

"The mission of Tyndale Seminary is to provide Christ-centred 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."

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|--------------------------|---|
| Semester, Year | FALL, 2025 |
| Course Title | NEW TESTAMENT THEOLOGY AND HISTORY |
| Course Code | NEWT 0522 1A |
| Date | From September 8, 2025 to December 5, 2024 |
| Delivery Format | ASYNCHRONOUS ONLINE |
| Class information | <p>The course is web-based asynchronous with no fixed class time.</p> <p>WEEKLY COFFEE HOUR (via Zoom): Tuesdays from 2:00 to 3:00 pm on the days indicated on the course page on Moodle (link under "General Course Information"). Alternative arrangements to meet with the professor are possible for those who are unable to attend at these times.</p> |
| Instructor | <p>JOHN MOON, PhD Email: johnmoon@tyndale.ca <i>NOTE: Recorded lectures feature Dr. Duncan Reid, Associate Professor of New Testament, Tyndale Seminary</i></p> |
| Office Hours | By appointment only. |
| Course Materials | <p>Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.</p> |

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 cultural and historical 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 prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1. Discuss the relationship of human and divine elements in the composition, canonization, translation and interpretation of the New Testament as scripture;
2. Demonstrate the importance of the Jewish and Greco-Roman historical context for the interpretation of the New Testament;
3. Identify issues related to historical Jesus research and sketch out a general understanding of the four Gospels;
4. Describe a general outline for the life of Paul and identify some of the major theological themes in his letters;
5. Distinguish between and analyze individual New Testament books in relation to their historical background, literary features, themes, and contemporary significance;
6. Describe the task of New Testament theology and discuss matters of theological unity and diversity as well as the relationship of the New Testament to the Old Testament;
7. Identify the practical relevance of the New Testament to the contemporary life and mission of individual Christians and the church as a whole.

III. COURSE REQUIREMENTS

A. REQUIRED READING

In addition to listening to the weekly lectures on the course page at classes.tyndale.ca, you will be required to read the following:

Powell, Mark Allan. [*Introducing the New Testament: A Historical, Literary, and Theological Survey*](#). 2d ed. Grand Rapids, MI: Baker Academic, 2018.

Carter, Warren. [*Seven Events that Shaped the New Testament World*](#). Grand Rapids, MI: Baker Academic, 2013.

New Testament texts. While it is advisable to consult with more than one translation, your primary text can be any modern translation (e.g., NIV, ESV, NRSV) but not paraphrases (e.g., NLT).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.

Tyndale recommends [STEPBible](#) – 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](#).

C. ASSIGNMENTS AND GRADING

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Each student will be evaluated on the basis of the following assignments (percentage of course grade in brackets).

1. Weekly Reflection Posts: due weekly on any of 6 out of 12 weeks (5% of final grade)

A forum for posting these “Weekly Reflections” will appear on the course page just below the posted lecture videos for each week. It potentially addresses any one of the stated Learning Outcomes but especially #7. During any given week the student is expected to make **two posts** as follows:

- (1) provide a brief **comment and/or question** (one paragraph of 100-200 words) in response to the course material (lectures and/or reading) for the given week;
- (2) provide a brief **response** (one paragraph of 100-200 words) to the post of one other student who has posted that same week.

At some point in your two posts comment on the **practical significance** of your reflections for Christian life and the mission of the church. You can choose the weeks on which you post but to obtain the full 5% of the course grade for this assignment you must post on at least 6 of the 12 weeks. As per the dates on the course page (and in the Course Schedule below), each week runs from Monday to Sunday. For a post to count toward the course grade it must be posted **before 11:59 pm on Sunday of the given week** (after this the forum will be locked and therefore unavailable for new posts).

2. Group Discussion Forums: three forums due on Weeks 4, 6, 8, two submissions by Monday, one submission by Thursday (50% of final grade)

Group Discussion forums will address various aspects of the Learning Outcomes and will involve you interacting with a small group of fellow students in relation to a question posted by the instructor. The groups (consisting of four or five students) will be assigned randomly by Week 3 but posted under Week 4. Moreover, the duration of each discussion forum will be one week (Monday to Thursday). The format for each week will be as follows:

- a) **“Discussion question.”** Under Weeks 4, 6, and 8, the **instructor** will post the discussion question and assigned readings. Students should review the question and readings *before* Weeks 4, 6, and 8, as the first submission is due on the Monday of these weeks (see below).
- b) **‘Student response’ (two submissions by 11:59 pm on the Monday of Weeks 4, 6, 8).** Each student will post a response to the discussion question. Unless otherwise indicated, each

response should be written as a prose style essay (**12-point font, double-spaced, Times New Roman, one-inch margins; submit as pdf**). The specific length of each essay will be indicated in the question but will typically be 3-5 pages. On the course website (under Weeks 4, 6, 8), you must **submit this “student response” twice**: first “to the instructor,” and then second “to the forum.” **Students who do not make both submissions on time will be subject to the late policy (see below)**. (Please note: for your submission “to the forum,” there is a one-hour time lapse before your forum post will appear, allowing you to edit your post if needed. You will not be able to see other student responses until this one-hour time lapse is completed).

Instructions on style: There is no need for a title page but you should have your name and a brief title in the header of the paper (or in the first line). Given the word/page limit you will need to be succinct in your response (e.g., no need for introductory paragraphs and extraneous words – just answer the question as succinctly and clearly as you can). There is much that can be said in three to five pages when you write clearly and succinctly, which is part of the challenge of this assignment. Do not use footnotes but instead provide in-text citations with page number references (e.g., Wright 2009, 33) when you are referring to secondary sources. You should also include a bibliography that provides full bibliographic information (e.g., Wright, N. T. *Paul, In Fresh Perspective*. Minneapolis, MN: Fortress Press, 2009) for all the sources that you cite. The bibliography should conform to the Chicago Manual of Style (see below for links to this resource) and appear at the end of your document (it is not included in your page count).

- c) **‘Secondary reflection’ (one submission by 11:59 pm on the Thursday of Weeks 4, 6, 8)**. After you have posted your response “to the forum” (and after the one-hour time lapse), you will be able to see the responses of other students. After reading through the other ‘student responses’ from your group you need to post a single reflection (approximately 200 to 400 words) **“to the forum”** (not “to the instructor”) in which you **summarize how your thinking has been enhanced, challenged and/or changed by reading the other responses in your group** (this should be **posted as a reply** directly into the dialogue box of the forum rather than as an additional pdf attachment). Note, you are not responsible for interacting with late student responses. Any comments on the work of others should be given respectfully and conform to the ‘guidelines for online engagement’ listed below (under General Guidelines for the Submission of Written Work). After this summary reflection, no further posts are *required* but feel free to continue dialoguing over points of interest.

Assignment Grading: A grading rubric (with late penalties) is posted on the course page under “General Course Information”: see **“Syllabus Supplement: Group Discussion Forum (Assignment #2) – Grading Rubric + Late Policy.”**

Responses to forums should be posted directly into the given discussion forum. Please remember that these are academic forums and that all posted comments are expected to

adhere to the following '**Guidelines for Online Engagement**' (especially when commenting on the work of others):

- Comments are consistently characterized by respectful language and tone toward others who you may disagree with;
- Comments are devoid of sexism, racism, personal attacks, 'put downs' or any other content that might be taken as personally offensive by others;
- Comments are respectful of class diversity in relation to age, gender, ethnicity, cultural background and denominational background;
- Comments avoid passing judgment on another person's motives or spiritual maturity;
- Comments avoid giving unsolicited pastoral advice, counsel, or spiritual direction to other students;
- While disagreement is expected, healthy and necessary to learning, it should be expressed in a respectful manner that invites further dialogue and growth in mutual understanding.

3. Research Essay: due on Monday, November 24, 2025 (45% of final grade)

Each student will select one research topic from the list below (alternative topics may be approved by the instructor upon request) and will write a research essay related to that topic. Depending on the chosen topic and research question, this essay may address one or more of the Learning Outcomes identified at the beginning of this syllabus. In completing this essay, the student should proceed according to the following guidelines:

- **Possible research topics:** the New Testament doctrine of scripture or canonization; the Jesus seminar and/or historical Jesus research; the kingdom of God in the Gospels; the death of Jesus; the resurrection of Jesus; apocalyptic literature and its value for studying the New Testament; the theology of Paul; Paul's understanding of the Old Testament law; the use of the Old Testament in the New; the value of New Testament critical methodology as used by modern biblical scholars (e.g. redaction criticism; source criticism; literary criticism; rhetorical criticism; etc.); the study of Jewish or Greco-Roman background in relation to interpretation of the New Testament; the 'new perspective' on Paul; pseudepigraphy in the New Testament; the relationship of history and theology in studying the New Testament; various theological themes or New Testament theology in general.
- **Research Question:** Students will be expected to prepare a research paper in which they summarize and interact with some aspect of their chosen topic. *You must first formulate a research question that you intend to answer in your paper.* For example "the resurrection of Jesus" is a research topic but not a research question. Examples of questions related to this topic might include the following: how did Greco-Roman and early Jewish views on resurrection shape early Christian understandings of Jesus's resurrection? What is the historical evidence for the bodily resurrection of Jesus, and what is the best explanation of this evidence? In what ways do the resurrection narratives differ across the four Gospels, and what is the theological significance of these differences? Etc. It is recommended (but not required) that you get input from the instructor when formulating your research question. The research question will be key to giving your paper a specific focus. You will then need to research potential answers to your question in secondary scholarly literature

(see below) as well as paying close attention to the New Testament itself. The results of your research should demonstrate your ability to interact with and synthesize ideas found in various secondary sources along with your own ideas.

- **Secondary literature:** in keeping with the grading rubric below, a “B” paper will include at least 7 items in the bibliography. The only items included in this count will be secondary scholarly sources that go beyond any assigned course reading and have obvious relevance to your paper. These include such things as scholarly commentaries, NT Introductions, NT Theologies, books, and articles/essays (e.g., in dictionaries and essay collections). If there is *significant interaction* (versus a brief citation) with a primary source (e.g., Josephus or Philo etc.) then the reference to this primary source will be included in the bibliography count. You are welcome to reference the following type of items as you see fit, but they will not be included in the bibliography count: popular articles, essays and commentaries; popular online articles; Bibles and study Bibles. Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with your own. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in **footnotes** (not endnotes) and provide a full bibliography at the end of your paper.
- **General approach:** the paper should be clearly structured with the following sections: (1) an introduction (identify your research question, why it is important to address and how you intend to address it); (2) body (present your research in a clear and organized fashion – it is often helpful to use sectional headings to organize and clarify your thoughts); (3) and conclusion (draw clear conclusions in answering your research question based on your findings presented in the body of the paper). What matters most is that you organize and clearly present your research and ideas. In a paper that discusses differing opinions this does not mean drawing conclusions where there is insufficient evidence. It is possible, for example, that you are unable to decide between two or more options. In this case you need to clearly show the strengths and weaknesses of each option and why you think ambiguity remains. You may give suggestions for further research that would help gain more insight.
- **Style:** The paper should be **8-10 pages** in length (not including title page or bibliography) with footnotes (not endnotes) and a bibliography of sources consulted. Please follow the Chicago Manual of Style for footnotes and bibliography ([See “Documenting Chicago Style” tip sheet](#)). The paper must be **double-spaced** and use **12-point font, Times New Roman**, and **one-inch margins**; moreover, it **must be submitted as a pdf for grading**. The bibliography should include all items of secondary and primary literature that are cited (not Bibles but it is good to indicate in a footnote or parenthesis which version/versions you are using) and should include a good cross section of types (commentaries; books; peer-reviewed journal articles) and viewpoints. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). It is expected that written work is submitted in a straightforward style of academic prose; it should be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. If English grammar is challenging for you then you are expected to seek help (e.g.

from the writing services of the Centre for Academic Excellence). Please also consult “General Guidelines for Submission of Written Work” below.

Assignment Grading: A grading rubric (with late penalties) is posted on the course page under “General Course Information”: see **“Syllabus Supplement: Research Essay (Assignment #3) – Grading Rubric + Late Policy.”**

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation will be based upon completion of the assignments (as outlined above):

| Assignment | Due Date | % of final grade |
|-----------------------------|---|------------------|
| 1. Weekly Reflections Posts | Weekly (any 6 out of 12 weeks; submission by Sunday) | 5% |
| 2. Group Discussion Forums | Weeks 4, 6, 8 (submissions on Mondays + Thursdays of these weeks) | 50% |
| 3. Research Paper | Monday, November 24, 2025 | 45% |
| Total Grade | | 100% |

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

The core course content includes weekly online lectures and course reading (textbooks and New Testament). The following schedule indicates which material is relevant to a given week. Please note that the forum for the Weekly Reflection Posts (assignment #1) will run every week. Dates for other assignments are explicitly indicated and marked with *asterisks*.

Week 1: Sept 8-14

Online lecture: The New Testament as Scripture

Required reading:

- Powell 59-75 (17 pages) (chap 3)
- Carter 107-154 (48 pages) (chapters 6 and 7)

Week 2: Sept 15-21

Online lecture: The New Testament in its Historical Context

Course reading:

- Powell 17-57 (41 pages) (chaps 1 + 2)

- Carter 1-64 (64 pages) (chaps 1-3)
- New Testament: Gospel of Mark

Week 3: Sept 22-28

Online lecture: Jesus and the Gospels

Course reading:

- Powell 77-119 (43 pages) (chaps 4 + 5)
- Carter 65-85 (20 pages) (chap 4)
- New Testament: Gospel of Matthew

Week 4: Sept 29—Oct 5

*NOTE: On-line **Group Discussion Forum #1*** submissions on Monday & Thursday (assignment #2)

Online lecture: Matthew and Mark

Course reading:

- Powell 119-159 (41 pages) (chaps 6 + 7)
- Carter 87-106 (19 pages) (chap 5)
- New Testament: Gospel of Luke

Week 5: Oct 6-12

Online lecture: John

Course reading:

- Powell 183-203 and 507-521 (36 pages) (chaps 9 + 28)
- New Testament: Gospel of John and 1, 2, 3, John

Week 6: Oct 13-19

*NOTE: Online **Group Discussion Forum #2*** submissions on Monday & Thursday (assignment #2)

Online lecture: Luke and Acts

Course reading:

- Powell 161-181 and 205-229 (46 pages) (chaps 8 + 10)
- New Testament: Acts

READING DAYS: Oct 21-24 (No lectures or forums this week)

Week 7: Oct 27-Nov 2

Online lecture: Introduction to Paul and his Letters

Course reading:

- Powell 231-269 and 431-441 (50 pages) (chaps 11 +12 + 23)

- New Testament: Philemon and Galatians

Week 8: Nov 3-9

*NOTE: On-line **Group Discussion Forum #3*** submissions on Monday & Thursday (assignment #2)

Online lecture: Romans and Galatians

Course reading:

- Powell 271-287 and 323-337 (31 pages) (chaps 13 + 16)
- New Testament: Romans

Week 9: Nov 10-16

Online lecture: 1 Corinthians and Philippians

Course reading:

- Powell 289-307 and 357-369 (32 pages) (chaps 14 +18)
- New Testament: 1-2 Corinthians and Philippians

Week 10: Nov 17-23

Online lecture: Hebrews and James

Course reading:

- Powell 443-477 (35 pages) (chaps 24 + 25)
- New Testament: Hebrews and James

Week 11: Nov 24-30

*NOTE: **Research Essay** due Monday, November 24, 2025* (assignment #3)

Online lecture: 1 Peter and Revelation

Course reading:

- Powell 479-495 and 531-551 (38 pages) (chaps 26 + 30)
- New Testament: 1 Peter and Revelation

Week 12: Dec 1-5

Online lecture: New Testament Theology

Course Reading: none

V. SELECTED BIBLIOGRAPHY

The following is a partial list of resources intended as a starting point of research on a number of issues pertaining to the New Testament. In addition to these more general works, the library has multiple commentaries on each book of the New Testament. Commentaries will provide valuable background information on specific books. All these resources (along with the course text) contain a wealth of additional bibliography to aid research on more specific topics.

New Testament Introductions:

- Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: Wm. B. Eerdmans, 2001.
- Brown, Raymond E. *An Introduction to the New Testament*. New York; London; Toronto: Doubleday, 1997.
- Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids, MI: Zondervan, 1992.
- DeSilva, David A., *An Introduction to the New Testament: Contexts, Methods, & Ministry Formation*. Downers Grove, IL: InterVarsity Press, 2004.
- Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Literature*. New York; Oxford: Oxford University Press, 2000.
- Guthrie, Donald. *New Testament Introduction*. Leicester; Downers Grove, IL: Apollos; Intervarsity Press, 1990.
- Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Minneapolis, MN: Fortress Press, 1999.
- Kümmel, W. G. *Introduction to the New Testament*. Translated by H. C. Kee. London: Abingdon Press, 1975.
- Marxsen, W. *Introduction to the New Testament: An Approach to Its Problems*. Translated by G. Buswell. Philadelphia, PA: Fortress Press, 1968.
- McNeile, A. H. *An Introduction to the Study of New Testament*. 2nd Rev. ed. Edited by C. S. C. Williams. Oxford: Clarendon Press, 1953.
- Metzger, Bruce M. *The New Testament: Its Background, Growth, and Content*. 3rd ed. Nashville, TN: Abingdon Press, 2003.
- Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009 (Second Edition, 2018)
- Robert, A., and A. Feuillet. *Introduction to the New Testament*. Translated by P. W. Skehan et al. New York; Rome; Paris: Desclée Company, 1965.

New Testament Theology:

- Anderson, Bernhard W. "The New Crisis in Biblical Theology." *Drew Gateway* 45 (1974–75): 159–74.
- Bultmann, Rudolf. *Theology of the New Testament*. 2 Vols. Translated by Kendrick Grobel. New York: Charles Scribner's Sons, 1951 and 1955.

- Caird, G. B. *New Testament Theology*. Completed and edited by Donlad A. Hagner. Oxford: Clarendon Press, 1994.
- Conzelmann, Hans. *An Outline of the Theology of the New Testament*. Translated by John Bowden. New York: Harper & Row, 1969.
- Funk, Robert W. *Language, Hermeneutic and the Word of God: The Problem of Language in the New Testament and Contemporary Theology*. New York: Harper and Row, 1966.
- Guthrie, Donald. *New Testament Theology*. Leicester: IVP, 1981.
- Käsemann, Ernst. "The Problem of New Testament Theology." *NTS* 19 (1972–1903): 235–45.
- Keck, Leander E. "Problems of New Testament Theology." *NovT* 7 (1964): 217–41.
- Ladd, George Eldon. *A Theology of the New Testament*. Rev. ed. Grand Rapids, MI: Eerdmans, 1994 (1974).
- Lemcio, Eugene E. "The Unifying Kerygma of the New Testament." *JSNT* 33 (1988): 3–17.
- Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: IVP, 2004.
- Martin, Ralph P. "New Testament Theology: Impasse and Exit." *ExpTim* 69 (1980): 264–69.
- Matera, Frank J. "New Testament Theology: History, Method and Identity." *CBQ* 67 (2005): 1–21.
- _____. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.
- Perrin, Norman. "Jesus and the Theology of the New Testament." *JR* 64 (1984): 413–31.
- Räisänen, Heikki. *Beyond New Testament Theology*. London; Philadelphia: SCM Press; Trinity Press International, 1990.
- Richardson, Alan. *An Introduction to the Theology of the New Testament*. London: SCM, 1958.
- Robinson, James M. "The Future of New Testament Theology." *Drew Gateway* 45 (1974–75): 175–87.
- Rowe, C. Kavin. "New Testament Theology: The Revival of a Discipline: A Review of Recent Contributions to the Field." *JBL* 125, no. 2 (2006): 393–410.
- Sandys-Wunsch, John, and Laurence Eldredge. "J.P. Gabler and the Distinction between Biblical and Dogmatic Theology: Translation, Commentary, and Discussion of His Originality." *SJT* 33 (1980): 133–58.
- Schreiner, Thomas R. *New Testament Theology: Magnifying God in Christ*. Grand Rapids, MI: Baker, 2008.

Strecker, Georg. *Theology of the New Testament*. German ed. Edited and completed by Friedrich Wilhelm Horn. Translated by M. Eugene Boring. Louisville, KY: Westminster John Knox Press, 2000.

Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids, MI: Zondervan, 2005.

Jesus and the Gospels:

Allison, D.C. *Constructing Jesus: Memory, Imagination, and History*. Grand Rapids, MI: Baker Academic, 2010.

Allison, D.C. *The Historical Christ and the Theological Jesus*. Grand Rapids, MI: Eerdmans, 2009.

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 2006.

_____. *The Gospels for All Christians: Rethinking the Gospel Audiences*. Grand Rapids, MI; Cambridge: W. B. Eerdmans, 1998.

Bird, Michael F. "The Formation of the Gospels in the Setting of Early Christianity: The Jesus Tradition as Corporate Memory." *WTJ* 67 (2005): 113–34.

Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville, TN: Broadman and Holman, 1997.

Bock, Darrell L. *Who is Jesus? Linking the Historical Jesus with the Christ of Faith*. New York; Nashville, TN; London: Howard Books, 2012.

Borg, Marcus J. *Conflict, Holiness & Politics in the Teachings of Jesus*. Studies in the Bible and Early Christianity, Vol. 5. New York; London: Continuum, 1998.

_____. *Jesus: Uncovering the Life, Teachings, and Relevance of a Religious Revolutionary*. New York: HarperSanFrancisco, 2006.

_____. *Meeting Jesus Again for the First Time: The Historical Jesus & the Heart of Contemporary Faith*. San Francisco: HarperSanFrancisco, 1984.

Borg, Marcus J., and N. T. Wright. *The Meaning of Jesus: Two Visions*. New York: HarperCollins, 2007.

Burridge, R. A. *Four Gospels, One Jesus? A Symbolic Reading*. Grand Rapids, Michigan; Cambridge, U.K.: Eerdmans, 2005.

_____. *What Are the Gospels? A Comparison with Graeco-Roman Biography*. 2nd ed. Grand Rapids, MI: Eerdmans, 2004.

Charlesworth, James H., ed. *Jesus and Archaeology*. Grand Rapids, MI: Eerdmans, 2006.

- Crossan, John Dominic. *Jesus: A Revolutionary Biography*. New York: HarperCollins, 1994.
- Crossan, John Dominic, and Jonathan L. Reed. *Excavating Jesus: Beneath the Stones, Behind the Texts*. New York: HarperCollins, 2002.
- Eve, Eric. *Behind the Gospels: Understanding the Oral Tradition*. Minneapolis: Fortress Press, 2014.
- Goergen, Donald. *The Jesus of Christian History*. Eugene, OR: Wipf and Stock Publishers, 1992.
- Hutchinson, Robert J. *Searching for Jesus: New Discoveries in the Quest for Jesus of Nazareth and How They Confirm the Gospel Accounts*. Nashville: Nelson Books, 2015.
- Johnson, Luke Timothy. *Living Jesus: Learning the Heart of the Gospel*. New York: HarperSanFrancisco, 1999.
- _____. *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels*. New York: HarperSanFrancisco, 1996.
- Le Donne, Anthony. *Historical Jesus: What Can We Know and How Can We Know It?* Grand Rapids, MI: Eerdmans, 2011.
- Nolan, Albert. *Jesus Today: A Spirituality of Radical Freedom*. Maryknoll, NY: Orbis Books, 2006.
- Pelikan, Jaroslav. *Jesus through the Centuries: His Place in the History of Culture*. New Haven; London: Yale University Press, 1985.
- Sanders, E. P. *Jesus and Judaism*. Philadelphia: Fortress Press, 1985.
- _____. *The Historical Figure of Jesus*. London - New York: Penguin Books, 1995.
- Sanders, E. P. and Margaret Davies. *Studying the Synoptic Gospels*. London: SCM Press, 1989.
- Stanton, Graham N. *The Gospels and Jesus*. Oxford: Oxford University Press, 2002.
- Theissen, Gerd, and Annette Merz. *The Historical Jesus: A Comprehensive Guide*. Minneapolis, MN: Fortress Press, 1998.
- Theissen, Gerd, and Dagmar Winter. *The Quest for the Plausible Jesus: The Question of Criteria*. Louisville, KY: Westminster John Knox, 2002.
- Wilkins, Michael J., and Moreland, J. P., eds. *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids, MI: Zondervan, 1995.
- Willitts, Joel. "Presuppositions and Procedures in the Study of the 'Historical Jesus': Or, Why I decided not to be a 'Historical Jesus' Scholar." *Journal for the Study of the Historical Jesus* 3, no. 1 (2005): 61–108.
- Wright, N.T. *Jesus the Victory of God*. Minneapolis, MN: Fortress Press, 1996.
- _____. *The Resurrection of the Son of God*. Minneapolis, MN: Fortress Press, 2003.

Paul:

Barclay, John M. G. "Mirror-Reading a Polemical Letter: Galatians as a Test Case." *JSNT* 31 (1987): 73–93.

Beker, J. Christian. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.

_____. *The Triumph of God: The Essence of Paul's Thought*. Minneapolis: Fortress Press, 1990.

Bird, Michael. *The Saving Righteousness of God: Studies in Paul, Justification, and the New Perspective*. Paternoster Biblical Monographs. Carlisle: Paternoster, 2007.

Borg, Marcus J., and John Dominic Crossan. *The First Paul: Reclaiming the Radical Visionary behind the Church's Conservative Icon*. New York: HarperCollins, 2009.

Capes, David B., Rodney Reeves, and E. Randolph Richards. *Rediscovering Paul: An Introduction to His World, Letters and Theology*. Downers Grove, IL: InterVarsity, 2007.

Crossan, John Dominic, and Jonathan L. Reed. *In Search of Paul: How Jesus's Apostle Opposed Rome's Empire with God's Kingdom*. San Francisco: HarperSanFrancisco, 2004.

Dunn, James G. *The New Perspective on Paul*. Grand Rapids, MI: Eerdmans, 2007.

_____. *The Theology of the Paul the Apostle*. Grand Rapids: Eerdmans, 1998.

Elliot, Neil. *Liberating Paul: The Justice of God and the Politics of the Apostle*. Minneapolis: Fortress Press, 2005.

Elliot, Neil, and Mark Reasoner, eds. *Documents and Images for the Study of Paul*. Minneapolis: Fortress Press, 2011.

Fee, Gordon. *Empowering Presence: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994.

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2001.

_____. *Cruciformity: Paul's Narrative Spirituality of the Cross*. Grand Rapids: Eerdmans, 2001.

_____. *Inhabiting the Cruciform God: Kenosis, Justification, and Theosis in Paul's Narrative Soteriology*. Grand Rapids: Eerdmans, 2009.

_____. *Reading Paul*. Eugene, OR: Cascade Books, 2008.

Gundry, Stanley N., and Michael F. Bird, eds. *Four Views on the Apostle Paul*. Grand Rapids, MI: Zondervan, 2012.

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

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

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

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](#). 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.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).