

*“The mission of Tyndale Seminary is to provide Christ-centered graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>NEW TESTAMENT THEOLOGY &amp; HISTORY</b> NEWT 0522 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 13 – APRIL 7 MONDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
<b>Class Information</b>	The classes will be livestreamed synchronously online on Mondays from 11:15 AM – 2:05 PM.  Office Hours: Zoom meeting by appointment
<b>Instructor</b>	 <b>DR. VAN JOHNSON</b> Adjunct NT, Tyndale Seminary Dean, Master's Pentecostal Seminary Director, MTS Pentecostal Studies at Tyndale Seminary  Office: C308 Tyndale phone: 416-226-6620, ext. 2137 Church Address: 2885 Kennedy Rd, Toronto, ON, M1V 1S8 Email: <a href="mailto:vjohnson@tyndale.ca">vjohnson@tyndale.ca</a> & <a href="mailto:vjohnson@mpseminary.com">vjohnson@mpseminary.com</a>  <b>Office Hours: Please contact me to arrange a Zoom meeting</b>  TA: Samantha Jagan, M.T.S. Email: <a href="mailto:sjagan@mpseminary.com">sjagan@mpseminary.com</a>
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

A study of the New Testament focusing on its overarching vision of God’s mission in the world and how human beings are called to respond. Each book will be placed in its historical and

cultural setting as we focus on its distinctive contribution to the New Testament. Along the way students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the word of God.

*Recommended: BIBL 0501*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Use appropriate NT critical methodologies in the study and preaching of the NT as a result of integrating lecture material with course readings and by engaging in classroom discussions;
2. Identify the main themes of the NT through weekly written responses to the biblical text and corresponding textbook readings and discussions in breakout sessions;
3. Demonstrate an ability to teach the NT effectively through awareness of its Jewish matrix, the social conditions of the Greco-Roman world, the general content of the NT corpus, and the various theological perspectives of the NT writers by preparing a lesson plan based on one NT book;
4. Show sensitivity to the seminal role of apocalyptic eschatology throughout the NT by analyzing NT texts in discussion groups about their eschatological content and framework.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

The New Testament [a non-paraphrase translation (i.e., not The Living Bible, The Message, New English Bible)]; Preferably: NIV, NRSV, NASB, ESV, NKJV

Achtemeier, Paul et al. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001. ISBN: 802837174 (kindle e-book available)

Beers, Holly. [\*A Week in the Life of a Greco-Roman Woman\*](#). Downers Grove, IL: Intervarsity, 2019. ISBN: 0830824847 (e-book available)

VanderKam, James. [\*An Introduction to Early Judaism\*](#). Grand Rapids: Eerdmans, 2022. 2<sup>nd</sup> edition. ISBN: 978-0-8028-8016-1 (kindle e-book available)

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

**Note on [Tyndale Library](#) e-books.** E-books can be accessed through the Tyndale library system. Viewing an e-book allows multiple users to access the book at the same time. If you choose to “download” and “check out” the book, then in some cases others have to wait for you to “return” the book before they can access it. Best practice is to use “view” the e-book when you need it, which allows as many users as possible to access materials.

## C. INTERACTIVE LIVESTREAM REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
  - Headphones (preferred), built-in microphone, and web-camera
  - Well-lit and quiet room
  - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
  - Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
  - A commitment to having the **camera on** to foster community building\*
- \*exceptions with permission from professor

## D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

**All assignments are to be submitted by uploading through the course page for the appropriate week.** If you need help submitting assignments on the class page please contact Samantha at [sjagan@mpseminary.com](mailto:sjagan@mpseminary.com)

**1. Textbook readings and weekly written reports of Achtemeier, et al (INT) and VanderKam (EJ): Due weekly the Sunday night before class day; 20 % of final grade.**

The readings are intended to complement the lectures by reinforcing central ideas discussed during the class session and by providing detail not given in the lectures.

There are 2 reasons why I ask for a short weekly response to the textbook readings: 1) I am evaluating your ability to identify primary issues and 2) your questions will alert me to what issues need more explanation. [This assignment is related to learning objectives #1, #2 and #3]

**Each week, submit a 1-page response to your assigned textbook reading (see Required Reading Schedule below).** Samantha, the TA for the course, will collect and read your reports, informing you by email if there is a deficiency to be addressed before the following week's submission

**Due each Sunday before midnight starting with week #2.**

*Please note: students who register late for the course will have one extra week to catch up on textbook reading; on Jan 27, the textbook reading for Jan 20 and 27 will be due.*

**There are two parts for each report:**

**Part 1:** summarize 2 main concepts found in your reading(s) that are significant for your understanding of the NT—for each main concept, write one paragraph that explains the concept sufficiently so that a non-NTTH student would understand it. In other words, how would you explain the idea and its importance to a Sunday School class?

*When there are two textbooks being read during the first few weeks, please write one paragraph for each book.*

**Part 2:** write 1 question that you would like more discussion about. Write a question that fits 1 of these 3 categories: 1) a question seeking clarification about an idea in the textbook, or 2) one that asks about the implications of an idea for biblical/theological understanding, or 3) one that asks about the applicability of an idea for ministry.

2% will be awarded each week that the reading and written response are completed on time, and 1% awarded for any that are submitted after the due date—as long as they are completed before the final class session on April 7.

**See IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE for assigned readings and due dates. Note: INT stands for Introducing the New Testament, and EJ for Early Judaism.**

**2. New Testament readings: Due weekly before 11 am on class day; 10% of final grade.**

Appropriate to a survey course on the NT is the reading of the NT. Reading the text within a semester will highlight common elements, but also reveal the contrasting styles and content of the twenty-seven books. [This assignment is related to objectives #3 and #4]

Students will read through the NT in 10 sections. For reading the assigned NT passage before the weekly due date, 1% will be awarded. **No written report required. You will be asked weekly on class day to indicate completed reading through a form on the course page.** Any missed NT readings (not completed when assigned) may be credited with .5% if done before the final session on April 7.

*Please note: students who register late for the course will have one extra week to catch up on NT reading; on January 27, the NT reading for Jan. 20 and 27 will be due.*

**See IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE for assigned readings and due dates.**

**3. Book report on *A Week in the Life of a Greco-Roman Woman*: Due Friday, Feb 28 before midnight; 20% of final grade. 5-7 pages (double spaced).**

The book is a novel written by a NT scholar to introduce readers to the conditions of life in the first century Greco-Roman world, and notably, it is written from a woman's perspective. After reading the novel, write a report by 1) summarizing briefly who the author is and the content of the book, and 2) explaining five aspects of first-century life as described in the novel and comparing each aspect with life in twenty-first century Canada. [This assignment is related to learning objective #3].

**Late?** After Feb 28, 2/3 letter grade penalty per week.

**Book report Rubric**

Areas of Evaluation/ Demonstrated Level	D	C	B	A
<b>1. Reading Comprehension</b>	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.

<b>2. Critical Analysis</b>	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/ applicability of the text is vague and there is little to no textual example to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis.
<b>3. Unity &amp; Organization</b>	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.
<b>4. Grammar and Style</b>	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

**4. Breakout Groups: 5 sessions, 2% for participation in each = 10%.**

5 breakout groups will be convened during class hours. The focus of these oral discussions will be set by the instructor, and they will be posted on the course page. The grade of 2 points will be given for all who participate in the discussion. That is, the student is not evaluated on the quality of the participation, but on the merit of making a contribution. One member of the group will be responsible to report on participation. [This assignment is related to learning objectives #2 and #4]

**5. Teachings notes for a NT book: Due Apr 11; 40% of final grade.**

One of the goals of this course is that you teach the NT effectively. By preparing lecture notes [please submit in note form], you will be asked to think through what is most important and how to communicate it. **7-10 pages (double spaced)**. [This assignment is related to learning objective #3]

Prepare lecture notes for an adult Sunday School class that explains one NT book. Each lesson plan should include, but not be limited to, the following areas: 1) authorship, genre and date; 2) the situation that it responds to; 3) the structure [outline of book] and flow [how you would describe it]; 4) central themes (3-5); and 5) how the central

themes relate to current concerns. For better grade, please identify clearly all 5 sections in your report. Although these five areas cover the basic requirement, the student is welcome to include other topics. References should be cited and bibliography included according to the Chicago Manual of Style, with a **minimum of 4 academic sources** (commentaries, dictionaries, etc.). Academic sources do not include Wikipedia, nor devotional books. The bibliography contains academic sources.

Evaluation Criteria:

- 1) *clarity* [all concepts clearly explained];
- 2) *consistency* [between description of structure and flow; between section 4 and 5];
- 3) *comprehensiveness* [all major categories discussed sufficiently, and for higher grade, additional relevant material added];
- 4) *citations* [sources documented consistently and accurately]; and
- 5) *creativity* [how the material is shaped to engage the audience].

**Late?** After Apr 11, 2/3 letter grade penalty per week. After Apr 17, a further extension must be pursued with the Registrar's Office.

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Textbook readings and written reports	20 %
NT readings	10 %
Book report	20 %
Breakout groups participation (5 x 2 points)	10 %
Teaching outline of a NT book	40 %
TOTAL	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### **Turnitin Text-Matching Software**

***Use Turnitin for the Book Report and Teaching Notes assignments only. Not the weekly reports.***

Tyndale has a subscription to a text-matching software called *Turnitin*. It serves both the student and the grader in evaluating the originality of the submission and in determining the accuracy of source citations. All written work is to be submitted through this program on the course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). When you file your document, you will receive a report on its originality. The goal here, of course, is to encourage students to express in their own words and with their own thoughts the material that they generate under their own name.

These resources may be helpful:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. *Unless otherwise specified in the syllabus*, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”).

**Faculty may not grant an extension beyond the last day of exams** for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at <https://www.tyndale.ca/registrar/seminary/forms>. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.



## **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

## **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

### A. CONTENT: LECTURE OUTLINE

#### 1. The New Testament Text

- 1.1. Reading the NT as a historical document (Historical criticism)
- 1.2. Formation of NT canon
  - 1.2.1. Transmission of NT books (Text criticism)
  - 1.2.2. Selection of NT books (Canon criticism)

#### 2. Matrix of NT/Part 1: Judaism

- 2.1. Short history of Second Temple Judaism
- 2.2. Early Judaism: unity and diversity
- 2.3. Social dynamics of village life
- 2.4. Apocalyptic eschatology: Jewish and Christian

#### 3. Genre of Gospels: Ancient Biography

Jesus Tradition in narrative form

- 3.1. Hermeneutical approaches to the gospels
  - 3.1.1. Literary Genre: Ancient Biography (Literary Criticism)
  - 3.1.2. Gospels as Narratives (Narrative Criticism)
  - 3.1.3. Oral Stage of Jesus Tradition (Form Criticism)
  - 3.1.4. Written stage and Synoptic Problem (Source Criticism)
  - 3.1.5. Editorial work (Redaction Criticism)
  - 3.1.6. History of search for Historical Jesus (History of Religions)
- 3.2. Jesus and the gospels
  - 3.2.1. *Synoptics*
  - 3.2.2. *John*

#### 4. Genre of Luke/Acts: Ancient Historiography

- 4.1. Literary Genre: ancient historiography
- 4.2. *Luke/Acts*

#### 5. Matrix of NT/Part 2: Greco-Roman world

- 5.1. Culture
- 5.2. Social Dynamics (Social-Scientific Criticism)

## **6. Genre of NT Letters: Ancient Letters**

### 6.1. Literary Genre

#### 5.1.1. Greco-Roman letters

### 6.2. NT letters

#### 6.2.1. Form and content

#### 6.2.2. Hermeneutics

#### 6.2.3. Letters as persuasive speech (Rhetorical Criticism)

### 6.3. Paul

#### 6.3.1. Apostle to the gentiles

#### 6.3.2. Paul and Judaism

### 6.4. *Romans*

## **7. Genre of Revelation: Apocalypse**

### 7.1. Literary Genre: Jewish apocalyptic literature

### 7.2. *Revelation*

## **B. REQUIRED READING SCHEDULE**

**Jan 13** no readings required

**Jan 20:** (*Reading #1*): Galatians; James

INT: 355-376 (Chapter 14); 491-512 (Chapter 21); 589-608 (Chapter 25)

EJ: 1-52 (Chapter 1: *The Time of the Second Temple*)

**Jan 27:** (*#2*): Matthew

INT: 15-87 (Chapters 2 and 3)

EJ: 53-115 (Chapter 2: only sections on *Philo and Josephus*; Chapter 3: *Archaeological Discoveries*)

**Feb 3:** (*#3*): Mark

INT: 89-147 (Chapters 4 and 5); 207-243 (Chapter 8)

EJ: 175-218 (Chapter 4: *Leaders, Groups, and Institutions*)

**Feb 10:** (*#4*): John

INT: 175-205 (Chapter 7)

**Feb 17: Family Day Holiday; No Class**

**Feb 24:** (*#5*): Luke-Acts

INT: 149-174 (Chapter 6); 245-270 (Chapter 9)

**Mar 3: (#6):** 1-2Thess; 1-2Cor

INT: 271-297 (Chapters 10 and 11); 327-353 (Chapter 13); 427-445 (Chapter 18)

**Mar 10: (#7):** Romans

INT: 299-326 (Chapter 12)

**Mar 17: (#8):** Phil; Col; Eph; Phm; 1-2Tim; Titus

INT: 377-426 (Chapters 15, 16 and 17); 447-464 (Chapter 19)

**Mar 24: (#9):** Heb; 1-3John; 1-2Peter; Jude

INT: 465-490 (Chapter 20); 513-554 (Chapter 22 and 23)

**Mar 31: (#10):** Revelation

INT: 555-588 (Chapter 24)

**Apr 7:** *No required readings*

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

It is recommended that the student consult the [Biblical Studies Resources](#) page at Tyndale Library. For a survey course of the NT, it is not feasible to produce a bibliography covering all the relevant reference works. The resource mentioned above will provide a guide to other resources.

Some of the following entries are available for viewing online from the [WorldCat](#) site in the Tyndale Library system (look for the link “view now”). For example, search for E.P. Sanders et al, *Redefining First Century Jewish and Christian Identities*.

Please note: The entries under *Monographs and Articles* are those referred to specifically in class lectures.

### Dictionaries:

Aune, D., ed. *Westminster Dictionary of New Testament and Early Christian Literature and Rhetoric*. Louisville, KY: Westminster John Knox, 2003.

Evans, C., and S. Porter, eds. [Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship](#). Downers Grove, IL: Intervarsity, 2000.

Freedman, D., ed. *The Anchor Bible Dictionary*. New York: Doubleday, 1992.

Green, J., and S. McKnight, eds. [\*Dictionary of Jesus and the Gospels\*](#). Downers Grove, IL: InterVarsity, 1992.

Hawthorne, G., and R. Martin, eds. [\*Dictionary of Paul and His Letters\*](#). Downers Grove, IL: InterVarsity, 1993.

Martin, R., and P. Davids, eds. [\*Dictionary of the Later New Testament and Its Developments\*](#). Downers Grove, IL: InterVarsity, 1997.

### **Monographs and Articles:**

Aland, K. and B. Aland. *The Text of the NT: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. 2nd ed. Grand Rapids, MI: Eerdmans, 1989.

Allison, D. "Was there a 'Lukan Community'?" *Irish Biblical Studies* 10 (1988): 62-70.

Arrington, F., and R. Stronstad. *Full Life Bible Commentary to the New Testament*. Grand Rapids, MI: Zondervan, 1999.

Bailey, K. E. "Informal Controlled Oral Tradition and the Synoptic Gospels." *Asian Journal of Theology* 5 (1991): 34-54.

\_\_\_\_\_. "Middle Eastern Oral Tradition and the Synoptic Gospels." *Expository Times* 106 (1995): 363-367.

Barnett, P. *The Birth of Christianity: The First Twenty Years*. Grand Rapids: Eerdmans, 2005.

Bauckham, R. "The Delay of the Parousia." *Tyndale Bulletin* 31 (1980): 3-36.

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Brown, R. *The Gospel of John*. Anchor Bible. 2 Vols. New York: Doubleday, 1966.

Bultmann, R. *Theology of the New Testament*. Translated by Kendrick Grobel. 2 Vols. New York: Scribner, 1951-55.

Burridge, R. "About People, by People, for People: Gospel Genre and Audiences." In *The Gospels for all Christians: Rethinking the Gospel Audiences*, edited by R. Bauckham, 113-145. Grand Rapids, MI: Eerdmans, 1998.

\_\_\_\_\_. *What Are the Gospels?: A Comparison With Graeco-Roman Biography*. Cambridge: Cambridge University Press, 1992.

Carson, D. A. *The Farewell Discourse and the Final Prayer of Jesus: An Exposition of John 14-17*. Grand Rapids: Baker, 1980.

Cohen, S. [\*From the Maccabees to the Mishnah\*](#). Philadelphia: Westminster Press, 1987.

Collins, J. J. [\*The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature\*](#). Grand Rapids: Eerdmans, 1998.

Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982.

Davies, W.D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology*. London: SPCK, 1955.

\_\_\_\_\_. "Paul and the People of Israel." *New Testament Studies* 24 (1977-78): 20.

Diessmann, A. *Bible Studies*. Translated by Alexander Grieve. Edinburgh: Clark, 1901.

\_\_\_\_\_. [\*Light from the Ancient East: The New Testament Illustrated by Newly Discovered Texts from the Graeco-Roman World\*](#). Translated by L. Strachan. London: Hodder and Stoughton, 1910.

Dodd, C.H. *The Interpretation of the Fourth Gospel*. Cambridge: Cambridge University Press, 1968.

Dunn, J. *Jesus, Paul, and the Law*. Louisville, KY: Westminster John Knox Press, 1990.

\_\_\_\_\_. *Jesus Remembered*. Grand Rapids: Eerdmans, 2003.

\_\_\_\_\_. *Romans 1-8*. Dallas: Word Books, 1988.

\_\_\_\_\_. *Romans 9-16*. Dallas: Word Books, 1988.

\_\_\_\_\_. *Unity and Diversity in the NT: An Inquiry into the Character of Earliest Christianity*. 2nd ed. London: SCM, 2002.

- Ferguson, E. *Backgrounds of Early Christianity*. 2nd ed. Grand Rapids, MI: Eerdmans, 1993.
- Frye, N. *The Great Code: The Bible and Literature*. New York: Harcourt, 1982.
- Gerhardsson, B. *Memory and Manuscript*. Grand Rapids, MI: Eerdmans, 1998.
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- Hengel, M. *Acts and the History of Earliest Christianity*. Philadelphia: Fortress, 1980.
- \_\_\_\_\_. *Judaism and Hellenism: Studies in their Encounter in Palestine in the Early Hellenistic Period*. Translated by John Bowden. London, UK: SCM Press, 1974.
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- Johnson, V. "Romans." *Full Life Bible Commentary to the New Testament*, edited by F. Arrington and R. Stronstad. Grand Rapids, MI: Zondervan, 1999.
- Kasemann, E. *New Testament Questions of Today*. London: S. C. M. Press, 1969.
- Kloppenborg, J. *The Formation of Q: Trajectories in Ancient Wisdom Collections*. Minneapolis: Fortress, 1987.

- Kloppenborg, J. *Q Parallels: Synopsis, Critical Notes and Concordance*. Sonoma, CA: Polebridge, 1988.
- Knox, J. "Acts and the Pauline Letter Corpus". *Studies in Luke-Acts: Essays Presented in Honor of Paul Schubert*. in Keck and Martyn, eds. New York: Abingdon, 1966.
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- Ladd, G. E. *The Blessed Hope*. Grand Rapids: Eerdmans 1956.
- Longenecker, B. W. "[Lukan Aversion to Humps and Hollows: The Case of Acts 11.27-12.25](#)". *New Testament Studies* 50 (2004): 185-204.
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