



PhD Supervised Reading Colloquium (NTSR9304) New Testament Introduction and Pauline Studies

New Orleans Baptist Theological Seminary

Biblical Studies Division

Dr. Gerald L. Stevens (HSC 262, x3734)

gstevens@nobts.edu

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 Doctrinal Integrity.*

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 Backgrounds, Introduction, and Rhetorical Methodology:*

- Neusner, Jacob. *Mishnah: A New Translation*. New Haven: Yale University, 1988
- Yonge, C. D. Translator. *The Works of Philo: Complete and Unabridged*. Wipf and Stock, 1993
- Logan, Alistair and A. Wedderburn, eds. *The New Testament and Gnosis*. T&T Clark, 2004
- Schneemelcher, Wilhelm, Editor. R. M. Wilson, Translator. *NT Apocrypha: Gospels and Related Writings*. Vol. 1. Rev Ed. John Knox Press, 1991
- Schneemelcher, Wilhelm, Editor. R. M. Wilson, Translator. *NT Apocrypha: Writings Relating to the Apostles, Apocalypses, and Related Subjects*. Vol. 2. Rev. Ed. John Knox Press, 1992 (or most recent ed.)
- Introduction to all OT books from the Anchor Bible Dictionary. Doubleday, 1990
- Keener, Craig S. *Acts: An Exegetical Commentary*. Vol. 1 (ONLY). Baker, 2012
- Black, C. Clifton and Duane F. Watson, eds., *Words Well Spoken: George Kennedy's Rhetoric of the New Testament*, Baylor University Press

Pauline Studies:

- Richards, E. Randolph. *Paul and First-Century Letter Writing: Secretaries, Composition and Collection* (Downers Grove: InterVarsity Press, 2004)
- Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion* (Fortress, 1977)
- Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought* (Fortress, 1980)
- Dunn, James D. G. *The Theology of Paul the Apostle* (Eerdmans, 1998)
- Watson, Francis. *Paul and the Hermeneutics of Faith* (London, New York: T&T Clark, 2004)
- Wright, N. T. *Paul and the Faithfulness of God*. Minneapolis: Fortress, 2013

Apocalyptic Studies:

- Murphy, Frederick J. *Apocalypticism in the Bible and its World: A Comprehensive Introduction*. Grand Rapids: Baker Academic, 2012
- Collins, John J. *The Apocalyptic Imagination*. 2nd ed. Eerdmans, 1998
- Reddish, Mitchell G, ed. *Apocalyptic Literature: A Reader*. Hendrickson, 2015
- Stevens, Gerald L. *Revelation: The Past and Future of John's Apocalypse*. Eugene, OR: Pickwick, 2014

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 introduction, backgrounds, one session on non-canonical, rhetoric, and Paul, one session on Paul, and one session on apocalyptic.

XI. COURSE EVALUATION:

- **Bibliography:** All colloquium members will read texts highlighted in bold on the syllabus assignments. For non-highlighted books, all colloquium members at least should be broadly familiar with the thesis, outline, content, development, and conclusions, as applicable.
- **Assignments:** The colloquium has two basic assignments. One is a set of book reviews. The other is an annotated bibliography. During the colloquium, book reviews are submitted. After the colloquium, an annotated bibliography is submitted. The following is a description of these two assignments.

a.) **book reviews:**

Copies of reviews should be made available for all colloquium members. Written book reviews have the same format, whether a highlighted or a non-highlighted book in the assignments section. Book reviews should be typed, 12 point, single-spaced, *no more than two, no less than one and a half pages*. Format is:

- *Header:* a header with bibliographic and author data
- *One-word summary:* one word/phrase encapsulating the essence of the book
- *One-sentence summary:* one sentence that unpacks this essential word
- *General summary:* review the basic outline and content
- *Journal summary:* two academic journal reviews (except for dictionary articles)
- *Evaluation:* a paragraph of solid critique and significance for Biblical Studies

Reading every book on the colloquium bibliography is not feasible in a semester. However, the colloquium still is charged with covering all the books in the bibliography. The student needs a working knowledge of every book for either the qualifying or oral exam. We have created a process to make this goal feasible. Book reviews distinguish themselves as either colloquium-written reviews or individually-written reviews. The non-highlighted books in the assignments are colloquium-written reviews. Highlighted books are individually-written reviews.

1. *Colloquium-written reviews:* All non-highlighted book reviews are colloquium written. That is, the entire colloquium together produces one review for each non-highlighted book in the assignments section of the syllabus. The intent is that every colloquium member might contribute something toward the finished review, but exactly what for each book is decided by the colloquium members among themselves. Thus, colloquium-written reviews are organized and accomplished in any cooperative manner decided upon by colloquium members together. Typically, students with the most seminars under their belt should share responsibility to take the lead to organize and accomplish colloquium-written reviews.
2. *Individually-written reviews:* All highlighted book reviews are individually written. That is, for each highlighted book in the assignments section, every student will read that book in whole and turn in their own individual review of that book. Note that eight books are assigned during the semester as individually-written reviews. Unfortunately, four of them occur in one

session (Session 3). To cope with this responsibility, the student should make a goal ahead of time to do one extra individually-written review from Session 3 in each of the first two sessions (even though not turned in for those first two sessions). That way, the student will average producing two individually-written reviews per colloquium session.

- b.) **annotated bibliography:** The second assignment is an annotated bibliography. This assignment is a collective effort of the entire colloquium. Colloquium members will organize and 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 meeting*. All colloquium members get a copy of this product.
- **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 and expected to increase participation in future meetings.
 - **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 generate an automatic failing grade for the colloquium.

VII. Assignments

NTSR9304–SUPERVISED READING COLLOQUIUM (SPRING 2019)

SESSION 1: INTRODUCTION BACKGROUNDS Jan. 22	(1) Discussion of <i>Anchor Bible Dictionary</i> , OT Intros (2) Discussion of Neusner, <i>Mishnah</i> (3) Discussion of Yonge, <i>Philo</i> (4) Discussion of Logan and Wedderburn, <i>Gnosis</i>
SESSION 2: NON-CANONICAL RHETORIC PAULINE Feb. 12	(1) Discussion of Schneemelcher, <i>Gospels, Apocalypses</i> (2) Discussion of Black and Watson, <i>Words Well Spoken</i> (3) Discussion of Dunn, <i>Theology of Paul</i> (4) Discussion of Richards, <i>Paul and First-Century Letter Writing</i>
SESSION 3: PAULINE March 12	(1) Discussion of Sanders, <i>Paul and Palestinian Judaism</i> (2) Discussion of Beker, <i>Paul the Apostle</i> (3) Discussion of Watson, <i>Paul and the Hermeneutics of Faith</i> (4) Discussion of Wright, <i>Paul and the Faithfulness of God</i>
SESSION 4: APOCALYPTIC April 16	(1) Discussion of Collins, <i>The Apocalyptic Imagination</i> (2) Discussion of Reddish, <i>Apocalyptic Literature</i> (3) Discussion of Murphy, <i>Apocalypticism</i> (4) Discussion of Stevens, <i>Revelation</i>

Example Preparation—Session 1:

Colloquium written reviews: 39 dictionary articles, two books

- OT Intros = 39 books, partitioned among colloquium members and review compiled
- Neusner, *Mishnah*, partitioned among colloquium members and review compiled
- Yonge, *Philo*, partitioned among colloquium members and review compiled

Individually written reviews: two (one required; one advised)

- Logan/Wedderburn, *Gnosis*, each student read and submit a review (required)
- Pauline: do in advance one from Sanders, Beker, Watson, or Wright (from Session 3); this review, however, actually is not submitted until Session 3.

Example Organization—Session 1:

Obvious in the design of a class that meets only four times in a semester is that colloquium members will have to organize before Session 1 to accomplish its goals. The professor will try to help facilitate this process in the weeks leading up to the Session 1 meeting. Students will need to come to the session ready to take off running in discussion of OT Intros and the three books by Neusner, Yonge, and Logan/Wedderburn. Three leaders will need to come forward to volunteer to compile the efforts of the colloquium-written material into one cohesive document for each (OT Intros, Neusner, Yonge).

XIII. SAMPLE REVIEWS:

- **Book Review:** A sample book review is attached to this syllabus. The review is solid, but could have included a sentence about the author's confessional/teaching context.
- **Dictionary Review:** A sample dictionary article review is attached to this syllabus. Dictionary articles are a slightly different animal. For example, they have no journal article reviews of them individually. Also, finding author information can be harder.

SAMPLE

Allyson Presswood Nance
NTSR9304

Becker, Jurgen. *Paul: Apostle to the Gentiles*. Translated by O.C. Dean. Louisville: Westminster John Knox, 1993.

Word: developmental

Sentence: Becker presents Pauline theology as developmental using his “authentic” letters and a reconstructed chronology of his life.

Summary: After giving some basic background information on Paul (Chapters 1-4), Becker reconstructs a chronology of his life using mainly information from what he considers the seven authentic Pauline letters (Rom, 1-2 Cor, Phil, Gal, Phile, 1 Thess) with some consideration of the material in Acts and the six supposedly deuterocanonical Paulines (Chapters 5-13, 15). Here Becker places Paul in Antioch for the twelve years before he begins his missionary journeys, so that much of his “theology” begins as Antiochene (83). In analyzing the various letters, Becker often goes with the “old guard” when it comes to defining the law and Judaism, so that Paul completely sets aside the law (298-300). Becker then “puts the pieces together” in Chapter 14, summarizing Pauline theology as “the theology of experience under the influence of the gospel and of the Spirit connected with it” (374). Thus the “doctrines” Paul espouses vary with the setting he is addressing, and an attempt to systematize his theology around a certain core *doctrine* cannot succeed.

Significance: Becker provides a classic in German scholarship on Paul, an excellent example of a work comprehending Paul’s theology as developmental, and a great summary of the chronology of the apostle regarding travel and writings (relying primarily on the *Hauptbriefe*). Since he writes without footnotes, placing him within scholarship could be difficult, but to those familiar with the field, his reliance on others (i.e. Betz for the division of 2 Corinthians) can be observed. He does not interact with Sanders’ work to any great degree (if at all) and thus still holds to the older consensus concerning a law-driven instead of covenant-driven Judaism.

Reviews:

Burgland, Lane. "Paul: Apostle to the Gentiles." *Concordia Theological Quarterly* 60, no. 1-2 (January 1, 1996): 132-134.

- Burgland gives a pastor’s reponse to a book written at least partially for pastors: Becker needs to look at all of Paul’s letters (not just the few he chooses) to get a complete picture of Paul and must consider the evidence from Acts

DeSilva, David Arthur. "Paul: Apostle to the Gentiles." *Christian Century* 111, no. 16 (May 11, 1994): 504.

- Especially helpful for nonspecialists who wish to get a better understanding of Paul
- Highlights a three-stage development of theology in Paul
- Although no footnotes appear, Becker interacts with major themes of other scholars in his writing

Houlden, James Leslie. "Paul: apostle to the Gentiles." *Biblical Interpretation* 2, no. 2 (July 1, 1994): 240-242.

- Chronological scheme, both historical and theological methods
- Setting each letter within its context in Paul's life allows discussion of and insights from the occasions, but setting aside a chapter at the end to focus entirely on the theology of Paul gives Becker's view of the bigger picture as well
- A very traditional Lutheran interpretation of Paul's view of the law

Reddish, Mitchell G. "Paul: Apostle to the Gentiles." *Perspectives In Religious Studies* 22, no. 1 (March 1, 1995): 75-78.

- "Becker gives us a Paul whose own theology is not static, but growing, changing, and adapting to the demands of new situations" (75).
- Better than Bornkamm's (outdated) and Bruce's (too conservative) similar books

Roetzel, Calvin J. "Paul: Apostle to the Gentiles." *Interpretation* 49, no. 2 (April 1, 1995): 186-189.

- "This is an ambitious and comprehensive effort to construct a theology of Paul that takes into account the influences of Hellenistic diaspora Judaism, Pharisaism, and Jewish apocalypticism on Paul before his call and the role the gentile church in Antioch and the mission churches played after his call" (186).
- Trying to consider both biography and theology of Paul
- 3 periods of theological development: 1) theology of election, 2) theology of the cross, 3) theology of justification
- The focus on individualism in Becker's view of Paul's justification distorts Paul's theology
- Becker's characterization of Paul's view of law seems a caricature

SAMPLE

Allyson Presswood Nance
NTSR9304
ABD Articles – Romans

Myers, Charles D. “Romans, Epistle to the.” Pages 814 to 830 in *The Anchor Bible Dictionary*. Edited by David Noel Freedman. Vol 5. New York: Doubleday, 1992.

Outline of Article:

- A. Author and Name of the Epistle
- B. The Place of Romans
 - a. In the Christian church
 - b. In the NT canon
 - c. In the career of Paul
- C. The Text of Romans
- D. The Epistolary Form and Occasion of Romans
- E. The Argument of Romans
 - a. Rom 1:16-17
 - b. Rom 1:18-3:20
 - c. Rom 3:21-4:25
 - d. Rom 5:1-8:39
 - e. Rom 9:1-11:36
 - f. Rom 12:1-15:13
- F. The Literary Character and Style of Romans
- G. The relation of Romans to Other Ancient Literature
- H. Some “Problem” Texts of Romans Reconsidered
 - a. Rom 1:26-27Rom 13:1-7
 - b. Rom 16:1-7

Author: Charles Myers chairs the Dept of Religious Studies at Gettysburg College, teaches biblical studies classes there, and is an ordained Presbyterian (USA) pastor (Gettysburg College Faculty web page).

Summary: Myers provides solid information about scholarship on Romans, outlines various views on the important debates, and presents pertinent historical evidence for all claims regarding the work and its interpretation. He begins by locating Romans as stemming from Paul in Corinth between 55 and 57 A.D. (816), then talks about its importance in Christian history for influencing reform (note Augustine, Luther, and Barth) and establishing doctrine (Aquinas, Calvin) (817). In manuscript traditions, Romans usually (but not always) occurred as the first Pauline letter with the Pauline corpus appearing after the General Epistles. For Paul, Romans represents his “mature thought” and shows theological development of Pauline themes from earlier letters (818). Some scholars have challenged the integrity of Romans (two letters: Schmithals; added glosses: Bultmann), especially with regard to chapter 16, but Myers relies on Gamble’s excellent study for convincing evidence of Romans’ integrity (819).

Myers gives several “reasons” for Romans, 1) to counsel that church on Jewish-Gentile relations (820), 2) to introduce and explain Paul’s “law-free” gospel, 3) to apologize for his delay

in visiting due to his plans to travel to Jerusalem, and 4) to elicit prayer support for his trip to Jerusalem (820-21). While these do not cover every reason scholars have proposed for Romans' occasion (see Wedderburn's *Reasons for Romans* for a more extensive answer), they hit the highlights of what most scholars have seen. Myers' division of the sections of Romans is standard, and he gives a moderate view on the main points of each section. He does not, unfortunately, deal with the huge impact of the New Perspective on Paul on the interpretation of Romans. With a view to interpreting Romans as a whole, he notes the impact of rhetorical criticism (Stowers, Donfried, Jewett) and understanding rhetorical devices as help to making sense of the internal structure and the genre of the letter. Finally, Myers treats several "problem texts," labeled as such possibly because he disagrees with the majority of past interpreters on these issues, namely 1) homosexuality, 2) government, and 3) roles of women.

Myers provides an excellent introduction for a student beginning study of Romans, but his article would need to be supplemented by work dealing with the NPP to be truly helpful to someone planning to do research in the area. His main methodology throughout the article is general historical criticism, though he includes insights from (more specifically) rhetorical criticism.