



PhD Supervised Reading Colloquium (NTSR9304)

New Testament Introduction and Pauline Studies

New Orleans Baptist Theological Seminary

Biblical Studies Division

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I. SEMINARY MISSION

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. COURSE PURPOSE

This purpose for this course is to engage the student in assigned bibliography related to specialized areas of New Testament study.

III. CORE VALUES:

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. *The core value for NOBTS this year is Spiritual Vitality.*

IV. KEY COMPETENCIES:

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. *The key competency addressed in this course is Biblical Exposition.*

V. COURSE DESCRIPTION:

The four Ph.D. supervised reading colloquiums in New Testament are comprised of structured discussions based upon assigned bibliography covering New Testament areas of backgrounds, methodology, linguistics, semantics, Johannine studies, New Testament theology, Synoptics, Jesus research, text and canon, critical introduction, and Pauline studies. Colloquiums meet once a month, or four times in the semester. Reading lists for each colloquium are available from the New Testament secretary's office. Assignments for each meeting are derived from the reading list for that particular colloquium.

VI. STUDENT LEARNING OUTCOMES:

The following are the student learning outcomes of this course:

- The student will be able to understand thoroughly New Testament methodology and its current trends, the genre and purpose of New Testament introduction, and Pauline studies.
- The student will be able to apply adequately New Testament methodology and its current trends, the genre and purpose of New Testament introduction, and Pauline studies.
- The student will be able to communicate clearly New Testament methodology and its current trends, the genre and purpose of New Testament introduction, and Pauline studies to a contemporary audience.

VII. LEARNING OBJECTIVES:

Knowledge

Students who complete this course successfully should:

- Know a broader preparation for New Testament teaching and research by discussing current issues in New Testament study in a dialogical format
- Know the major issues in the critical study of Paul's life and letters as these impact an interpretation of his writings
- Know an adequate New Testament bibliography that will support and sustain New Testament research and writing

Attitudes

Students who complete this course successfully should:

- Show an expanded appreciation of the New Testament field that will augment research done in New Testament seminars
- Show an appreciation for, and an understanding of, the range of interpretation regarding critical introductions to the New Testament documents
- Show more confidence in interpreting the New Testament

Skills

Students who complete this course successfully should be able to:

- Dialogue intelligently over current issues in New Testament study, as well as in the study of introduction and Paul in particular
- Discuss intelligently the historical development and hermeneutical nature of the historical-critical method, as well as form, redaction, and rhetorical criticisms
- Demonstrate a competency for engaging current discussion and relevant issues in Pauline research and how these issues impact the shape of Pauline studies

VIII. PROFESSOR'S WEBSITE:

Dr. Stevens's personal website is: <http://www.drkoine.com>

This website is for students in classes taught by Stevens. The site has a dual purpose: (1) to provide personal information about Dr. Stevens for his students to get to know their professor in more dimensions than just a classroom, and (2) to support his seminary teaching. The personal pages include background, family, photography, and music. The professional pages include Dr. Stevens's published textbooks, the courses he teaches with related files for downloading, travelogues of educational travel videos, podcasts, and blogs.

IX. REQUIRED TEXTS:*New Testament Methodology:*

- Edgar McKnight, *What Is Form Criticism?* Guides to Biblical Scholarship (Fortress)
- Norman Perrin, *What Is Redaction Criticism?* Guides to Biblical Scholarship (Fortress)
- Edgar Krentz, *The Historical-Critical Method*, Guides to Biblical Scholarship (Fortress)
- C. Clifton Black and Duane F. Watson, eds., *Words Well Spoken: George Kennedy's Rhetoric of the New Testament*, Baylor University Press

New Testament Introduction:

- *Anchor Bible Dictionary*, 6 vols. (Doubleday, 1990)
- Raymond Brown, *An Introduction to the New Testament* (Doubleday, 1997)
- Helmut Koester, *New Testament Introduction*, 2 vols. (Fortress, 1982)

Pauline Studies:

- Jürgen Becker, *Paul, Apostle to the Gentiles* (Westminster, 1993)
- J. Christiaan Beker, *Paul the Apostle: The Triumph of God in Life and Thought* (Fortress, 1980)
- E. Randolph Richards, *Paul and First-Century Letter Writing: Secretaries, Composition and Collection* (Downers Grove: InterVarsity Press, 2004)
- Francis Watson, *Paul and the Hermeneutics of Faith* (London, New York: T&T Clark, 2004)
- James D. G. Dunn, *The Theology of Paul the Apostle* (Eerdmans, 1998)
- E. P. Sanders, *Paul and Palestinian Judaism: A Comparison of Patterns of Religion* (Fortress, 1977)

X. TEACHING METHODOLOGY:

- Class sessions will consist of discussion of assigned bibliography. Students will lead these discussions as assigned.
- Class preparation will consist of bibliography readings, reports, group discussions, and a final, annotated bibliography.
- Class units are: one session on methodology, one session on New Testament introduction, and two sessions on Pauline studies.

XI. COURSE EVALUATION:

- **Bibliography:** all colloquium members will read all texts. That is, each member should be broadly familiar with the thesis, outline, content and development, and conclusions, as applicable, for each book assigned for that colloquium session.
- **Assignments:** colloquium members will be assigned specific books for book reviews. Written assignments are two-fold:
 - a.) **book reviews:** each colloquium session turn in a typed, single-spaced, *one page* review of your assigned book. Format is a header with bibliographic and author data, followed by a paragraph summarizing content, a paragraph summarizing

two reviews, if available, in academic journals, and a paragraph of your evaluation and statement of significance for the New Testament field. Copies of your review should be made available for all colloquium members.

- b.) **annotated bibliography:** colloquium members will work cooperatively and corporately to provide an annotated bibliography of all books on the reading list for the colloquium. Each annotation should include bibliographic and author data, followed by *one to two paragraphs* of no more than 300 words that synthesizes and integrates the “best of” comments and observations made in book reviews submitted to the colloquium. This work best could be done in a cumulative fashion during the semester. The colloquium will be expected to organize itself for this assignment and to share responsibilities. The annotated bibliography is due one week after the last colloquium.
- **Participation:** dialogue and discussion are the essence of the colloquium. Each colloquium member will be required to participate actively and regularly in all session discussions. Participation will be monitored closely. Should the degree of participation be unsatisfactory, the colloquium member will be notified after the session by e-mail. Failure to respond with a greater degree of participation in the next session will be grounds for dismissal from the colloquium and a failing grade for the colloquium.
 - **Absence:** the colloquium meets only four times. Thus, no absence is excused. A missed session will require a make-up session with the professor before the next scheduled meeting. *Any assigned work is still due the date of the assigned session.* Two missed sessions is an automatic failing grade for the colloquium.

VII. Assignments

NTRC9204–SUPERVISED READING COLLOQUIUM (SPRING 2013)

SESSION 1: METHODOLOGY Jan. 22	(1) Organization of colloquium (2) Discussion of Krentz, <i>The Historical-Critical Method</i> (3) Discussion of McKnight, <i>What Is Form Criticism?</i> (4) Discussion of Perrin, <i>What Is Redaction Criticism?</i> (5) Discussion of Black and Watson, <i>Words Well Spoken</i>
SESSION 2: INTRODUCTION Feb. 12	(1) Discussion of <i>Anchor Bible Dictionary</i> (2) Discussion of Brown, <i>An Introduction to the New Testament</i> (3) Discussion of Koester, <i>New Testament Introduction</i>
SESSION 3: PAULINE STUDIES March 12	(1) Discussion of Becker, <i>Paul, Apostle to the Gentiles</i> (2) Discussion of Beker, <i>Paul the Apostle</i> (3) Discussion of Richards, <i>Paul and First-Century Letter Writing</i>
SESSION 4: PAULINE STUDIES April 16	(1) Discussion of Sanders, <i>Paul and Palestinian Judaism</i> (2) Discussion of Dunn, <i>The Theology of Paul the Apostle</i> (3) Discussion of Watson, <i>Paul and the Hermeneutics of Faith</i>