

**NTEN5307 NEW TESTAMENT ENGLISH EXEGESIS:
FIRST CORINTHIANS**
New Orleans Baptist Theological Seminary
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Spring Semester, 2015

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NOBTS Mission Statement:

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value for This Academic Year:

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “academic excellence” especially highlighted in this course.

The Core Value for this academic year is “Spiritual Vitality”

NOBTS Competencies:

NOBTS has seven basic competencies that guide our Masters degree programs: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership.

This course especially addresses the “Biblical Exposition” competency by means of helping the student learn to interpret the Bible accurately.

Course Description

A basic course designed to aid students in a thorough study of selected New Testament books or passages through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying it in teaching and preaching. *Prerequisites: BSHM5310 Introduction to Biblical Hermeneutics and NTEN5300 Exploring the New Testament.*

Student Learning Outcomes

Knowledge

Students who complete this course successfully should:

- Know more thoroughly the significance of the background materials for 1 Corinthians
- Increase knowledge of the major approaches to the interpretation of 1 Corinthians
- Understand the message of 1 Corinthians as it applied in the first century and how it applies to preaching and teaching in our current church setting
- Understand the different theological perspectives and traditions in contemporary discussions pertaining to 1 Corinthians

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Attitudes

Students who complete this course successfully should:

- Appreciate the richness of 1 Corinthians
- Recognize the importance of 1 Corinthians for understanding Christianity
- Be more confident in interpreting the biblical text of 1 Corinthians

Skills

Students who complete this course successfully should:

- Improve their skills for interpreting 1 Corinthians by use of sound hermeneutics and exegetical principles
- Grasp more deeply the theological principles for interpreting major theological issues in 1 Corinthians
- Improve their ability to preach and teach the message of 1 Corinthians in our contemporary church setting
- Increase their understanding of how 1 Corinthians fits into the larger scope and purpose of the Bible
- Deepen their understanding of the theological concepts of 1 Corinthians

Required Course Textbooks

Craig Blomberg. *1 Corinthians-From Biblical Text to Contemporary Life*. Grand Rapids: Zondervan, 1994.

Garland, David E. *First Corinthians: Baker Exegetical Commentary on the New Testament*. Grand Rapids: Baker Academic Publishing Group, 2003.

Ben Witherington, *Conflict and Community in Corinth: A Socio-rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

Policy for Assignment Due Date Extensions:

Every assignment that you have for this course is listed with an assignment due date. You are expected to have your work submitted on time. Late penalties will be assessed for late work. The only exceptions to this policy are extreme circumstances and the professor reserves the right to determine exceptions. Procrastination is not considered an extreme circumstance, or a valid exception. I serve you best by holding you to the deadlines. Your

Pastor, congregation, or employers certainly will do so! Learn how to manage time...this skill will serve you well!

How Can I Learn Time Management?

1. Use a personal calendar - As simple as this may sound, many ministers have not mastered the use of their calendar. Here is one method for learning to do this:
 - a. Mark your Project Due Date:
Take your syllabus, right now, and mark EVERY assignment due date
 - b. Calculate your Project Start Date:
Give consideration to how long you think the assignment will *realistically* take to complete and 'back up' on your calendar that amount of time
 - c. Add about 10-15% more time to allow for foreseen events that *always* come up
 - d. Mark the calculated *Project Start Date* on your calendar
 - e. Discipline yourself to start the project on your calculated date (this is the hard part)
 - f. Adjust as needed
2. Use a "To Do List" - This is crucial for time management. Once you have your Project Start Dates on the calendar, your To Do List helps you visualize what you need to accomplish during your busy day
3. Look at your calendar first thing as you start your day (No exceptions!)
4. Prioritize your "To Do List" - (Ask God during your morning prayers to help you prioritize and accomplish your tasks to His glory!)
5. Work down your prioritized list - After step 4, discipline yourself to do each item! Check them off as a small reward for accomplishing each task.
6. Carry over unfinished items to the next day's "To Do List" - Some days you just cannot get it all done and sometimes God rearranges your day. Be realistic and move unfinished items to the next day.

Mastering calendar use is primarily a self-discipline issue. Success in your ministry hinges upon three imperatives: "Show up!" "Show up on time!" "Show up prepared!"

Recommended Computer Software

The student is strongly encouraged to purchase Bible software for his/her use in biblical exegesis. At this level of study, a software program capable of producing the text, performing sophisticated morphological searches, with available lexicons, commentaries, and other helpful supplemental works is an absolute necessity. The software packages listed below are capable of intense, complex searches required for biblical studies research purposes and/or sermon preparation. The purchase of this kind of software is indispensable at this level of language study. The major software packages all run on either PC or Mac platforms.

BibleWorks:

BibleWorks (bibleworks.com) provides discounts for our students when purchased in bulk orders (see your professor for more information). BibleWorks costs about \$350 for their basic software program which includes many supplemental works. Ordered in bundles of 10 or more, the price is reduced to \$250 for NOBTS seminary students. Bulk orders are placed through the local NOBTS LifeWay Store. Call their customer service for questions and student discounts. (bibleworks.com)

Accordance:

The Original Languages Package is around \$300 with many other add-on texts available and they offer student discounts. Accordance has a PC emulator as well. Responses have been varied on this emulator. Call their customer service for questions and student discounts. (accordancebible.com)

Logos 6:

Logos 6.0 is offered at varied package prices, but we recommend that you consider a minimum of the Bronze Level package that has the Greek and Hebrew texts for NOBTS language courses. NOBTS offers a training course called PREA6230/6330 Technological Applications for Bible Study and Preaching. Students who take this course may purchase the software at a 50% discount. Students who purchase the software directly from Logos receive a 30% discount. Call their customer service for questions and student discounts. (logos.com)

Grading Percentages

Grades will follow the Graduate School Catalog grading scale. Here are the basic components for the student grades.

Background Paper	20%
Workbook Weekly Assignments:	20%
Exegesis Paper	40%
Class participation and final notebook	20%

COURSE SCHEDULE

The Workbooks are to be completed prior to each class meeting of every week. You are expected to have read the commentaries for each passage that will be discussed in class.

Date	Passage	Assignments
Week 1 Jan 20 Jan 22	Introduction & Background 1 Corinthians Chapter 1	Introduction and explanation of course content. Weekly Workbook assignments are due at class time for the chapters and verses marked under passage
Week 2 Jan 27 Jan 29	1 Corinthians Chapter 2	
Week 3 Feb 3 Feb 5	1 Corinthians Chapter 3	
Week 4 Feb 10 Feb 12	1 Corinthians Chapter 4	Background Papers Due
Week 5 Feb 17 Mardi Gras Feb 19	1 Corinthians Chapter 5	
Week 6 Feb 24 Feb 26	1 Corinthians Chapter 6	
Week 7 Mar 3 Mar 5	1 Corinthians Chapter 7	
Week 8 Mar 10 Mar 12	1 Corinthians Chapter 8	
Week 9 Mar 17 Mar 19	1 Corinthians Chapter 9	
Week 10: Semester Break	No classes	

Week 11 Mar 31 April 2	1 Corinthians Chapter 10	
Week 12 April 7 April 9	1 Corinthians Chapter 11	
Week 13 April 14 April 16	1 Corinthians Chapter 12	
Week 14 April 21 April 23	1 Corinthians Chapter 13	
Week 15 April 28 April 30	1 Corinthians Chapter 14	
Week 16 May 5 May 7	1 Corinthians Chapter 15	
Final Exam Week	1 Corinthians Chapter 16	Exegetical Papers Due and Notebooks Due on Exam Date

1) Weekly Workbook Exercises:

Each week we will begin class with your completed workbook exercises. You will read the required commentaries on the passage covered for the week. We will discuss the passage and work on the phrasing and sermon outlines. Read the text and phrase the passages using the Mounce method taught in class. From these phrasings, you will prepare a sermon outline based upon the phrasing of the passage for that week.

2) Background Paper:

This paper is to be a **5-7 pages of single spaced** using Turabian or SBL style. Follow the guide below for writing your papers. *The page requirement does not include your bibliography and/or frontal pages.* The bibliography is to contain a minimum of **6 sources**. This reading includes the background materials from all of the required commentaries for this course. You will include an additional 3 sources from non-devotional type commentaries (see Guide for Writing Papers below).

3) Exegesis Paper:

The student will write a paper on a selected passage of his/her choosing. The passage will be chosen in consultation with the instructor. Using the format detailed below. This paper will be **13-15 pages single spaced** and footnoted to Turabian or SBL style. The

page requirement excludes bibliography and frontal pages. The bibliography is to contain a minimum of **8 sources**.

4) Notebook:

The student shall compose a notebook containing the materials from the class. This notebook shall serve as a life-long resource for the student in teaching and preaching. The professor will have handouts to be downloaded from the Blackboard shell for class. The student is to download these for class purposes and include them in the notebook. The contents of your notebook will include the following in this order:

- a) Course Syllabus
- b) Background Paper
- c) Exegesis Paper
- d) Complete notebook containing all class handouts, phrasing, sermon outlines, and downloads from the course Blackboard shell

ASSIGNMENTS

The schedule below indicates the days we will cover the text of 1 Corinthians. Since this is an exegesis class, our primary focus will be on the Bible. We will use the ESV text for our phrasing exercises. Compatible information documents will be located in the Course Documents section of the course Blackboard shell.

COURSE SCHEDULE

Date	Passage	Assignments
Week 1 Jan 21 Jan 23	Introduction & Background 1 Corinthians Chapter 1	Read all commentaries on the passage of the week. Phrase the chapter and include your semantic functions. This will be our weekly routine.
Week 2 Jan 28 Jan 30	1 Corinthians Chapter 2	
Week 3 Feb 4 Feb 6	1 Corinthians Chapter 3	
Week 4 Feb 11 Feb 13	1 Corinthians Chapter 4	Background Papers Due
Week 5 Feb 18	1 Corinthians Chapter 5	

Feb 20		
Week 6 Feb 25	1 Corinthians Chapter 6	
Feb 27		
Week 7 Mar 4 Mardis Gras	No class	
Mar 6		
Week 8 Mar 11	1 Corinthians Chapter 7	
Mar 13		
Week 9: Semester Break	No classes	
Week 10 April 1	1 Corinthians Chapter 8	
April 3		
Week 11 April 8	1 Corinthians Chapter 9	
April 10		
Week 12 April 15	1 Corinthians Chapter 10	
April 17		
Week 13 April 22	1 Corinthians Chapter 11	
April 24		
Week 14 April 29	1 Corinthians Chapter 12	
May 1		
Week 15 May 6	1 Corinthians Chapter 13	
May 8		
Final Exam Week	1 Corinthians Chapter 14	Exegetical Papers Due Application Papers Due Notebooks Due

Guidelines for Writing Class Papers

A. Background Paper (5-7 pages single spaced, Turabian)

1) Study the Historical Context:

a. Research the broader or general historical context

Research the larger context of the NT setting from influences of the Inter-testamental Period through the NT times. You are looking for the big picture of the world scene here

b. Research the immediate historical context

Research the immediate historical context of your particular book or letter. Focus on general information like the occasion and purpose of the book and its parts, author, date, audience, place of writing, type of genre, etc. Consult Bible Dictionaries, Bible encyclopedias, and Commentaries for this information.

c. Research the social and/or cultural issues in the passage

Here you are looking for immediate sociological questions like honor/shame, patronage, and dyadic personality, etc. Cultural questions relate to way of life, daily living, economy, work, and family, etc. Ask, what ancient customs and practices enlighten our understanding of a text?

Special Considerations for NT Letters: Historical Context (Fee)
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- NT letters are occasional/situational
- Understand the setting and background of the letter
- Understand the occasion and purpose of the letter

2) Study the Literary Context:

a. Perform a mechanical outline or phrasing of your passage

See *Guidelines for Constructing a Mechanical Outline* at the end of the syllabus for details.

b. Discuss the placement of your passage in its immediate and larger contexts within the book. Look for clues in the surrounding paragraphs and chapters.

c. Discuss how the passage functions in the flow of the book. The task is to trace the author's thoughts to determine what he is trying to say.

d. Identify the genre(s) of the passage. Discuss how genre will guide you in the interpretation of your passage

Special Considerations for NT Letters: Literary Context: (Fee)

- Read the letter in one sitting
- Form a general outline of the entire letter
- THINK PARAGRAPHS!!
- A text can never mean what it never meant (Fee)

B. Exegesis Paper (13-15 pages single spaced Turabian)

1. Conduct a verse by verse analysis

Select a passage of Scripture from the approved list in the syllabus. Read the entire letter in one reading. Do not consult any commentaries until the end of this part. Learn to read the text and make your own discoveries first. You are looking for the meanings of words, grammatical relationships, and content of what the author is seeking to communicate to his original audience.

- a) Paragraph Analysis: Identify the theme of each paragraph in one sentence per paragraph. Use a key sentence from the passage or your own words to state the paragraph's theme then justify your judgment.
- b) Verse Analysis: Comment here on the important features of individual verses. (In longer passages, you may focus on paragraphs). Do not restate the obvious here, but comment on the flow of the argument or story-line from verse to verse including commenting upon why certain things may be stated in a particular way, why a comment is included, or why there are omissions of expected materials, etc. Comment on important theological words or ideas. You may use cross-reference guides, concordances, theological wordbooks, etc.
- c) Word Study: Choose a minimum of three (3) words to conduct a word study on. (See the Guide for Writing Word Studies handout). Note how a word is used through time (diachronic word study) and how it is used within the NT (synchronic word study). Consult the *How to Do A Word Study* guideline at the end of the syllabus.
- d) Outline: Write your "exegetical" (historical) outline of the text reflecting the theme. The historical outline is a simple, *past tense* outline that describes the elements of the text. Write your own outline.
- e) Homiletical (sermon) Outline: Write your "practical" outline for the passage that you will follow for either your sermon or article. The homiletical outline puts your historical outline into *present tense* using second person (to your audience) as much as possible.

- f) **Commentary Comparison:** Include any additional insights gleaned from exegetical commentaries, journal articles, dictionaries, etc. These should be insights you did not uncover in your own work above. Do not use other preacher's sermons or devotional materials. Use historical, grammatical, critical commentaries like: Word Biblical Commentary, Harpers NT Commentary, Tyndale NT Commentary, New International Biblical Commentary, New American Commentary, and the like. You may use devotional commentaries on the final, application section.

Write: A summary past-tense statement synthesizing the meaning of the passage for the biblical audience. Note the particulars of the individual episode as well as the connections you find to the surrounding episodes.

2. Bridge the past meaning into the present

How to do this: Consider the differences: Culture, Language, Time, Situation, Covenant

- a) Determine the differences between the recipients of the letter and us
- b) Determine the similarities

Write a statement of the differences and similarities between the biblical audience and us.

3. Determine the timeless, theological principles in your passage

How to do this: First note that these principles should...

- a) Be reflected in the text
- b) Be timeless and not tied to specific situations
- c) Not be culturally bound
- d) Correspond to the teaching of the rest of Scripture
- e) Be relevant to both the biblical and contemporary audience

Special Considerations for "Principlizing" NT Letters

Does the author state a principle?

Does the broader context reveal a principle?

Ask why a command or instruction was given.

A text can never mean what it never could have meant to its author or his readers

(Fee).

Write the theological principle(s) using present tense verbs that are similar between them and us from the text.

4. Make application of your exegesis to today's setting

How should individual Christians today apply the theological principle in their lives?

This is the hermeneutical step where you decide what response the Bible is asking of the reader/hearer.

How to do this: Follow these general guidelines for making application of the meaning of the text.

a) Observe how the principles in the text address the original situation. How did the biblical author want his readers to respond? Is there a....

- | | |
|--------------------|---------------------|
| Command to obey? | Teaching to act on? |
| Example to follow? | Truth to believe? |
| Promise to claim? | Prayer to pray? |
| Warning to heed? | Blessing to claim? |

b) Determine if the text transfers across time or not

Meaning = the author's original intended communication

Significance = refers to the implications for later situations

Discovering the Parallel Situation in Our Contemporary Context for Application of the Timeless Principles (Fee)

- 1) Whenever we share “comparable particulars/contexts” with the first-century hearers, God’s Word applied to us is the same as His Word applied to them.
- 2) Exercise caution when extending application of comparable particulars in one text to that of OTHER contexts...OR...to a context foreign to the original hearers
- 3) Whenever we DO NOT share “comparable particulars”...

If the first century issue has no 21st century counterpart...

- Search for the timeless principle in the passage which transcends time/culture

If the first century issues speaks to issues that could happen, but are highly unlikely to happen...

- Apply the principle to genuinely comparable situations

- 4) Distinguishing between matters of indifference
 - a. What the epistles indicate as indifferent are (food, drink, observance of days, etc)
 - b. Matters of indifference are not inherently moral but cultural
 - c. Observe the “sin-lists” in the NT for specific matters that do make a difference (Rom 1:29-30; 1 Cor 5:11; 6:9-10; 2 Tim 3:2-4)

5) Differentiating Texts Which Are Culturally Relative and Non-Normative:

- Does the issue defy the core teachings of the Bible? (greet one another with a holy kiss! Homosexuality...whole Bible denounces it)

- Is it a moral issue or not? (foot washing)
- Does the Bible handle the issue consistently and uniformly? (women's ministries, retention of wealth, elevation of Rome, etc)
- Does the NT distinguish between principle and practice? (covering a woman's head was required in NT, but not a required practice today)
- Did the NT not speak to issues due to their limited options to do so? (slavery is not denounced in NT because there were no other cultural options available)
- Some cultural differences are not immediately obvious (women in ministry was limited to some degree because education was limited to women)
- Seek charity toward others who see such texts differently (Fee)

c) Apply the principles appropriately

-having discovered the principles that applied back then, must now be translated into appropriate & corresponding applications now

d) Role of Holy Spirit

-HS gives guidance to the interpreter (see Klein, Blomberg, Hubbard, 503-04) for Zuck's 14 summary views

Adapted from

Grasping God's Word, by J. Scott Duvall and J. Daniel Hays

How to Read the Bible for All Its Worth, Gordon Fee and Douglas Stuart

Introduction to Biblical Interpretation, William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, Jr.

HOW TO DO WORD STUDIES

Dr. Craig Price

Step One: How to Decide Which Word to Study

1. Look for words that are *repeated* by the author
2. Look for *theological* terms
3. Look for words that are *central* to the passage
4. *Compare* your selected word in different English translations

Step Two: Identify the Greek Word Behind the English Word

A. If you are using computer software:

- For PC Microsoft Windows Users:
 - BibleWorks- fairly inexpensive, but powerful to do word searches
 - NIV Study Bible- by Zondervan, fairly inexpensive but limited
 - Logos- library base, language package; very expensive, but excellent

- For Mac users:
 Accordance by Oaktree Software
 (newer Macs now have a Windows platform to run the programs above)

B. If you are using books:

1. Look up your English word in a concordance
 Concordance = lists all English words & gives references
 Exhaustive concordance = lists *every* word in the Bible
 Partial concordance = many Bibles have an abbreviated listing in the back

Note: You must use a concordance that *matches the English translation* you are using.
 Here are some examples:

Strong's Exhaustive Concordance- lists every English word in KJV translation;
 REF BS 425 S776 2001

NIV Exhaustive Concordance- lists every English word from the NIV translation

NASB Exhaustive Concordance lists every English word from the NASB translation

Greek-English Concordance to the New Testament- lists every place the Greek word behind your English word is used in the NT and then gives you the English translation! REF BS 2302 K646 1997

2. Locate the verse you are studying in the concordance
3. Find the reference number for your English word in that reference
4. Locate your reference number in the dictionary of your concordance
 Note *Strong's* has one set of numbers for Hebrew (OT) and another for Greek (NT)
5. Read and record the definitions of your English word in the Hebrew or Greek dictionary provided in *Strong's* dictionary

Now you can locate the Hebrew or Greek word behind any English word without knowing the the biblical language!

Step Three: Determine the Range of Meaning for Your Word

Semantic Range: Different possibilities of meanings for a word

The semantic range gives the entire range of possible meanings for a particular word. Look at all the different definitions in your *Strong's* dictionary to get an idea of the range of meanings for your word. Check different translations of your verse to get a feel for the ways your word might be used.

You can also look at your English word in Hebrew (OT) or Greek (NT) and look it up in a lexicon (dictionary).

Etymology: History of how a word was used: *Diachronic (through time)*

This is a word's origin and developmental history. Words change in meaning over time and in different contexts. Etymology of a word may have nothing to do with the word's usage in a particular passage. Avoid the "root fallacy," which assumes the basic root meaning is the same in every context.

Contextual usage of the word: How the word is used by your writer/book: *Synchronic (within time)*

Determine the use of your word in the immediate context of your passage, the usage in the larger context of the book, and how it is used in the genre you are studying. For example, "fear" takes on a different flavor when used in Wisdom literature.

Step Four: Decide What the Word Means in Your Verse

Now you are ready to write the word study in your paper/sermon based upon your research.

New Testament Word Study Resources

New International Dictionary of New Testament Theology (4 vols.) has several indices for looking up words (user-friendly)

Theological Dictionary of the New Testament (10 vols.) has extensive research into meaning, background, and usage in OT, NT, and Apocrypha. Several indices in vol. 10 to locate word in other volumes (somewhat user-friendly)

Theological Lexicon of the New Testament requires reader to locate word in Greek alphabetically. (Not user-friendly)

Exegetical Dictionary of the New Testament (3 vols.) has index in volume 3 to help locate words (user-friendly)

Robertson's Word Pictures (6 vols.) is set up by biblical book, chapter, and verse; it does not assume the reader has knowledge of Greek and gives the part of speech and definition of the word in the context of the NT book (user friendly)

HOW TO CONSTRUCT A MECHANICAL OUTLINE ON A NEW TESTAMENT PASSAGE

(Phrasing an English Passage of Scripture)

By William D. Mounce in

Greek for the Rest of Us, Zondervan Publishers, 2003

Used with Permission by William D. Mounce, pp. 55-79; 109-41

You will find this section much easier to work if you copy the passage into your word processor. This will allow you to move the parts around easily and help you see the structure of the passage. From this structure you will find meaning.

Step 1: Find the beginning and the End of the Passage

This step is contained in the choice you made for your paper.

Step 2: Identify the Sections

In this step you want to begin breaking the passage down into its natural sections. Read and re-read until the sections begin to appear to you. Take time to see the big picture here. Look for clues of the structure of the passage. You are looking for the author's intent. This is where much of the joy of Bible study discoveries lies. If you rush to a commentary, you will miss this blessing. Let the Holy Spirit show you the author's thought breaks.

Step 3: Identify the Phrases

Now divide the individual sections into its phrases. This is NOT diagramming. You are looking for phrases the author has employed to convey his meaning. Simply hit a hard return for each phrase until they are lined up on the left margin of your word processor.

Step 4: Identify the Main Phrase(s) and Modifying Phrases

This is where you will place the main phrases to the left and indent the modifying (subordinate) ideas to the right. You may take this down to as much detail as you like, but make certain you have identified the main phrases and place them to the left.

From your finished outline, you will see how to arrange your Exegetical and Homiletical outlines for your paper and sermon. Notice how the author's thoughts begin to appear in the phrasing.

GENERAL NEW TESTAMENT BIBLIOGRAPHY

New Testament Background Study

Primary Resources (in English)

Barrett, *The New Testament Background*
Charles, *The Apocrypha and Pseudepigrapha of the Old Testament in English*
Danby, *The Mishnah*
Goodenough, *An Introduction to Philo Judaeus*
Hennecke and Schneemelcher, *The New Testament Apocrypha*
Lightfoot, *The Apostolic Fathers*
Robinson, *The Nag Hammadi Library in English*
Vermes, *The Dead Sea Scrolls in English*
Whiston, *Josephus: Complete Works*

Secondary Resources

Achtemeier, *Harper's Bible Dictionary*
Beitzel, *The Moody Atlas of Bible Lands*
Blaklock and Harrison, *The New International Dictionary of Biblical Archeology*
Bromily, *International Standard Bible Encyclopedia*
Bruce, *New Testament History*
Butler, *Holman Bible Dictionary*
Charlesworth, *Jesus Within Judaism*
Ferguson, *Backgrounds of Early Christianity*
Freedman, *Anchor Bible Dictionary*
House, *Chronological and Background Charts of the New Testament*
Jeremias, *Jerusalem in the Time of Jesus*
Kee, *The New Testament In Context: Sources and Documents*
Reicke, *The New Testament Era*
Russell, *Between the Testaments*
Wilken, *The Christians as the 1 Corinthians Saw Them*

General Resources

New Testament introductions, commentaries, dictionaries
Various *critical commentaries* could be helpful, especially *introductory material*.
A commentator may summarize distinctive ideas of the author being studied in the introductory section. For helpful commentary information, consider suggestions from:
Carson, *New Testament Commentary Survey*; Fee and Stuart, Appendix, *How To Read The Bible For All Its Worth*, pp. 219–24; Klein, Blomberg, Hubbard, *Introduction to Biblical Interpretation, Commentaries*, pp. 487–91

Other Resources

Aland, *Synopsis of the Four Gospels, English Edition*
Aune, *The New Testament in Its Literary Environment*

Bailey and Broek, *Literary Forms in the New Testament*
 Bruce, *Paul: Apostle of the Heart Set Free*
 Carson, Moo, and Morris, *An Introduction to the New Testament*
 Green, McKnight, Marshall, *Dictionary of Jesus and the Gospels*
 Hawthorne, Martin, Reid, *Dictionary of Paul and His Letters*
 Kümmel, *Introduction to the New Testament*
 Ladd, *A Theology of the New Testament*
 Polhill, *Paul and His Letters*
 Ryken, *Words of Life: A Literary Introduction to the New Testament*
 Stein, *The Method and Message of Jesus' Teaching*

Social Resources

Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period*
 Keener, *Bible Background Commentary*
 Malina, *The New Testament World: Insights from Cultural Anthropology*
 Mathews, *Manners and Customs in the Bible*
 Meeks, *The First Urban Christians: The Social World of the Apostle Paul*
 Stambaugh and Balch, *The New Testament in Its Social Environment*
 Thiessen, *Sociology of Early Palestinian Christianity*
 Tidball, *The Social Context of the New Testament: A Sociological Analysis*

Pauline Studies

Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.
 _____. *Paul's Apocalyptic Gospel*. Philadelphia: Fortress Press, 1982.
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 Gorman, M. J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2003.
 Hawthorne, G. F., R. P. Martin, and D. G. Reid. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity, 1993.
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