

North Park Theological Seminary
3225 W. Foster Avenue, Chicago, IL 60625

BIBL 5250 Hyflex (Section 1-2; 3hrs)
New Testament 2: Texts and Their Theology
Fall 2026 Syllabus

Instructor	Max J. Lee The Paul W. Brandel Chair of Biblical Studies Professor of New Testament
Class Hours/Location:	Thursday 5:45-7:15pm CST A hyflex-hybrid course (hyflex: on-campus + simultaneous stream; hybrid: ½ course content online + ½ through simultaneous on-campus and streaming class time)
Office:	Nyvall 306 but will move to Nyvall 201 at the beginning of the term
Phone	773-244-5258
Office Hours	in-person or by zoom appointment (class is by MS teams; OH by zoom)
Email	mlee1@northpark.edu
Twitter	@ProfMaxLee

Catalog Description

This course explores further the interpretation, context, and content of the New Testament, with particular emphasis on the theology of New Testament texts and their contemporary relevance. Theological themes running across the canon which were introduced in NT1 are explored in greater detail, including the historical Jesus, Christology, soteriology, ecclesiology, ethics and eschatology. The portrayals of Jesus in the Gospels will be critically engaged as a means of deepening historical and theological understanding of his life and teaching. The letters of Paul and their theology will be analyzed and their significance for presenting the gospel assessed. The study of Acts and selected other New Testament texts will prompt critical reflection upon the nature of the church and its participation in mission. Particular emphasis is placed on developing the skills for historically and theologically informed exegesis from a canonical perspective.

Learning Objectives for Course:

The overarching goal for this course continues the skills introduced in NT1 but adds to them an intra-canonical interpretation of texts by which we can construct a New Testament theology.

In continuity with NT1, the student continues *to build a common vocabulary* with the authors of the New Testament (i.e., the task of **exegesis** and the historical critical method) by interpreting texts within their historically contingent, literary, and culturally-conditioned context. Students will also *theologically reflect* upon how the original message of the NT authors can be applied to our present Christian context (the task of **hermeneutics**). But a special emphasis will be given to how the theological contributions of each NT author on a given topic (e.g., a doctrine of Scripture, Christology, humanity and its fall, salvation, discipleship and ethics, ecclesiology, and eschatology) *cohere together* to give a united witness on what the Bible as God's word teaches the church and reader (the task of **theological construction**).

To accomplish this overall goal for the course, students will fulfill the following course objectives:

1. Students will acquire additional knowledge of the history, cultural climate, social and religious values, and politics of Palestine and of the wider Roman world during the late Republic to early imperial period (ca. 1st cent B.C. to the 2nd cent A.D.) as such knowledge informs the interpretation of the biblical text.

2. *Students will interpret the Gospels, the Book of Acts, the Pauline Letters, the General Letters, and Revelation for their theological contributions to the key doctrines of the Christian faith including the church's understanding of Scripture, Christology, humanity and its fall, salvation, discipleship and ethics, ecclesiology, eschatology, and other topics.*
3. *Students will synthesize or systematize the theological contributions of each NT author on a given topic into a coherent statement or description.*
4. *Students will apply the major theological themes of the Bible to their own communal setting and explain a theme's contemporary implications for the present day church.*

Required Textbooks

Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove: Intervarsity Press, 2016 [ISBN: 978-0-8308-5153-9]

New book and terrific for thinking through key doctrinal topics from a historical and theological perspective as they are addressed in both the Old and New Testaments of our Christian Scriptures. Goldingay's book functions to guide us in doing New Testament theology without forgetting the continuing witness of the Old Testament. Its biblical theology functions as a co-step to a more systematic New Testament theology.

Movie: *Apostle Paul – A Polite Bribe* (now available via streaming through Google play; link provided on the course shell)

You will watch it over the Spring reading week through the Brandel electronic holdings.

Lee, Max., ed. *New Testament 2 Reader* (hence **NTR**)

Fair Use Statute, 17 U.S.C. § 107

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include - (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

*This reader contains additional required reading assignments for the course. Since there are no major textbooks required outside of Goldingay (above), **students are expected to print out their own hard copies** of the articles as part of their textbook costs **or read them in electronic form.***

The reader includes the writings of both past and present contributors to New Testament scholarship who have fundamentally shaped (for better or for worse) the way modern readers understand major theological and historical themes in the New Testament. You will be reading either directly from these authors themselves or secondary descriptions of their work. Special attention was also given to rising scholars of color and women scholars who are major “influencers” in biblical research.

NTR is available online through Canvas where you can download the articles/essays as PDF files under the general library use policy allowed for by the U.S. copyright office (cited below). Since there are no major textbooks required outside of Goldingay (above), students are expected to print out their own hard copies of the articles as part of their textbook costs or read it electronically on a tablet.

Lee, Max. *Lecture Notes: BIBL 5250: New Testament 2: Texts and Their Theology*. PowerPoint version.

Unpublished but copyrighted notes will be distributed in class ©2016–present in the form of PowerPoint slides. *Please do not distribute these notes to those outside the course without written permission from the instructor.* The student however is encouraged to use electronic and hard-copy prints for personal use and study. These notes will be posted on Canvas as PDF's by module.

[For all MDiv students]: ***The Greek New Testament*** (UBS⁵ or NA²⁸).

MDiv students should work from the Greek New Testament at select points from the course if you have taken Greek 1-2 already. But you are allowed to bring your English Bible as well (see comments just below) as a *second* reference.

[For non-MDiv students]: ***The English Bible*** in any contemporary translation, but preferably the **NRSV** or **TNIV**.

Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson's translation). A more literal translation of the Hebrew/Greek texts are needed. If you have any questions about what translation to use, please ask the instructor of the course.

Summary: Assignments and Exams (Total possible = 1000 pts)

Assignment	Description	Max Value	Grade %
4 Quizzes	There are 5 module quizzes online throughout the semester. (5 – 1 drop = 4 Quizzes X 50pts)	200	24%
Historical Paul Project	Due sometime after the Fall reading week	100	12%
<i>In-Class Student Presentation</i> plus accompanying paper	100pts Oral Presentations will be done individually	100	12%
Reading Contract	The reading contract is due towards the end of the course. A form will be distributed cataloguing read pgs.	100	12%
Final Exam	Online exam to be taken by 11:59pm CST	350	40%
<i>Total Possible Points/ Percentage</i>		850	100%

4 Quizzes (200pts; 5 – 1 drop = 4 quizzes X 50pts per quiz; 24% of your final grade)

[meets learning objectives #1-3]

You will be given a unit quiz on the class readings and lecture material. The exam will be a mixture of objective questions: multiple-choice, true/false, matching, and short answer/essay. The quiz is closed book/closed note (honor system). There will be 5 quizzes but your lowest quiz will be dropped.

Historical Paul Project (100pts; 12% of your final grade)

[meets learning objectives #1–4]

You will read and critically evaluate the **Movie: *Apostle Paul – A Polite Bribe***. Details on this writing assignment are at the end of this syllabus (see the appendices). [100pts]

***Oral Presentation + Accompanying PowerPoint* (100pts; 12% of your final grade)**

[meets learning objectives #1–4]

Each student prepares their own assigned presentation (choose one from Presentation A–G; see schedule)

For your presentation, please create and submit a **PowerPoint slideshow for the class**.

Be aware that there are 2 parts to this assignment, and each part has different goals.

Pre-Presentation Meeting (prior to your presentation date): Talk with the instructor a week before your presentation to discuss your topic and reading (the meetings are usually after our synchronous class session; stay an extra 15 minutes after our session ends a week before your presentation date)

Oral Presentation with a PowerPoint for the class (**100pts**); please submit the PowerPoint on canvas *before* you present as part of your assignment and so he can later post it online for the class to have.

Your task will be to identify and introduce major critical issues, strengths and weakness of the reading, and the “so what?” or theological/pastoral implications for ministry

Your presentation should be 15-17 minutes in length (aim for 15min; at 20 min the instructor will cut it short abruptly for time’s sake). Be prepared to be the 1st responders to questions the instructor or your fellow classmates will have

Important note: The presenters are encouraged to do more than just read the assigned essay/article. The presenters, if necessary, are encouraged to read 1-2 additional research sources that inform their presentation. If, for example, you disagree with a particular author’s reading of a biblical text, or interpretation of historical/textual evidence, then please consult other secondary sources which support your alternative arguments

See the appendices for guidelines and rubric on the presentations.

Reading Contract (100pts; 12% of your final grade) [meets learning objectives #1-3]

Due at the end of the course: you will be asked to sign off on the reading you did for class. If you read 100% of the assigned reading, then 100pts. 90% then 90pts., and so on.

Final Essay Exam (350pts; 40% of your final grade) [meets learning objectives #1-3]

There will an accumulative final for the course, covering material from the first day until the last. Like the quizzes, the final will be a combination of multiple-choice, true/false, matching, and short answers. But the exam will also include *more essay questions*. You will be tested on *mostly on the lecture material* though reading, as it overlaps with the lecture, is included.

Grading Scale

The following is the seminary grading scale used for the course and is by percentage %:

95–100%	A	85-84	C+	71-70	D –
94-93	A–	83-80	C	69-below	F
92-91	B+	79-78	C –		
90-88	B	77-76	D +		
86-87	B –	75-72	D		

There may be a curve applied to the above scale but this is at the discretion of the instructor and would be applied only to the overall grades for the course at the end of the semester.

Policy on Excused vs Non-Excused Absences

If you experience difficulties, please speak to the instructor about it. Illness and other unforeseen circumstances beyond your control will be regarded sympathetically, but poor planning on your part is not a good excuse. Poor attendance without good reason will affect the mark awarded for the overall grade for the course.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. **The use of ChatGPT** or other AI composition software and presenting your essay/paper as an original composition authored by you or to impersonate you in assignments. AI is a good aid to gather resources (but check—it does make mistakes and I've caught many), but **AI should not compose your answers or write your paper for you**. The **Turn-It-In** gate does check for AI composition and flags it.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

Disability Accommodations

North Park Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Title 9

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu. Please refer to North Park's Safe Community site for reporting, contact information, and further details.

Incomplete grades

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.

Course Schedule

Module	Topic/Description	Reading Assignments
Module 1: New Testament Theology, Scripture, and Discernment		
M1 Aug 27	Introduction to the Class Exegesis, Biblical Theology and Systematics	Goldingay: Introduction (to Biblical Theology), 11–18 Optional: NTR: Gorman, <i>Elements of Biblical Exegesis</i> , 9–30
	Watch video lectures on the above reading and content before class	
	What Is New Testament Theology?	NTR: Vanhoozer, “Is the Theology of the New Testament One or Many?” 17–28; Hays, “A Hermeneutic of Trust,” 392–402
	The above will be covered during the 1 st day of class; finish the reading prior to class so we can discuss	
Sep 3	Discerning God’s Will and the Binding+Loosing of Scripture: Matthew and Luke-Acts	NTR: Powell, “Binding and Loosing,” 81–96; Bible: Matt 5:17–20; 16:13–20; 18:15–19; Luke 24:27–45; Acts 10:1–48; 11:1–18; 14:26–15:35
	Watch video lectures on the above reading and content before class	
	Towards a Doctrine of Scripture	NTR: Vanhoozer, “May We Go Beyond What Is Written?” 747–50; 752–92; Bowens, <i>AfricanAm Readings of Paul</i> , 291–306 Bible: 1 Cor 4:6; 2Pet 1:16–21; 3:15–16; 2Tim 3:14–17; Tit 1:9–2:1
	The above content will be covered in class	
	Quiz 1 taken online (by Monday Sep 7, 11:59pm CST)	
	Module 2: Christology and the Doctrine of God	
M2 Sep 10	Introduction to a Doctrine of God (Theology Proper) and Christology	Goldingay: ch. 1 God’s Person, 19–53 (stop at “Knowledgeable”) Bible: Exod 34:1–8; Num 18:18–24; Ps 103:7–19; Heb 12:1–11; John 1:1–5; Col 1:13–20
	Watch video lectures on the above reading and content before class	
	Christology in Hebrews Group A Presentation	NTR: Bauckham, “The Divinity of Jesus Christ,” 15–36 Bible: 2 Sam 7:14; Ps 110:1–7; 8:1–9; 2:1–7; Dan 7:9–14; 12:1–3; Heb 1:5–14; 2:9; 10:12; cf. 1:1–8
	The above content will be covered in class	
	Sep 17	Christology in the Gospels
Watch video lectures on the above reading and content before class		
Christology according to Paul+ Rev		
The above content will be covered in class		
Quiz 2 taken online (by Monday Sep 21, 11:59pm CST)		
M3 Sep 24	Module 3: Soteriology	
	The Apocalypse of Jesus Christ and the Transformation of Self (From Solution to Problem)	NTR: Collins, “Apocalyptic Thought,” 19–24; de Boer, “Sin and Soteriology in Romans,” 14–32; Snodgrass, “Faith Transforms Identity,” 28–48; Bible: Gal. 1:14–17; 2:11–20; 4:1–9; Col 3:1–6; 2 Cor 3:18; Rom 5:1–7
	Watch video lectures on the above reading and content before class	
	A Theology of Sin Group B Presentation	Goldingay: Section 3.6 Waywardness, 196–214; NTR: Croasmun, “(Emergent) Sin in Romans”; Faro, “Mapping Good and Sight with Evil in Gen 3,” 107–19 only; Bible: Gen 1–3; Rom 1–8
	The above content will be covered in class	

Module	Topic/Description	Reading Assignments
M3 Oct 1	The Justification Debates: Part 1: Union with Christ and Imputation Revisited	NTR: Oropeza and McKnight, “Paul in Perspective,” 1–23; Das, “The Traditional Protestant Perspective on Paul,” 83–106 Bible: Rom 4:1–6; 5:1–2; 10:9; 2 Cor 5:17–21; Luke 18:10–14
	Watch video lectures on the above reading and content before class	
	The Justification Debates: Part 2: New Theories	NTR: Barclay, “Gift Perspective Response to Das” 122–26; Barclay, “The Practice of Grace,” 125–36; Leithart, “Deliverdict,” 180–83
	The above content will be covered in class	
	Quiz 3 taken online (by Monday Oct 5, 11:59pm CST)	
M4 Oct 8	Module 4: Ecclesiology and Discipleship	
	Introduction to Ecclesiology, Discipleship & Ethics Patronage and the Economy of Grace	NTR: Lampe, “Paul, Patrons, and Clients,” 204–38 Bible: 1 Cor 9:9–22; 11:17–30; Acts 19:22 Rom 16:23
	Watch video lectures on the above reading and content before class	
	The People of God & Ethnic Identity Group C Presentation	NTR: Ok, “Common Blood: Establishing a New Patrilineage through the Blood of Jesus+Conclusion”; Edwards, <i>Might on the Margins</i> ; Bible: 1Pet 2:9–12; Rev 7:9–12
	The above content will be covered in class	
FRW Oct 12–16	Fall Reading Week (no class; project requires you to spend time doing library/research work)	
	Get started: Questionnaire for the Historical Paul Project	
	A Polite Bribe: Case Study on History and Theology	
	Watch on your own: <i>Apostle Paul – A Polite Bribe + Brief Walkthrough</i>	Go through the module on <i>A Polite Bribe</i> . It includes readings and walk-thru of the assignment plus link where you can watch the film
Historical Paul Project due Mon Oct 19 11:59pm CST on Canvas		
M4 (cont) Oct 22	Baptism as the Parenaesis of Christian Ethics and the Moral Transformation of the Believer	NTR: Gunton, “Baptism,” 145–47; Lee, “Moral Transformation and Ethics” Bible: Rom 6:1–5; 1 Cor 10:1–5; 7:14 (on baptism)
	Watch video lectures on the above reading and content before class	
	Discipleship and Church Discipline Group D Presentation	NTR: M. Lee, “Ancient Mentors and Discipleship” (all); Hauerwas, <i>Matthew 18</i> , 160–67 Bible: 1 Cor 4:14–20, 11:1 (on discipleship); Matt 18:1–20; 1 Cor 5:1–13; 6:1–8; 2 Cor 2:5–11 (on church discipline)
	The above content will be covered in class	
	Quiz 4 taken online (by Monday Oct 26, 11:59pm CST)	
M5 Oct 29	Module 5: Ethics	
	Women in the Greco-Roman Household (Patriarchy)	NTR: Marshall, “Mutual Love,” 186–204 Bible: Eph 5:21–27; Col. 3:18–23 ; 1 Cor 7:2–5 (household)
	Watch video lectures on the above reading and content before class	
	Men and Women in the Household (Masculinity—Rethinking Manhood) Group E Presentation	NTR: Du Mez, <i>Jesus&John Wayne</i> , 173–86+Westfall-Stereotypes (Gender); Wagner, <i>Men of Virtue</i> , 17–27; 175–87
	The above content will be covered in class	
Nov 5	Women in Ministry: Apostles, Pastors, and Prophets	NTR: Epp, <i>Junia</i> ; Stuckenbruck-Why Should Women Cover their Heads”; Wire, <i>Corinthian Women Prophets</i> Bible: 1 Cor 14:34–35; Rom 16:7; Gal 3:28–29; Acts 18:24–26; 1 Cor 16:19; Rom 16:1 (ministry)
	Watch video lectures on the above reading and content before class	

Date	Topic/Description	Reading Assignments
M5 Nov 5 (cont)	Women in Ministry: Exegetical Challenges of 1 Timothy 2 Group F Presentation	NTR: Belleville, “Women Leaders in the Bible” and “Teaching and Usurping Authority: 1 Tim 2:11-15” (pp. 70–89; 205–27) Bible: 1 Tim 2:11-15
	The above content will be covered in class	
Nov 12	Human Sexuality and the New Testament (part 1: Romans 1 / 1 Cor 6)	NTR: Westfall-Sexuality; God, the Bible and Human Sexuality (ECC resource)
	Watch video lectures on the above reading and content before class	Bible: Gen 2:7–25; Lev 18:1–30; 20:7–23; Matt 19:3–9; 1 Cor. 6:9-20; Rom 1:25–32; Eph 5:25–33
	Human Sexuality and the New Testament (part 2: other biblical texts + hermeneutical/pastoral implications)	
	The above content will be covered in class	
	Quiz 5 taken online (by Monday Nov 16, 11:59pm CST)	
M6 Nov 19	Module 6: Political Theology	
	Political Theology of the New Testament: Ancient Responses to Empire in the Greco-Roman World	NTR: Cassidy, <i>Paul in Chains</i> (ch 2; ancient responses to empire)
	Watch video lectures on the above reading and content before class	
	Political Theology (part 2): Jesus’s and Paul’s Responses to Empire Group G Presentation	NTR: Cassidy, <i>Paul in Chains</i> (Rom 13+Phil 3); McCauley, “Policing”; Bible: Phil 3:18-21; Rom 12:17–13:7; Mark 12:13–17 Luke 20:21–16
	The above content will be covered in class	
Nov 26	Defining the Powers	Goldingay: “God’s Reign Arrived –Dethroning the Opposing Pwr,” 231–35; Bible: Col 2:8–15; Mark 5:1–20; Luke 11:14-26 (powers)
	Watch video lectures on the above reading and content before class	
	Engaging the Powers	NTR: Myer, “Gerasene Demoniac,” 180–84; Wink-Prayer and the Powers
	The above content will be covered in class	
M7 Dec 3	Module 7: Eschatology	
	Introduction to NT Eschatology: 5 Eschatological Events Sequenced to 3 Possible Millennial Schemes	Goldingay: Eschatology – The Past Age, Present Age and Coming Age” 509–22; Section 8.4–8.5, 538–58 NTR: M. Lee, Introduction to Revelation; Commentary on Seals, Trumpets, Bowls, and the Union of Heaven and Earth Bible Bible: Rev 19-20; Mark 13:1–37; 1 Thess 4:13–5:2; 2 Thess 2:1–10; Bible: Revelation 6:1–8:1; 8:2–11:19; 15:5–16:21; 21:1–22:21; Deut 34:1-5
	Watch video lectures which covers the entire module (allows for an AMA for our last class session)	
	AMA (ask me anything) on Eschatology and Benediction	
	The above content will be covered in class	
FINAL Exams	Reading Day Wed May 7	
	Exam Days (TBA)	Your Reading Report is due by the last day of class on Tues Dec 8
May 8–9	Final Exam: Online exam on Canvas (study guide will be distributed)	Exam taken during the exam period Thursday Dec 10, 8am–Friday through Friday Dec 11, by 11:59pm CST <i>Congratulations! You made it!</i>

Bibliography

- Barclay, John M.G. *Paul and the Power of Grace*. Grand Rapids: Eerdmans, 2020.
- Bauckham, Richard. "The Divinity of Jesus Christ in the Epistle to the Hebrews." In *The Epistle to the Hebrews and Christian Theology*, ed. by Richard Bauckham, et al., 15–36. Grand Rapids: Eerdmans, 2009.
- Belleville, Linda L. "Women Leaders in the Bible." In *Discovering Biblical Equality: Biblical, Theological, Cultural and Practical Perspectives*. Ed. by Ronald W. Pierce, Cynthia Long Westfall, and Christa L. McKirland, 70–89. Downers Grove: IVP, 2021.
- , "Teaching and Usurping Authority: 1 Timothy 2: 11–15." In *Discovering Biblical Equality: Biblical, Theological, Cultural and Practical Perspectives*. Ed. by Ronald W. Pierce, Cynthia Long Westfall, and Christa L. McKirland, 205–27. Downers Grove: IVP, 2021.
- Biblical Field of NPTS, "God, The Bible and Human Sexuality: A Response to Revisionist Readings." https://covchurch.org/embrace/wp-content/uploads/sites/92/2018/08/NPST_Paper-FINAL2-web-updated.pdf
- Bowens, Lisa M., *African American Readings of Paul: Reception, Resistance, and Transformation*. Grand Rapids: Eerdmans, 2020.
- Cassidy, Richard J. *Paul in Chains: Roman Imprisonment and the Letters of St. Paul*. New York: Crossroad, 2001.
- Croasmun, Matthew. *The Emergence of Sin: The Cosmic Tyrant in Romans*. Oxford: Oxford University Press, 2017. (used by permission of the author)
- Collins, John J., "Apocalypticism as a Worldview in Ancient Judaism and Christianity." In *The Cambridge Companion to Apocalyptic Literature*, ed. by Colin McAllister, 19–35. Cambridge: Cambridge University Press, 2020.
- De Boer, Martinus C., "Sin and Soteriology in Romans." In *Sin and Its Remedy in Paul*, ed. by Nijay K. Gupta and John K. Goodrich, 14–32. Eugene: Cascade, 2020.
- Du Mez, Kristin Kobes. *Jesus and John Wayne: How White Evangelicals Corrupted a Faith and Fractured a Nation*. New York: Liveright, 2020.
- Edwards, Dennis R., *Might from the Margins: The Gospel's Power to Turn the Tables on Injustice*. Herald Press: Harrisonburg, 2020.
- Epp, Eldon Jay. *Junia: The First Woman Apostle*. Minneapolis: Fortress, 2005.
- Faro, Ingrid. *Evil in Genesis: A Contextual Analysis of the Hebrew Lexemes for Evil in the Book of Genesis*. Bellingham, Lexham Press, 2021.
- * Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove: IVP, 2016.
- Gorman, Michael. *Element of Biblical Exegesis*. 2nd ed. Grand Rapids: Baker Academic, 2010.
- Gunton, Colin. *The Christian Faith: An Introduction to Christian Doctrine*. Malden: Blackwell, 2002.
- Hays, Richard. *Reading with the Grain of Scripture*. Grand Rapids: Eerdmans, 2020.
- Hauerwas, Stanley. *Matthew*. Grand Rapids: Brazos Press, 2007.
- Hengel, Martin. *Studies in Early Christology*. Edinburgh: T&T Clark, 1995.
- Lampe, Peter. "Paul, Patrons, and Clients." In Vol. 2 of *Paul in the Greco-Roman World*, ed. by J. Paul Sampley, 204–38. New York/London: Bloomsbury, 2016.
- Liethart, Peter J., *Delivered from the Elements of the World: Atonement, Justification, Mission*. Downers Grove: IVP, 2016.
- Lee, Max. "Ancient Mentors and Paul on Moral Progress," in *Doing Theology for the Church: Essays in Honor of Klyne R. Snodgrass*, ed. by Rebekah Ecklund and Jay Phelan, 55–70. Eugene: Wipf & Stock, 2014.
- . "Moral Transformation and Ethics." In *Behind the Scenes of the New Testament: Cultural, Social, and Historical Contexts*, ed. by Bruce Longenecker, T.J. Lang, and Elizabeth E. Shively, 339–47. Grand Rapids: Baker Academic, 2024.
- . *Revelation*. In *The Baker Illustrated Bible Commentary*, ed. by Gary Burge and Andrew Hill, 1585–1627. Grand Rapids, Baker Books, 2012.

- Marshall, I. Howard. "Mutual Love and Submission in Marriage: Colossians 3:18-19 and Ephesians 5:21-33." In *Discovering Biblical Equality: Complementarity without Hierarchy* (ed. by R.W. Pierce and R.M. Groothuis; Downers Grove: IVP, 2004), 186–204.
- McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*. Downers Grove: IVP Academic, 2020.
- McKnight, Scott and B.J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids: Baker Academic, 2020.
- Mount, Christopher. "1 Corinthians 11:3-16: Spirit Possession and Authority in a Non-Pauline Interpolation." *SBL* 2 (2005): 313-40.
- Myer, Ched. *Binding the Strong Man: A Political Reading of Mark's Story of Jesus*. Maryknoll: Orbis, 1988.
- Ok, Janette. *Constructing Ethnic Identity in 1 Peter: Who You Are No Longer*. LNTS. London/New York: T&T Clark, 2021.
- Powell, Mark A. "Binding and Loosing: Asserting the Moral Authority of Scripture in Light of a Matthean Paradigm." *Ex Auditu* 19 (2003), 81–96.
- Segal, Alan F., *Paul the Convert: The Apostolate and Apostasy of Saul the Pharisee*. New Haven and London: Yale University Press, 1990.
- Snodgrass, Klyne R., *Who God Says You Are: A Christian Understanding of Identity*. Grand Rapids: Eerdmans, 2018.
- Struckenbruck, Loren T., "Why Should Women Cover Their Heads Because of the Angels? (1 Corinthians 11:10)" *SCJ* 4 (2001): 205-234.
- Vanhoozer, Kevin J. "Is the Theology of the New Testament One or Many?: Between (the Rock of) Systematic Theology and (the Hard Place of) Historical Occasionalism." In *Reconsidering the Relationship between Biblical and Systematic Theology in the New Testament*, ed. by Reynolds et al., 17-38. Tübingen: Mohr-Siebeck, 2014.
- _____. "May We Go Beyond What Is Written After All?" In *The Enduring Authority of the Christian Scriptures*, ed. by D.A. Carson, 702–94. Grand Rapids: Eerdmans, 2016.
- Wagner, Zachary. *Men of Virtue: How the Fruit of the Spirit Forms Male Character in the Modern World*. Grand Rapids: Brazos, 2026.
- Westfall, Cynthia Long, *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ*. Grand Rapids: Baker Academic, 2016.
- Williams, Jarvis J., *Redemptive Kingdom Diversity: A Biblical Theology of the People of God*. Grand Rapids: Baker Academic, 2021.
- Wink, Walker. *Engaging the Powers*. Minneapolis: Fortress, 1992.
- Wire, Antoinette C. *The Corinthian Women Prophets: A Reconstruction through Paul's Rhetoric*. Minneapolis: Fortress, 1990.

APPENDIX 1: GENERAL GUIDELINES TO ALL WRITTEN ASSIGNMENTS The Mechanics of the Paper and Grammar

- ▷ Your paper/assignment must be typed; no hand-written reviews will be accepted.
- ▷ Avoid slang, colloquialisms, dangling antecedents, contractions, and any other ungrammatical or informal use of language!!!
- ▷ **You are allowed to include excerpts or quotations if they are primary sources** (= Eng. trans. of Greek/Latin/Hebrew/or Aramaic sources from the 2nd century BC–1st century AD). Be sure to give the full citation of the primary source and the Eng. translator/translation from which you draw your excerpt/quotation.
- ▷ **Do NOT quote or excerpt from 2ndary sources withOUT a word of explanation.**
- Preference: Summarize all 2ndary sources (= modern works) in your own words and footnote your work.
- Alternative: Quote the 2ndary or modern source but give a commentary on the quotation/excerpt.
- Too many students uncritically cut and paste quotations/excerpts in the body of their prose and this is poor writing. Do not assume that the reader will automatically grasp the way you understand a particular excerpt simply by quoting it without any qualifying/explanatory remarks. If you feel a quotation from a 2ndary source is worth quoting as an excerpt, then single space the quotation, indent the margins on both sides, and **explain after you quote the source why it is important, how you are interpreting the excerpt, and what you expect the reader to learn from it.**
- ▷ **Unqualified, cut/paste quotations or excerpts of 2ndary sources will result in a deduction in your grade.**
- ▷ Excessive quotes will result in your paper being returned ungraded and your being asked to rewrite it.
- ▷ Your work should be *well-documented* with footnotes and bibliography.
- ▷ **use subheadings to divide and organize your paper**

Generally, your sources should meet the following criteria:

- a. **They must be an academic source written by a professional scholar (with a doctorate) within the guild of New Testament scholarship or ancient classical world.** No devotional-type of materials are allowed unless they are simply rhetorical devices to introduce your paper or end it. Instead include academic journal articles, essays, monographs and where applicable, critical reviews.
- b. **No standalone internet sources.** This does NOT include material you access as PDF's from the Brandel library database or other database collections. Wikipedia does NOT count, for example, but a PDF of an article from the *Journal of Biblical Literature* is a fine source. Often internet sources/websites receive their information from published works, so it is far better to consult directly the resources on which the internet site depends rather than relying on an anonymous web author's distillation of the published sources.
- c. **For the biblical material, do not use 2ndary sources that are originally published before 1950.** That means: you may not use a book that was originally published in 1910 but was simply reprinted in 1990. Of course this does NOT include primary sources, which, depending on what historical event you choose, may pre-date 1950. The point is: don't use, for example, a commentary on Romans from before 1950. Use the most up-to-date or definitive references for 2ndary source material.
- d. **No NRSV or NIV study notes used in a Study Bible.**
- e. **Bible dictionary or encyclopedic sources** are allowed. Examples of good ones are:

Reference Section at Brandel Library (some available online)

Dictionary of Paul and His Letters. Ed. by G.F. Hawthorne, et al. Downers Grove: IV Press, 1993. (Ref. BS2650.2 .D53 1993)

The Eerdmans Dictionary of Early Judaism. Ed. by John J. Collins and Daniel Harlow. Grand Rapids: Eerdmans, 2010 (Ref. BM176 .E34 2010)

Dictionary of New Testament Backgrounds. Ed. by . Downers Grove, IV Press, 2000 (Ref. BS2312 .D53 2000)

The Anchor Bible Dictionary. 6 vols. Ed. by D.N. Freedman, et al. New York: DoubleDay, 1992. (Ref. BS440 .A54 1992)

Encyclopedia of Ancient Christianity. 3 vols. Ed. by Angelo Di Berardino, et al. Downers Grove: IV Press, 2014 (Ref. BR66.5 .D5813 2014)

e. In your **biblical commentary** choices, use **technical commentaries**, not **devotional ones**. That means the NIVAC (= the NIV Application Commentary) should be used sparingly. Your first choice commentaries include but are not limited to:

Word Biblical Commentary; Baker Exegetical Commentary on the NT; New International Commentary on the NT; New International Greek New Testament Commentary; Anchor Bible; Hermeneia; New Testament Library; Sacra Pagina; Pillar; International Critical Commentary; Zondervan Exegetical Commentary on the New Testament. Select volumes, depending on the canonical book, are available online.

f. You should include a bibliography that displays your sources in the proper form. The bibliography should follow the standard citation format of either *Turabian* or *the Chicago Manual of Style* (including the practice of listing the citations alphabetically according to *last name*; make sure your punctuation for citations is correct). Footnote citation format is different a bibliographic entry, so do not confuse the two. For example:

Marguerat, Daniel. *The First Christian Historian: Writing the 'Acts of the Apostles'*. SNTSMS 121. Cambridge: Cambridge University Press, 2002. [bibliography]

¹² Daniel Marguerat, *The First Christian Historian: Writing the 'Acts of the Apostles'* (SNTSMS 121; Cambridge: Cambridge University Press, 2002), 14–15. [footnote]

APPENDIX 2: Worksheet for the Historical Paul Project (100pts)

1) Prior to watching the movie, please **read the instructor's post** on Robert Orlando's *Apostle Paul - A Polite Bribe* (2014). This post will serve as an introduction to the movie and enable you to take better notes on the film as you view it.

The post can be found in the Canvas Module for the project.

Upon viewing the film, please answer the following questions. For these and other answers on your worksheet, type them out and print them for submission. Be sure to follow the general format and style guidelines given as an appendix in the course syllabus and posted on Canvas.

2) According to the film / Robert Orlando, **why did Paul collect, transport, and deliver a monetary offering to the church in Jerusalem?** In your own words, explain what the film means by the phrase "a polite bribe." (1 paragraph = 5-6 sentences)

3) Now read in the NRSV the following passages where Paul himself explains his own rationale and motivations for the Jerusalem collection. For each text, based on your own first reading, **give a 2-3 sentence description** of these reasons for the collection.

- a) 1 Corinthians 16:1-4
- b) 2 Corinthians 8:1-9:15
- c) Romans 15:25-32

4) Now go to **the reference section of Brandel library (online)**. For each of the above 3 texts, **read a technical/academic commentary on the passage**. Be sure to give the full bibliographic citation of the source you are reading, including the page numbers. Give a one paragraph (5-6 sentence) description for each text explaining how the commentary you used provided an insight or explanation behind Paul's reasons for the collection that you did not know from your first surface reading. Make sure to pick a different commentary series for each text.

Warning: No 1-volume commentaries on the whole Bible or New Testament are allowed. In your biblical commentary choices, use technical commentaries, not devotional ones. Your first choice commentaries include but are not limited to those found in these series: Word Biblical Commentary; Baker Exegetical Commentary on the NT; New International Commentary on the NT; New International Greek New Testament Commentary; Anchor Bible; Hermeneia; New Testament Library; Sacra Pagina; Pillar; and International Critical Commentary. Many of these will be in reference section of Brandel library.

5) In the history of New Testament scholarship, there have actually been several theories proposed by different scholars as to why Paul collected a monetary offering from his Gentile churches. You have already read some of these theories in summary form on the review printed in the module. **Do additional research: Find 1 Bible dictionary article, 1 journal article or essay, and 1 monograph or book on the subject of the Jerusalem collection. Cite each source in full.** Some books have been put on the Brandel library reserve. From the information provided by these sources, answer the following:

- a) **Data:** according to your sources, besides the 3 texts from Paul listed above, are there other texts from the Pauline letter and Acts that provide important information about the Jerusalem collection. Please list these additional texts and provide a 2-3 sentence summary for each, explaining why these texts are important and what information they give. Provide at least 3 additional texts.
- b) **Fact-check:** Name the Gentile churches that contributed to the Jerusalem collection. Give the text references in Paul or Acts that point to their participation. Scholars sometimes differ on the complete list of contributors but they do agree on the main ones. Name the main churches which supported Paul's collection and list out other possible additional churches that may or may not have made a contribution.

c) **Theories:** Name at least 3 additional theories besides Orlando's that explain the reasons for the Jerusalem collection. Name the scholar who first proposed or popularized the said theory and explain what data and evidence he/she uses to build a case for the proposed theory. Each theory should have at least 1 descriptive paragraph (of 5-6 sentences in length). Document your work carefully.

Guide to the sources: A list of possible Bible dictionaries and their call nos. in the reference section of Brandel library are given in your syllabus. Journals and essays should be academic sources, including but limited to: *The Journal for the Study of the New Testament*, *Neotestamentica*, *Biblica*, *Journal of Biblical Literature*, *New Testament Studies*, *Novum Testamentum*, *Catholic Biblical Quarterly*, *Journal of Early Christian Studies*, *Journal of Theological Studies*, *Interpretation*, and many others.

Books and monographs (= books published in a series) should be academic sources printed by university presses like: Oxford University Press, Cambridge University Press, Harvard University, etc. Also are books by publishers dedicated to academic works: Mohr-Siebeck, Walter de Gruyter, Baker Academic, Eerdmans, Continuum, T&T Clark, Fortress, Peeters, Wipf and Stock, Routledge, Wiley, Hendrickson, Westminster-John Knox, E.J. Brill, and others.

Questions about a source? **Do not hesitate to ask the instructor of the class.**

Warning: For the Bible dictionary article or essay, please give the article title, author of the article, page nos. in addition to the editor names and dictionary title, publisher, city and year.

6) Time to make a decision. Now that you have read pertinent texts from Paul's letter and Acts, and read some of the secondary literature on the issues, **make an argument for why you think Paul collected, transported and delivered a monetary offering to the Jerusalem church.** What in your opinion is the best theory or explanation for why Paul made the Jerusalem collection. Mostly importantly, **what has this project taught you about the relationship between historical (re)construction and biblical interpretation.** *What is the relationship between history and theology?*

In your response, write a **500 word** conclusion using the information from your worksheet.

Please turn in all sections of your work from questions 1-6 above.

Appendix 3: Grading Rubric for Class Presentations (100pts)

1. Summary of the Assigned Reading (40pts)

- * Was it accurate? was the author's ideas assessed fairly in his/her own context
- * Did it identify a thesis and the key / main supporting arguments versus non-salient, tangential issues mentioned by the author

2. Organization, Timing, and Quality of PowerPoint Presentation (20pts)

- * Was the presentation organized well and the presentation coherent?
- * Did the presenting group give their presentation within the time frame allotted?

3. Critical Engagement and Theological Reflection

- * Did the group critically engage the readings, pointing out strengths, weaknesses, and possible theological / pastoral implications of the work **(40pts)**

Random Bonus (5pts)

- * Was there something the group did that was exceptionally done well? Made their presentation outstanding in any of the above 3 categories
- * Here is where the group could have highlighted a tangential point of the reading that was interesting or particular relevance to our context but without neglecting the coverage of key issues / arguments