

BSCM2350 New Testament Survey
New Orleans Baptist Theological Seminary
Fall 2010

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Course Description

The purpose of the course is to introduce the student to the background and literature of the New Testament. After a background study of the historical and cultural factors of the interbiblical period and of pertinent political and geographical factors, the remainder of the course is devoted to a book-by-book study, including introductory matters for each book and a content summary. This course is a prerequisite to all New Testament interpretation courses.

Student Objectives

By the end of the course, the student:

- Will be able to understand introductory matters concerning the New Testament, such as the intertestamental history, canon, and other pertinent matters.
- Attain a basic understanding of the introductory issues of each book in the New Testament.
- Will be able to discern central themes in each book as well as central themes in the New Testament.
- Will be able to make application of the New Testament to current issues for teaching and/or preaching.

Textbooks

Required textbooks:

Any contemporary version of the Bible (NASB, NIV, NRSV, HCSB, ESV, NET, etc.)

Lea, Thomas D. and David Alan Black. *The New Testament: Its Background and Message*. 2d ed. Nashville: Broadman and Holman, 2003. (ISBN 0-8054-2632-9)

Optional Textbooks:

Theissen, Gerd. *The Shadow of the Galilean*. Philadelphia: Fortress Press, 1987. (ISBN 0-8006-2057-7)

Longenecker, Bruce. *The Lost Letters of Pergamum*. Grand Rapids: Baker Academic, 2003. (ISBN 978-0801026072)

Methodology

Success in this class is dependent largely upon the student's dedication of time and energy. Since this is a by-weekly course, students will do much of the work at home and on the Internet, and the course will be supplemented with face-to-face meetings. On the Internet, each unit has a section for the student to read the text, watch a PowerPoints and other materials, and summarize the material with the assignments. In addition, students will participate in discussion via Blackboard and in class, and take exams to demonstrate knowledge and understanding of the material.

Course Requirements

1. Readings

- a. Students are required to read the assignments in the text book(s) before viewing materials and submit a Reading Log on October 7 and December 2, 2010.
- b. Students are required to read the entire New Testament during the semester and submit a Reading Log on October 7 and December 2, 2010.

2. Review PowerPoints and other materials as required.

The student is required to watch the PowerPoint lessons after reading the text and complete other assigned material for each unit. The units will be opened for a limited period of time, so students will need to complete the reading and PowerPoint viewing in a timely manner.

3. Discussions

- a. Students are required to participate in discussion boards by posting responses to various topics and by posting responses to other student's remarks.
- b. Student responses to the topics and other student responses will be checked and graded using the rubric attached to the syllabus

4. Critical Introductions for New Testament books

- a. Students are required to submit critical introductions for each book of the New Testament.
- b. An outline for the critical introduction is attached to the syllabus. The critical introductions should contain the following information: authorship, recipients, occasion, purpose, date, literary genre, an outline, and list of critical issues. Each critical introduction should be no more than 3 pages single-spaced and be written in paragraph form. Exceptions to the paragraph form are outlines and lists. Exceptions to the page length include critical introductions of the following books which may be combined: 1-2 Thessalonians, 1-2 Corinthians, the Prison Epistles, the Pastoral Epistles, 2 Peter and Jude, 1-3 John.
- c. The material in the critical introductions must be the work of the student. Do not quote extensively from sources or copy and paste from sources. Instead, students are to summarize the material. Sources may be cited using parenthetical references (author's last name, title, page number).
- d. The introductions are to be compiled in a notebook and submitted for review or grading:

| | |
|--------------------------|-------------|
| Gospels | October 7 |
| Acts and Pauline Letters | November 11 |
| Complete Notebook | December 2 |

The notebook must be organized in such a manner that the student can use the notebook in the future.

5. Exams

- a. Students will complete a Mid-term Exam on line via Blackboard.

b. Students will complete a Final Exam on line via Blackboard.

c. Students are allowed to utilize their notes during the completion of the online exams. The exams, however, are timed so use of notes will be limited. Students will need to study beforehand to finish the exams in a timely manner.

Extra Credit

Students may earn up to three points to be added to the final course grade by reading and reviewing one of the optional texts. The review should consist of a 1-2 page summary of the contents of the book and a 1-2 page critique and reaction to the contents of the book. The review must be submitted by December 2, 2010.

Course Schedule

| Date | Topic | Assignment |
|-------------|---|---|
| Aug 26 | Introduction to the Course Background to the New Testament | Read Lea and Black Chapters 1-4 |
| Sept 9 | The Gospels | Read Lea and Black Chapters 5-7 |
| Sept 23 | The Life of Jesus | Read Lea and Black Chapters 8-11 |
| Oct 7 | Acts and Pauline Chronology Paul's Letters | Read Lea and Black Chapters 12-13 Read Lea and Black Chapters 14-16 Mid-term Exam (open Oct 7-28) |
| Oct 18-22 | Fall Break | |
| Oct 28 | Paul's Letters Paul's Letters | Read Lea and Black Chapters 14-16 Read Lea and Black Chapters 17-18 |
| Nov 11 | The General Epistles | Read Lea and Black Chapters 19, 20, 21, 23 |
| Nov 22-26 | Thanksgiving Break | |
| Dec 2 | Johannine Literature | Read Lea and Black Chapters 22, 24 |
| Dec 9 | Johannine Literature Final Exam | Final Exam (open Dec 9) |

Selected Bibliography

Primary Sources

Barrett, C. K., ed. *The New Testament Background: Selected Documents*. Rev. ed. San Francisco: Harper & Row, Publishers, 1995.

Charles, R. H., trans. *The Apocrypha and Pseudepigrapha of the Old Testament in English*, Volume 2: Pseudepigrapha. London: Epworth, 1913.

Charlesworth, James H., ed. *The Old Testament Pseudepigrapha*, Volume 2: Apocalyptic

Literature & Testaments. Garden City, New York: Doubleday & Company, Inc., 1983.

Danby, Herbert, trans. *The Mishnah*. Oxford: Oxford University Press, 1933.

Hennecke, Edgar, and Wilhelm Schneemelcher, eds. *The New Testament Apocrypha*. English trans. ed. by R. McL. Wilson. Philadelphia: Westminster Press, 1963.

Kee, Howard Clark. *The New Testament In Context: Sources and Documents*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1984.

Lightfoot, J. B. and J. R. Harmer, eds. and trans. *The Apostolic Fathers: Greek Texts and English Translations of Their Writings*. 2d ed. Ed. and rev. by Michael W. Holmes. Grand Rapids: Baker Book House, 1992.

Robinson, James M., gen. ed. *The Nag Hammadi Library in English*. New York: Harper & Row, 1977.

Vermes, Geza, ed. *The Dead Sea Scrolls in English*. New York: Penguin Books, 1975.

Whiston, William, ed. and trans. *The Works of Josephus: Complete and Unabridged*. Peabody, MA: Hendrickson Publishers, 1987.

History and Background

Bruce, F.F. *New Testament History*. New York: Doubleday, 1971.

Ferguson, Everett. *Backgrounds of Early Christianity*, 2d ed. Grand Rapids: William B. Eerdmans Publishing Co., 1993.

House, H. Wayne. *Chronological and Background Charts of the New Testament*. Grand Rapids: Zondervan, 1981.

Jeremias, Joachim. *Jerusalem in the Time of Jesus: An Investigation into Economic and Social Conditions During the New Testament Period*. Philadelphia: Fortress Press, 1969.

Keener, Craig. *The IVP Bible Background Commentary: New Testament*. Downer's Grove, IL: InterVarsity Press, 1993.

Malina, Bruce J. *The New Testament World: Insights From Cultural Anthropology*. Louisville: John Knox Press, 1981.

McRay, John. *Archeology and the New Testament*. Grand Rapids: Baker Book House, 1991.

Reicke, Bo. *The New Testament Era: The World of the Bible From 500 B.C. to A.D. 100*. Trans. by David Green. London: Adam & Charles Black, 1969.

Text and Canon

Brooks, James A. "The Text and Canon of the New Testament," in *Broadman Bible*

Commentary, Vol. 8: "General Articles, Matthew-Mark," pp. 15-18. Clifton J. Allen, gen. ed. Nashville: Broadman Press, 1969.

Bruce, F. F. *The Canon of Scripture*. Downers Grove, IL: InterVarsity Press, 1988.

_____. *The New Testament Documents: Are They Reliable?* Grand Rapids: William B. Eerdmans, 1960.

Metzger, Bruce M. *The Canon of the New Testament: Its Origin, Development, and Significance*. Oxford: Clarendon Press, 1987.

_____. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 3d ed. New York: Oxford University Press, 1992.

New Testament Introductions

Carson, D. A., Douglas J. Moo, Leon Morris, *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1992.

Feine, Paul, J. Behm, and W. G. Kummel. *Introduction to the New Testament*. Nashville: Abingdon Press, 1965.

Guthrie, Donald. *New Testament Introduction*. 3d rev. ed. Downer's Grove, IL: InterVarsity Press, 1970.

Kümmel, Werner Georg. *Introduction to the New Testament*. Trans. Howard Clark Kee (based on the 17th German edition). Nashville: Abingdon, 1975.

Lea, Thomas D. *The New Testament: Its Background and Message*. Nashville: Broadman & Holman, 1996.

Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. Nashville: Abingdon Press, 1965.

Bible Dictionaries

Bromiley, Geoffrey, et al., *The International Standard Bible Encyclopedia*. Rev. ed. 4 vols. Grand Rapids: Eerdmans, 1979-1988.

Buttrick, George A., gen. ed. *Interpreter's Dictionary of the Bible*. 5 vols. Nashville: Abingdon Press, 1962.

Freedman, David Noel. *The Anchor Bible Dictionary*. New York: Doubleday, 1992.

Green, Joel, Scot McKnight & I. Howard Marshall. *Dictionary of Jesus and the Gospels*. Downer's Grove, IL: InterVarsity Press, 1992.

Hawthorne, Gerald & Ralph Martin, eds. *Dictionary of Paul and His Letters*. Downer's Grove, IL: InterVarsity Press, 1993.

Martin, Ralph P. & Peter H. Davids, eds. *Dictionary of the latter New Testament and Its Developments*. Downer's Grove, IL: InterVarsity Press, 1997.

Mills, Watson E., gen. ed. *Mercer Dictionary of the Bible*. Macon, GA: Mercer University Press, 1990.

Ryken, Leland, James Wilhoit, Tremper Longman III. *Dictionary of Biblical Imagery*. Downer's Grove, IL: InterVarsity Press, 1998.

Gospel Studies

Aland, Kurt, ed. *Synopsis of the Four Gospels*, English Edition. New York: American Bible Society, 1982.

Beardslee, William A. *Literary Criticism of the New Testament*. Nashville: Fortress, 1970.

Dodd, C. H. *The Apostolic Preaching and Its Developments*. New York: Harper & Row, 1964.

Stein, Robert. *The Synoptic Problem: An Introduction*. Grand Rapids: Baker Book House, 1987.

Pauline Studies

Beker, J. Christiaan. *Paul's Apocalyptic Gospel*. Philadelphia: Fortress Press, 1982.

Doty, William G. *Letters in Primitive Christianity*. Philadelphia: Fortress Press, 1973.

Ellis, E. Earle. "Paul and His Co-Workers." *New Testament Studies* 17 (1970-71):437-52.

Jewett, Robert. *A Chronology of Paul's Life*. Philadelphia: Fortress Press, 1979.

Munck, Johannes. *Paul and the Salvation of Mankind*. Trans. F. Clarke. Richmond: John Knox Press, 1959.

Roetzel, Calvin J. *The Letters of Paul: Conversations in Context*. Atlanta: John Knox Press, 1975.

Reading Log

Please enter the date you completed the assignment.

| | Reading | Other materials |
|--------------------------|----------------|------------------------|
| Lea and Black Chapter 1 | _____ | _____ |
| Lea and Black Chapter 2 | _____ | _____ |
| Lea and Black Chapter 3 | _____ | _____ |
| Lea and Black Chapter 4 | _____ | _____ |
| Lea and Black Chapter 5 | _____ | _____ |
| Lea and Black Chapter 6 | _____ | _____ |
| Lea and Black Chapter 7 | _____ | _____ |
| Lea and Black Chapter 8 | _____ | _____ |
| Lea and Black Chapter 9 | _____ | _____ |
| Lea and Black Chapter 10 | _____ | _____ |
| Lea and Black Chapter 11 | _____ | _____ |
| Lea and Black Chapter 12 | _____ | _____ |
| Lea and Black Chapter 13 | _____ | _____ |
| Lea and Black Chapter 14 | _____ | _____ |
| Lea and Black Chapter 15 | _____ | _____ |
| Lea and Black Chapter 16 | _____ | _____ |
| Lea and Black Chapter 17 | _____ | _____ |
| Lea and Black Chapter 18 | _____ | _____ |
| Lea and Black Chapter 19 | _____ | _____ |
| Lea and Black Chapter 20 | _____ | _____ |
| Lea and Black Chapter 21 | _____ | _____ |
| Lea and Black Chapter 22 | _____ | _____ |
| Lea and Black Chapter 23 | _____ | _____ |
| Lea and Black Chapter 24 | _____ | _____ |

New Testament Reading Statement

I _____ have completed reading the entire New Testament this semester (Fall 2010).

I _____ have completed reading _____ percentage of the New Testament this semester (Fall 2010).

Please note that by signing and submitting this statement, your signature is your pledge that the information contained in the statement is true.

A Historical-Literary Analysis: A Basic Guide for a Critical Introduction

Any approach to an understanding of the books of the Bible is influenced by assumptions made about the author, recipients, occasion, purpose, and date of the work. A continued study of the Bible will involve evaluation of such questions and the different methods scholars and students use to answer them.

To begin a historical-literary analysis:

1. Situate the document in its historical context.

The historical-cultural context includes information about the author and the audience. Information about the historical-cultural context includes the background, circumstances, and relationship between the author and the recipients, as well as geographical, social, religious, economic, and political elements connected to their setting. Bear in mind that matters concerning authorship, date, occasion and purpose, and recipients may not be available for all biblical books, and matters concerning authorship, date, occasion and purpose, and recipients are matters which little scholarly consensus may have been reached. Therefore, students will survey arguments for and against matters related to authorship, recipients, occasion, purpose of the books, and date, summarize the arguments, and draw a conclusion.

a. Authorship: Who was the writer?

- 1) Internal evidence: Is the author identified specifically or implicitly in the text?
- 2) External evidence: Is the author identified in tradition?

b. Recipients: Who was the intended audience?

- 1) Internal evidence: Are the recipients identified specifically or implicitly in the text?
- 2) External evidence: Are the recipients identified in tradition?
- 3) What was the relationship between the author and the recipients?

c. Occasion: What were circumstance or set of circumstances that prompted the author to write?

- 1) Internal evidence: Are there any indications, statements or inferences, in the text that point to the occasion?
- 2) External evidence: Are there any indications, statements or inferences in contemporary writings that point to the occasion?

d. Purpose: Does the author explicitly state a purpose?

- 1) If yes, what is the issue, or issues and what position is the author taking on the issue or issues?
- 2) If no, what issue or issues did the author implicitly address in the text and what position is the author taking on the issue or issues?
- 3) What is the author's thesis (major claim) and how is the thesis supported?

e. Date: When did the author pen the document?

1) Are there any indications in the text that point to a specific time?

2) Are there any indications in contemporary literature that would indicate a specific time?

Once the document is situated in its historical context, analysis of the literary features of the book can begin.

2. Analyze the literary features of the text.

a. Genre (literary type)

When analyzing a book of the Bible, determine the dominant type of literature (gospel, historical narrative, letter, apocalypse, etc.)? Keep in mind that a book may contain other literary genres. For example, a gospel is composed of narratives, miracle stories, parables, etc.

b. Structure (Outline):

1) Types of outlines: outlines are constructed for different purposes: topical, thematic, geographical, literary, etc.

2) Three approaches for constructing an outline: construct your own outline, modify an existing outline, or use an existing outline.

c. Major theme or themes

1) What is the primary theme or themes of the book?

2) What are the secondary themes of the book and how do those themes support or develop the primary theme or themes?

d. Summarize the content of the book (paragraph by paragraph, chapter by chapter, etc.). One of the primary means of analyzing the content of a book is construct an outline.

3. Critical issues

Critical issues are questions related to the historical background (authorship, recipients, date, etc.), interpretive issues (difficult passages), etc.

Discussion Board Grading Rubric

A = Distinguished/Outstanding Discussion (93-100)

Students earning and “A” for the discussion activity have participated 2 or more times during the discussion and have posted outstanding information. “A” students will have checked the discussion more than once and not have posted everything at once. “A” discussion postings

- Are made in time for others to read and respond
- Deliver information that reflects full thought, careful analysis, and insight
- Make connections to previous and current content, and connections to real-life situations
- Contain fully developed new/original ideas, connections, and applications

B = Proficient Response (85-92)

Students earning a “B” for the discussion activity have participated at least 2 times during the discussion and have posted proficient information. “B” discussion postings

- Are made in time for others to read and respond
- Deliver information that reflects some thought, analysis, and insight
- Make connections to previous and current content, and connections to real life situations, but the connections unclear or are too obvious
- Contain new/original ideas, connections, or applications, but lack depth and/or detail

C = Basic Response (77-84)

Students earning a “C” for the discussion activity have participated at least 1 time during the discussion and have posted basic information. “C” discussion postings

- May not be made in time for others to read and respond
- Are generally competent, but lacking in depth – the material is trivial, thin and commonplace – in the form of vague generalities
- Make limited, if any, connections with previous or current content, or limited connections to real life situations
- Contain few, if any, new/original ideas or applications; often rehashing or summarizing other comments

D-F = Below Expectations (60-76)

Students earning a “D” or below for the discussion activity have participated at least 1 time during the discussion and have posted insufficient – below expectations information. “D-F” discussion postings

- May not have been made in time for others to read and respond
- Deliver information lacking evidence of thought, analysis, and insight
- Contribute no new/original ideas, connections to previous or current content
- May be completely off topic

Lack of participation in a Discussion Board will result in a zero for that activity.