outline>
- Dec. 4 Final Exam

TERM PAPER TOPICS

The following are possible areas of investigation for term paper research. I am open to discussing other possibilities. Many of the topics below need to be narrowed in scope to be suitable for only 15 pages. All term paper topics must be approved.

- A specific view of the purpose(s) of one of the Gospels or Luke-Acts
- A specific view of the overall structure of Mark, Matthew, John, or Acts
- A specific theological or historical aspect of Matthew's or Luke's presumed use of Mark
- The Unity of 2 Corinthians
- The Identity of the Letter of 2 Cor. 2:4; 7:8
- The Purpose of Romans in Light of the Edict of Claudius
- The Authorship of Revelation (choose either the Internal Evidence or External Evidence)
- The Dating of the Titles of the Gospels
- 1 Tim. 5:18 and the Date of Luke-Acts
- The Identity of the Beloved Disciple in John
- Was Ephesians written to Ephesus?
- The Structure of 1 John
- The Structure of James
- The Relationship between 2 Peter and Jude
- Jude's Use of 1 Enoch
- 2 Peter: Internal Evidence for a Late Date
- Were the Gospels written to specific churches or regions, or for general circulation?

COMMON TERM PAPER PITFALLS

Deficiencies in Structure

1. Not limiting your topic sufficiently.
2. Poor organization. Please a) lay out your goal(s) plainly near the beginning of the paper, b) organize your paper around your goal(s), c) use subheadings to provide clear delineation of various sections, and d) summarize your results at the end.
3. Wandering into peripheral areas. Restrict your discussion to that which is directly

pertinent to your goal(s).

Deficiencies in Research

4. Overlooking major scholars who comment on your text or topic.
5. Not using primary materials. Do not rely on secondary references to primary materials (unless they are not available or you cannot read them due to their language).
6. Reliance upon popular level sources.
7. Reliance upon older materials that reflect positions that are now out-of-date.

Deficiencies in Argumentation

8. Not replying to all major arguments against your own position or in favor of other positions.
9. Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
10. Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion. Your paper should not be a report of others opinions, but an analysis of arguments and evidence expressing your own views in interactions with scholarship.

Deficiencies in Academic Style

11. Overquoting. Use direct quotations reluctantly. See Gordon Fee, *NT Exegesis*, 33-34.
12. Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not belong in the text itself (e.g., minor textual variants, peripheral arguments, extreme minority viewpoints, etc.). Follow the style modeled in major Biblical journals such as *The Journal of Biblical Literature* or *New Testament Studies*
14. Incorrect spelling and other evidence of not proofreading carefully.
15. Lack of attention to Turabian and HST's Supplement.

ADDITIONAL TERM PAPER GUIDELINES

- 1) The text and footnotes must be typed in a Courier 12 point font (10 characters per inch).
- 2) Do *not* use bold font. Use underlining or *italics*. *Italics* are preferable for book/journal titles.
- 3) If you use Greek use a Unicode font or use the font called "Symbol." Note that in Symbol font the final sigma is located at "shift-v." The Symbol font does not have breathing marks, accents, or iota subscripts. You can find the Greek NT in Symbol font on the web at <http://unbound.biola.edu> (=Greek NT: Westcott/Hort, UBS4 variants) and at <http://www.greekbible.com> (this one only works for me when I cut and paste it into a document).
- 4) Please email the paper as one document: title page, paper, and bibliography. Start your numbering with 0 and tell Word to omit the number on the first page so you will not have a number on the title page. I am not concerned about the requirement that the number on page one and on the first page of the bibliography ought to be at the bottom of the page. Put all numbers at the top of the page.

- 5) Concerning the style for footnotes and bibliographical entries for commentaries, see HST's Supplement to Turabian, pp. 7-8. For most commentaries use the style at 17.1.5 for Raymond Brown. Note that you do not include the editor of the series. For a one-volume commentary with different contributors or a multivolume commentary with different contributors in *each* volume, use the style at 17.1.8 for Ward Gasque.
- 6) I reduce late term papers one-third letter per day. I make exceptions for major illness (extending more than one week) and occasionally for other reasons that I consider justifiable. I determine the length of any time extension according to the cause. It is the student's responsibility to contact me concerning any such extension.
- 7) I give "A's" for better than average work. An "A" paper must include the following qualities: a) thorough research, b) at least 25 sources in the bibliography, c) frequent use of content and multiple-reference footnotes, d) clear organization, with well-written sentences and paragraphs, and e) few grammatical or spelling errors and competent use of Turabian style.
- 8) Plagiarism is completely unacceptable. Please familiarize yourself with what constitutes plagiarism. A good website with a brief overview of the subject is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Bibliography

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- *Burge, Gary M., Lynn H. Cohick, and Gene L. Green. *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Context*. Grand Rapids: Zondervan, 2009.
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