



Exploring the New Testament (NTEN5300)

New Orleans Baptist Theological Seminary

Biblical Studies Division—Spring 2019

Dr. Gerald L. Stevens, PhD (gstevens@nobts.edu)

Professor of New Testament and Greek

Office: Hardin 262; Phone: (504) 282-4455 ext. 3734

I. MISSION STATEMENT

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

II. CORE VALUE FOCUS

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

The core value emphasis for this academic year is: Doctrinal Integrity.

III. COURSE PURPOSE

This purpose for this course is to introduce the background and literature of the New Testament for the purpose of teaching and preaching.

IV. CURRICULUM COMPETENCIES

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential competencies for effective ministry: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom department.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

V. COURSE DESCRIPTION:

The purpose for this course is to introduce the student to the literature of the New Testament by means of studying both the Biblical text and the historical and cultural factors that shaped it. The historical background, certain aspects of contemporary scholarship, and especially the themes and general teachings of the New Testament books will be discussed. A video describing the course is here:

<http://drkoine.com/classes/exnt/index.html>

VI. STUDENT LEARNING OUTCOMES:

The following are the student learning outcomes of this course:

- The student will be able to understand thoroughly New Testament history, background, and canon, and selected themes of the New Testament.
- The student will be able to apply adequately New Testament history, background, and canon, and selected themes of the New Testament to contemporary needs in the church.
- The student will be able to communicate clearly New Testament history, background, and canon, and selected themes of the New Testament to a contemporary audience.

VII. LEARNING OBJECTIVES:

Knowledge

Students who complete this course successfully should:

- Know the basic historical, social, and cultural forces impacting the life and times of the New Testament world
- Know the basic content of the New Testament and be able to give a brief description of the major themes and emphases of the New Testament books
- Know the characteristics of the various literary genres in the New Testament and some of the major implications of the genre differences for interpretation
- Know the current issues involved in the contemporary study of New Testament documents

Attitudes

Students who complete this course successfully should:

- Appreciate the impact of the New Testament world on the New Testament documents and their interpretation
- Respect the complexity of applying ancient texts written thousands of years ago in modern contexts
- Appreciate the value of the moral, ethical, and practical teachings of the New Testament for guidance in daily living in family and society

Skills

Students who complete this course successfully should be able to:

- Contextualize New Testament texts within their ancient historical, cultural, social, and literary setting for the purpose of interpretation
- Evaluate the strengths and weaknesses of various modern translations of the New Testament
- Prepare the exegetical foundation for an intelligent, thoughtful, and relevant bible study, devotional, or message based on a New Testament text
- Have a working familiarity with resources for the on-going study of the New Testament

VIII. REQUIRED TEXTS:

- The Bible in any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
- Wenham, David and Steve Walton. *Exploring the New Testament, Vol. 1: A Guide to the Gospels and Acts*. Downers Grove, Ill.: InterVarsity Press, 2001.
- Marshall, I. Howard and Ian Paul. *Exploring the New Testament, Vol. 2: A Guide to the Letters and Revelation*. Downers Grove, Ill.: InterVarsity Press, 2002.
- Barrett, Charles K., editor. *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*. Revised edition. New York: HarperSanFrancisco, 1989.
- Ferguson, Everett. *Backgrounds of Early Christianity*. 2d Edition. Grand Rapids: William B. Eerdmans Publishing Company, 1987, 1993.

Additional Reading Resources are:

- Klein, William W., Craig L. Blomberg, Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Revised and expanded. Nashville: Thomas Nelson, 1993, 2004.
- Stevens, Gerald L. "The New Testament Canon." Download a pdf file from the link: <http://drkoine.com/classes/exnt/index.html>

IX. TEACHING METHODOLOGY:

- Class sessions will consist of lecture presentations discussing units of study followed by exploration of issues derived from textbook readings.
- Class preparation will consist of reading textbook assignments, preparing reading quizzes, and the taking of sectional exams.
- Class units presented are: two units on introduction and canon, six units on history, two units on groups, institutions, and literature, five units on the gospels, eight units on the Pauline epistles, and three units on the general epistles and Revelation.

X. COURSE EVALUATION:

- **Daily Quizzes** will be given on the days scheduled from the readings indicated in the assignments section of the course syllabus.
- **Sectional Exams** will be given on the days scheduled. These exams focus on the material since the last exam.
- **Final Exam** is on material since the last sectional exam.
- **Participation** of students in class will be observed and included in grading.
- **Final Average**
Daily quiz avg. = 20%
Sectional exams avg. = 55%
Final exam = 25%

XI. COURSE POLICIES:

- **Attendance:** Class attendance for all sessions is expected. In a three-hour semester class, you are allowed to miss a total of nine classroom hours, which is less than six 80-minute class periods. Class periods missed because of late enrollment are counted as absences. Three tardies equals one absence. Be forewarned that cutting a grammar class is academically unwise at any time. Absence due to illness or emergency must be accompanied by documentation acceptable to the professor to be an excused absence with no penalty.
- **Etiquette:** Please silence cell phones before class begins. Otherwise, you may disrupt the entire class. If you expect an extremely important call, wait for that call outside class. Also, please do not disrupt class by leaving to take a cell phone call. We appreciate your cooperation in maintaining a positive learning environment.

XII. ADDITIONAL INFORMATION:

- *Dr. Stevens's personal website is:*

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the ExNT course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:

<http://drkoine.com/classes/exnt/index.html>

- A link to additional supplementary presentation lectures occasionally will be posted on this page.
- For NOBTS assistance with technology issues, call ITC (504-816-8180), or see:

- For online registration, financial account, online transcript. etc.:
selfserve.nobts.edu (email: selfserve@nobts.edu)
- For Blackboard Learning Management system:
nobts.blackboard.com (email: blackboardhelpdesk@nobts.edu)
- For general technical questions and support requests:
www.nobts.edu/itc/ (email: itcsupport@nobts.edu)
- For general NOBTS technical help information:
www.nobts.edu/itc/
- NOBTS maintains “The Write Stuff” Center (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email writingcenter@nobts.edu

XIII. EMBEDDED ASSIGNMENT

This embedded assignment will be completed by all students as a take-home part of the final exam due by **Tuesday, May 14**, but may be completed and turned in at any time in the semester. The rubric for grading this assignment is provided on the next page. While a brief description of the assignment is given below, a more detailed description is available in the embedded assignment file, available on the class website, or at the direct link below:

<https://drkoine.com/pdf/exnt/exams/ExNT-EmbeddedAssignment.pdf>

Assignment Description:

1. For 1–2 Thessalonians the student will explain the historical context of the passage, the exegetical teaching of the passage (historical teachings), and how these teachings can be applied and communicated to a contemporary audience. Answers should be well-developed and provide thorough documentation and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch margins, single-spaced, approximately two pages in length.
2. The student should show adequate application of the research to a selected need of the Christian community.
3. The student should communicate clearly how the answer of the research question might impact the faith and life of Christian believers with focus on the contemporary audience.

COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT
Research Worksheet
NTEN5300 Exploring the New Testament

Student: _____ **Site:** _____
Semester: _____ **Format:** _____

Student Learning Outcomes:

1. The student will be able to understand thoroughly New Testament history, background, and canon, and selected New Testament themes.
2. The student will be able to apply adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs.
3. The student will be able to communicate clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary audience.

Assignment Description:

1. A summative question will be answered thoroughly by the students as a take-home assignment that can be linked to an exam. The question (or problem) will require research of the historical context, genre, theology, and/or interpretive concerns of a selected period, event, or passage. Answers should be well-developed and provide thorough documentation and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch margins, single-spaced, approximately two pages in length. The general line of inquiry would be something like, “for the following NT passage, explain the historical context of the passage, the exegetical teaching of the passage (historical teachings), and how these teachings can be applied and communicated to a contemporary audience.”
2. The student should show adequate application of the research to a selected need of the Christian community.
3. The student should communicate clearly how the answer of the research question might impact the faith and life of Christian believers with focus on the contemporary audience.

Assignment Evaluation (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent):

DOMAIN	LEVEL	EVALUATION				
		0	1	2	3	4
UNDERSTANDING The Student:	Understood thoroughly New Testament history, background, and canon, and selected themes of the New Testament					
APPLICATION The Student:	Applied adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs					
COMMUNICATION The Student:	Communicated clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary aud.					

XIV. ASSIGNMENTS:

WEEK	Tuesday	Thursday
Week 1: Jan. 22, 24	Introduction—New Testament Study <ul style="list-style-type: none"> • Introduction to class • Introduction to New Testament study 	Background—New Testament Canon <ul style="list-style-type: none"> • KBH: “The Biblical Canon,” 103–116 • Stevens: “The New Testament Canon”
Week 2: Jan. 29, 31	History—Foreign Rulers <ul style="list-style-type: none"> • ExNT 1.1: 6–7 • Ferguson: 5–20; 396–407 	History—Maccabees, Hasmoneans <ul style="list-style-type: none"> • ExNT 1.1: 7–12 • Ferguson: 432–39 • Barrett: 135–48 (1 Maccabees)
Week 3: Feb. 5, 7	History—Herod, Herodians <ul style="list-style-type: none"> • ExNT 1.1: 13–23 • Ferguson: 413–427 • Barrett: 148–57; 162–70 (Josephus) 	History—Republic to Empire, Part 1 <ul style="list-style-type: none"> • ExNT 2.1: 4–5; 8–20 • Ferguson: 20–31; 40–45 • Barrett: 1–9 (Augustus)
Week 4: Feb. 12, 14	History—Republic to Empire, Part 2 <ul style="list-style-type: none"> • Ferguson: (see end of schedule) • Barrett: 62–65; 66–68; 70–72; 108–114 	History—Roman Caesars <ul style="list-style-type: none"> • ExNT 2.1: 6–7 • Ferguson: 31–40; 592–608 • Barrett: 10–22 (Tacitus, Suetonius)
Week 5: Feb. 19, 21	SECTIONAL EXAM 1	Judaism 1—Groups, Institutions <ul style="list-style-type: none"> • Ferguson: 513–82
Week 6: Feb. 26, 28	Judaism 2—Literature <ul style="list-style-type: none"> • Ferguson: 431–32; 440–501 • Barrett: 316–44 (Apocalyptic) <i>Extra Credit (3 pts. each, exam grade):</i> <ul style="list-style-type: none"> • Barrett: 177–217 (Rabbinic) • Barrett: 218–51 (Qumran) • Barrett: 252–89 (Philo, Josephus) 	Gospel Tradition—Literary Issues <ul style="list-style-type: none"> • ExNT 1.3: 47–56 • ExNT 1.4: 57–80
Week 7 Mar 5, 7	MARDI GRAS	Gospel Tradition—Jesus Tradition <ul style="list-style-type: none"> • ExNT 1.6: 127–41 • ExNT 1.7: 143–53 • ExNT 1.8: 155–87
Week 8 Mar. 12, 14	Gospel Tradition—Mark, Matthew <ul style="list-style-type: none"> • ExNT 1.9: 191–207 • ExNT 1.10: 209–26 • Mark 1–16, Matthew 1–28 	Gospel Tradition—Luke-Acts <ul style="list-style-type: none"> • ExNT 1.11: 227–41 • ExNT 1.13: 267–75, 285–300 • Luke 1–24, Acts 1–12
Break Mar. 19, 21	SPRING BREAK	
Week 9 Mar. 26, 28	Gospel Tradition—John <ul style="list-style-type: none"> • ExNT 1.12: 243–64 • John 1–21 	SECTIONAL EXAM 2

Week 10 Apr. 2, 4	Pauline Mission—Acts 13–28 • ExNT 1.13: 275–85 • Acts 13–28	Pauline Mission—Acts 13–28 • ExNT 1.13: 275–85 • Acts 13–28
Week 11 Apr. 9, 11	Pauline Mission—Literary Issues • ExNT 2.2: 23–29 • ExNT 2.15: 223–27 • ExNT 2.3: 31–45	Pauline Mission—Early Epistles • ExNT 2.4: 47–60 • ExNT 2.5: 61–72
Week 12 Apr. 16, 18	Pauline Mission—Corinthians • ExNT 2.6: 73–90 • ExNT 2.7: 91–104	Pauline Mission—Romans • ExNT 2.8: 105–27 • ExNT 2.14: 193–212
Week 13 Apr. 23, 25	Early Church—Prison Epistles • ExNT 2.9: 129–41 • ExNT 2.10: 143–49 • ExNT 2.11: 151–61 • ExNT 2.12: 163–73	Early Church—Pastorals • ExNT 2.13: 175–91
Week 14 Apr. 30, May 2	Early Church—General Epistles 1 • ExNT 2.16: 231–46 • ExNT 2.17: 247–59	Early Church—General Epistles 2 • ExNT 2.18: 261–73 • ExNT 2.19: 275–87 • ExNT 2.20: 289–302
Week 15 May 7, 9	Early Church—Revelation • ExNT 2.21: 305–28	Early Church—Revelation (cont.) • ExNT 2.21: 305–28
Week 16 May 14	FINAL EXAM Tuesday, 9:00 am	

Week 4: Thurs., Feb. 11
Republic to Empire, Part 2
Ferguson Readings:

86–90	Trade and Travel
97–106	Theaters, etc.
173–77	Religion: General Characteristics
199–212	Ruler Cult
220–35	Dreams, Healing, Magic, Fate

259–77; 281–87; 287–96; 297–300	Mysteries: Dionysius, Egyptian, Cybele, Mithras, Conclusion
300–313	Gnosticism
330–35	Plato
338–42	Aristotle
354–60	Stoicism
370–72; 377–79	Epicureanism
609–16	Religious Rivals

XV. Bibliography

The following bibliography is suggested by the New Testament Department of Denver Seminary and available at this link:

<http://www.denverseminary.edu/article/new-testament-exegesis-bibliography-2009/>

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Greenlee, J. H. *Introduction to New Testament Textual Criticism*. Peabody: Hendrickson, 1995.²

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*Wegner, P. D. *A Student's Guide to Textual Criticism of the Bible: Its History, Methods and Results*. Downers Grove, IL: InterVarsity, 2006.

Grammar

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Blass, F., A. Debrunner, and R. Funk. *A Greek Grammar of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 1961.

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Young, R. A. *Intermediate New Testament Greek*. Nashville: Broadman & Holman, 1994.

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Elwell, W. A. and Yarbrough, R. W. *Encountering the New Testament and Readings from the First-Century World* [with CD-ROM]. G.R.: Baker, 2005.²

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Wenham, D. and S. Walton. *Exploring the New Testament*, vol. 1: *A Guide to the Gospels & Acts*. Downers Grove, IL: InterVarsity, 2001; Marshall, I. H., Travis, S. and Paul, I., vol. 2: *A Guide to the Epistles and Revelation* (2002).

Historical Background

A. Lexical Analysis

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*Bauer, W. (Danker/Arndt/Gingrich). *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: University of Chicago Press, 2000.³

*Brown, C., ed. *The New International Dictionary of New Testament Theology*, 3 vols. G.R.: Zondervan, 1975-1978.

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Verbrugge, V.D. *The NIV Theological Dictionary of NT Words*. G.R.: Zondervan, 2000 [abridgment of C. Brown]

B. History and Religion

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C. Primary Source Material

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Major Commentaries

The lists of top eleven commentaries for each N.T. book are divided into three sections: the first

contains those we consider the best detailed, critical commentaries using the Greek text; the second lists more mid-level works using the English text (some with references to the Greek in footnotes); and the third consists of commentaries that are briefer and/or have a special focus on application. At least one priority title is asterisked for each level.

Abbreviations for series:

AB = Anchor Bible
 BECNT = Baker Exegetical Commentary on the New Testament
 BNTC = Black's New Testament Commentary
 BST = Bible Speaks Today
 EBC = Expositor's Bible Commentary
 EC = Epworth Commentaries
 ECC = Eerdmans Critical Commentary
 ICC = International Critical Commentary
 Int = Interpretation
 NAC = New American Commentary
 NCB = New Century Bible
 NBC = New Cambridge Bible Commentary
 NIBC = New International Biblical Commentary
 NICNT = New International Commentary on the New Testament
 NIGTC = New International Greek Testament Commentary
 NIVAC = NIV Application Commentary
 NTC = New Testament Commentary
 TinC = New Testament in Context
 TL = New Testament Library
 TR = New Testament Readings
 PNTC = Pillar New Testament Commentary
 SP = Sacra Pagina
 HNTC = Two Horizons New Testament Commentary
 TNTC = Tyndale New Testament Commentary
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COMPETENCY ASSESSMENT RUBRIC—EMBEDDED ASSIGNMENT**Research Worksheet****NTEN5300 Exploring the New Testament****Student:** _____ **Site:** _____**Semester:** _____ **Format:** _____**Student Learning Outcomes:**

1. The student will be able to understand thoroughly New Testament history, background, and canon, and selected New Testament themes.
2. The student will be able to apply adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs.
3. The student will be able to communicate clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary audience.

Assignment Description:

1. A summative question will be answered thoroughly by the students as a take-home assignment that can be linked to an exam. The question (or problem) will require research of the historical context, genre, theology, and/or interpretive concerns of a selected period, event, or passage. Answers should be well-developed and provide thorough documentation and appropriate use of tools and resources. Students should use Times 12 pt. font, 1-inch margins, single-spaced, approximately two pages in length. The general line of inquiry would be something like, “for the following NT passage, explain the historical context of the passage, the exegetical teaching of the passage (historical teachings), and how these teachings can be applied and communicated to a contemporary audience.”
2. The student should show adequate application of the research to a selected need of the Christian community.
3. The student should communicate clearly how the answer of the research question might impact the faith and life of Christian believers with focus on the contemporary audience.

Assignment Evaluation (0 = Inadequate, 1 = Basic, 2 = Competent, 3 = Good, 4 = Excellent):

DOMAIN	LEVEL	EVALUATION				
		0	1	2	3	4
UNDERSTANDING The Student:	Understood thoroughly New Testament history, background, and canon, and selected themes of the New Testament					
APPLICATION The Student:	Applied adequately New Testament history, background, and canon, and selected New Testament themes to contemporary church needs					
COMMUNICATION The Student:	Communicated clearly New Testament history, background, and canon, and selected New Testament themes to a contemporary aud.					