

“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.”

Course	PAULINE THEOLOGY NEWT 0670 NP
Date, Time, and Delivery Format	JANUARY 6 – 10, 2025 MONDAY TO FRIDAY, 9:00 AM – 4:00 PM IN-PERSON ONLY
Instructor	JOHN MOON, Ph.D. Email: johnmoon@tyndale.ca
Class Information	The classes will be in-person from Monday to Friday from 9:00 AM – 4:00 PM. Office Hours: Zoom meeting by appointment. Email correspondence: a response can be expected within 1-3 business days
Course Material	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.

I. COURSE DESCRIPTION

Paul, deeply shaken yet captivated by his encounter with the crucified Messiah and God's unexpected inclusion of non-Jews, was driven to radically rethink his understanding of God, Scripture, history, identity, and ethics. Unlike any other New Testament author, Paul's writings offer an unparalleled window into his life and thought, presenting a rich theological framework that shaped transformative communities across the Roman Empire and inspired generations of thinkers. In this course, we will explore Paul's theology both chronologically through his letters and systematically through key theological themes, uncovering an alternative worldview that continues to challenge and inspire contemporary perspectives.

Prerequisites: BIBL 0501. Recommended: NEWT 0522.

II. LEARNING OUTCOMES

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

1. summarize the theology of Paul's letters in their historical context;
2. create a systematic Pauline theology for future use in ministry;
3. critically analyze and assess key terms, passages, and issues in Pauline theology;
4. compare and contrast Paul's theology with other worldviews;
5. apply Paul's theology to contemporary issues.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Moo, Douglas J. *[A Theology of Paul and His Letters: The Gift of the New Realm in Christ](#)*. Grand Rapids: Zondervan Academic, 2021. Hard copies available for purchase at [Cornerstone Bookshop](#).

Various readings posted on Moodle (classes.tyndale.ca)

An English translation of the Bible (e.g., NRSV, NIV, ESV), not a paraphrase. To maximize the benefit from the readings and lectures, students are encouraged to read Paul's letters beforehand.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

McKnight, Scot, Lynn H. Cohick, and Nijay K. Gupta, eds. *[Dictionary of Paul and His Letters: A Compendium of Contemporary Biblical Scholarship](#)*. Downers Grove: InterVarsity Press, 2023.

Jipp, Joshua W. *[Pauline Theology as a Way of Life: A Vision of Human Flourishing in Christ](#)*. Grand Rapids: Baker Academic, 2023.

Tyndale recommends 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](#).

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. ASSIGNMENTS AND GRADING

1. Class Participation (10%)

Class participation is related to all the Learning Outcomes. Class discussion will be a regular part of the course, and its purpose is to foster our ability to think critically about issues, engage charitably with others, and stretch our thinking. Discussions will arise from the lecture material and some of the required readings. These **required readings** are **marked with an asterisk (*)**, and students are expected to come to class able to discuss the biblical text (for “Bible” readings), or (for articles) summarize the argument (e.g., in a paragraph) and provide one point of appreciation and one point of critical evaluation. Students will get the most out of this course—and from one another—if they participate. Students will thus be graded on attendance, as well as the frequency and relevance of their contributions. A grading rubric will be provided on Moodle (classes.tyndale.ca).

2. Class Presentation: visual aid due January 7, presentation on January 8/9/10 (10%)

This assignment is related to Learning Outcome #3. **Prior to the beginning of class, students will sign up for a presentation on a Pauline text** (see “Pauline Passages for Presentation” on the class website, under “General Course Information”; sign-up will be on a first-come-first-serve basis). Each passage is significant and contains some interpretive issue(s). Each student will prepare a **5-6 minute presentation** on the selected passage with a visual aid (e.g., handout, slides, images; for the benefit of your classmates, **submit an electronic copy of your visual aid by 11pm of Day 2 onto the class website** [“Class Presentation Handouts,” under “General Course Information”]). Before the presentation, students will read the passage in question. During the presentation, students are to (1) place the passage in its literary context; (2) explain the interpretive issue(s) and alternative scholarly interpretations; and (3) give reasons for what the student considers to be the best reading. Following the presentation, presenters will field any questions from other students, who

will be expected to listen carefully and ask questions. See the recommended reading (section III.B) and selected bibliography (section V) for helpful resources.

3. Construct a Pauline Theology (+ Comparison/Application): due February 7 (40%)

*This assignment is related to Learning Outcomes #2, #3, and #4/#5 and will consist of two parts. In **Part I** of the assignment (“Construct a Pauline Theology”), after evaluating each session’s lectures, presentations, and readings, each student will write 500-600 words succinctly and carefully summarizing their conclusions (and the main reasons for their conclusions) on seven topics (see Part II of the Lectures, “The Theology of Paul”): (1) basic structures; (2) theology; (3) Christology; (4) soteriology/pneumatology; (5) ecclesiology; (6) law/anthropology; (7) ethics/final state. The total word count should be between 3,500-4,200 words. Part I of the assignment will allow students to construct their understanding of a Pauline worldview for future use in ministry and will count for **35% of the student’s final grade**.*

In **Part II** of the assignment, students will apply Part I by writing 500-600 words on one of two topics. Students will *either* (1) evaluate a contemporary social or ministry issue (e.g., social media, artificial intelligence, systemic injustice, Christian denominationalism, etc.) through the lens of Pauline theology, *or* (2) evaluate an element of an alternative worldview (e.g., “the good” in secular humanism, salvation in Islam, duty in Confucianism, etc.) through the lens of Pauline theology. On either option, students should spend about half their words explaining the issue/worldview element, and the other half in evaluation. Part II will count for **5% of the student’s final grade**.

This assignment is to be **submitted through Moodle** (classes.tyndale.ca; cf. section H. General Guidelines for the Submission of Written Work, esp. on Turnitin). On the due date, students must **also submit a Word document (.doc) of Part II to johnmoon@tyndale.ca**, which will be compiled and *anonymously* re-distributed to the class (i.e., students will not know who wrote what). The purpose of this redistribution is to learn from one another how Pauline theology might be applied.

4. Research Essay: due March 7 (40%)

*This assignment is related to Learning Outcome #3. Students will have an opportunity to critically investigate a question of interest related to Pauline theology, thereby developing their skills in research and exegesis. Papers should be about **9-11 pages** in length (excluding bibliography and title page), 12-point font, Times New Roman, 1-inch margins, double-spaced. A grading rubric and further instructions (e.g., on how to formulate a research question) will be provided on Moodle (classes.tyndale.ca). **Submit through Moodle***

(classes.tyndale.ca) (cf. section H. General Guidelines for the Submission of Written Work, esp. on Turnitin).

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date	Grade
Class Participation		10%
Class Presentation	Visual aid due Jan 7 Present on Jan 8/9/10	10%
Construct a Pauline Theology (+ Application/Comparison)	February 7	40%
Research Essay	March 7	40%
Total Grade		100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Style Guide

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

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your

submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

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

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.

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

Students should also consult the current [Academic Calendar](#) for academic polices 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) before proceeding.

H. 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

PRIOR TO START OF CLASS			
<ul style="list-style-type: none"> • Pre-reading (which includes note-taking on class discussion readings) is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation. • Sign up on the class website (Moodle) for a presentation on a Pauline text and prepare your presentation. • <i>Recommended:</i> for your research essay, narrow down from a research topic to a research question, and build a preliminary bibliography. 			
DAY ONE			
Session	Lecture	Assigned Readings	Assignments
#1	<ul style="list-style-type: none"> • Course Introduction • The Promise of Pauline Theology • How to Approach Pauline Theology • Chronology • Sources <p><u>PART I: PAUL'S LIFE & THE THEOLOGY OF HIS LETTERS</u></p> <ul style="list-style-type: none"> • Paul's Upbringing, Persecution, and Call 	<ul style="list-style-type: none"> • Moo, pp. 3-27, 43-53 • *Bible: read Paul's "undisputed" letters (Rom, 1-2 Cor, Gal, 1 Thess, Phil, and Phlm) in a single sitting and ask, <i>what element(s) of Paul's theology might seem unsustainable or uninteresting in the post-apostolic period (i.e., after Paul's death near the end of the first century AD)?</i> • *Bible: read Paul's "disputed" letters (Col, Eph, 2 Thess, 1 Tim, 2 Tim, Titus) and ask, <i>how are these similar and different from the undisputed letters?</i> 	
#2	<ul style="list-style-type: none"> • Paul the Missionary • 1-2 Thessalonians • 1 Corinthians 	<ul style="list-style-type: none"> • Moo, pp. 88-101 (1 Thess), 111-158 (1 Cor) • *Bible: note the similarities and differences between 1 Thess. 4:13—5:11 and 2 Thess 2:1-12. <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Moo, pp. 102-110 (2 Thess) 	

DAY TWO			
#1	<ul style="list-style-type: none"> • 2 Corinthians • Galatians • Romans 	<ul style="list-style-type: none"> • Moo, pp. 54-87 (Gal), 192-243 (Rom) • *Bible: compare Galatians 3:1—4:7 and Romans 3:27—4:25 <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Moo, pp. 159-91 (2 Cor) 	
#2	<ul style="list-style-type: none"> • Philemon/Philippians • Colossians/Ephesians • Pastorals/Martyrdom 	<ul style="list-style-type: none"> • Moo, pp. 244-67 (Col/Phlm), 296-334 (Phil/1 Tim) • *Bible: read Philippians and ask, <i>how does 2:6-11 relate to the whole letter?</i> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Moo, pp. 268-95 (Eph), 335-48 (Titus; 2 Tim) 	
DAY THREE			
#1	<p><u>PART II: THE THEOLOGY OF PAUL</u></p> <ul style="list-style-type: none"> • Basic Structures • Theology (1): God the Creator • Theology (2): God and the Gospel 	<ul style="list-style-type: none"> • Moo, pp. 27-42, 473-79, 508-31 • Douglas J. Moo, <i>The Letter to the Romans</i> (2d ed; Grand Rapids: Eerdmans, 2018), pp. 73-78 (on Moodle) • *Ernst Käsemann, <i>New Testament Questions of Today</i> (Philadelphia: Fortress Press, 1969), pp. 168-82 (“The Righteousness of God’ in Paul”) (on Moodle) • *Sam K. Williams, “The ‘Righteousness of God’ in Romans,” <i>Journal of Biblical Literature</i> 99/2 (1980): 241-45, 254-80 (on Moodle) 	Student presentation(s)
#2	<ul style="list-style-type: none"> • Christology (1): Resurrection and Death • Christology (2): Identities • Soteriology/ Pneumatology (1): 	<ul style="list-style-type: none"> • Moo, pp. 349-404 • *Bart D. Ehrman, <i>How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee</i> (San Francisco: HarperOne, 2014), pp. 211-25 (on Moodle) • *Simon Gathercole, “What Did the First Christians Think About 	Student presentation(s)

	Proclamation and Faith	<p>Jesus?", in <i>How God Became Jesus: The Real Origins of Belief in Jesus' Divine Nature – A Response to Bart Ehrman</i> (ed. Michael F. Bird et al.; Grand Rapids: Zondervan, 2014), 103-6 (on Moodle)</p> <ul style="list-style-type: none"> • Nijay Gupta, "Paul and <i>Pistis Christou</i>," in <i>The Oxford Handbook of Pauline Studies</i> (ed. Matthew V. Novenson and R. Barry Matlock; New York: Oxford University Press, 2022), 470-87 (on Moodle) 	
DAY FOUR			
#1	<ul style="list-style-type: none"> • Soteriology/ Pneumatology (2): Union with Christ • Soteriology/ Pneumatology (3): Benefits from our Union with Christ • Ecclesiology (1): The New People of God 	<ul style="list-style-type: none"> • Moo, pp. 459-507 (review pp. 473-79), 568-86 (review p. 31) • *J. L. Martyn, <i>Galatians</i> (AYB 33A; New Haven: Yale University Press, 1997), pp. 343-52 ("Covenant, Christ, Church and Israel") (on Moodle) • *N. T. Wright, <i>Pauline Perspectives: Essays on Paul, 1978-2013</i> (Minneapolis: Fortress Press, 2013), pp. 571-78 ("Paul and the Patriarch: The Role(s) of Abraham in Galatians and Romans") (on Moodle) 	Student presentation(s)
#2	<ul style="list-style-type: none"> • Ecclesiology (2): Sacraments, Structures, and Responsibilities • Law (1): Recent Approaches to Paul, Pt. 1 • Law (2): Recent Approaches to Paul, Pt. 2 	<ul style="list-style-type: none"> • Moo, 415-449, 587-602 	Student presentation(s)
DAY FIVE			
#1	<ul style="list-style-type: none"> • Law (3): tensions and redefinition • Anthropology 	<ul style="list-style-type: none"> • Moo, 405-14, 450-58, 603-27 • *Joshua W. Jipp, <i>Christ Is King: Paul's Royal Ideology</i> 	

	<ul style="list-style-type: none"> • Ethics (1): Overview 	(Minneapolis: Fortress Press, 2015), pp. 43-76 (“King and Law: Christ the King as Living Law”) (on Moodle)	
#2	<ul style="list-style-type: none"> • Ethics (2): Special Topics • Final State • Conclusion 	<ul style="list-style-type: none"> • Moo, 628-50, 532-67 • *John M. G. Barclay, <i>Pauline Churches and Diaspora Jews</i> (Grand Rapids: Eerdmans, 2016), pp. 363-87 (“Why the Roman Empire Was Insignificant to Paul”) (on Moodle) • *P. M. Sprinkle, “Homosexuality,” <i>DPL</i> 624-32 (on Moodle) • *Dale B. Martin, <i>Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation</i> (Louisville: Westminster John Knox Press, 2006), 77-90 (“The Queer History of Galatians 3:28: ‘No Male and Female’”) (on Moodle) 	Student presentation(s)
POST-CLASS			
<ul style="list-style-type: none"> • Assignment due February 7: Construct a Pauline Theology (+ Application/Comparison) (40%) • Assignment due March 7: Research Essay (40%) 			

V. SELECTED BIBLIOGRAPHY

General

Barclay, John M. G. *Paul and the Gift*. Grand Rapids: Eerdmans, 2015.

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

Bird, Michael F., and Preston M. Sprinkle. *The Faith of Jesus Christ: Exegetical, Biblical, and Theological Studies*. Peabody: Hendrickson Publishers, 2009.

Bruce, F. F. *Paul: Apostle of the Heart Set Free*. Grand Rapids, Mich.: Eerdmans, 1977.

Bultmann, R. *Theology of the New Testament*. Vols. 1 & 2. New York: Charles Scribner, 1951 & 1955.

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Dunn, James D. G. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 2006.

Engberg-Pedersen, Troels. *Paul and the Stoics*. Louisville: Westminster John Knox Press, 2000.

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Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977.

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Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2005.

_____. *Paul and the Faithfulness of God*. Book 2/Part 4. Minneapolis: Fortress, 2013.

Commentaries on Romans

Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 vols. Edinburgh: T. & T. Clark, 1975-1979. [Excellent handling of the Greek text.]

Dunn, James D. G. *Romans*. 2 vols. Word Biblical Commentary 38A. Dallas: Word Books, 1988.

Moo, Douglas J. *The Letter to the Romans*. 2d ed. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2018.

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Fee, Gordon D. *The First Epistle to the Corinthians*. Revised edition. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 2014.

Thiselton, Anthony C. *The First Epistle to the Corinthians: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2000.

Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2003.

Commentaries on 2 Corinthians

- Harris, Murray J. *The Second Epistle to the Corinthians: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2005.
- Thrall, Margaret E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*. International Critical Commentary. Edinburgh: T. & T. Clark, 2000.
- Barnett, Paul. *The Second Epistle to the Corinthians*. The New International Commentary on the New Testament. Grand Rapids, Mich.: W.B. Eerdmans Pub., 1997.

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- Bockmuehl, Markus N. A. *A Commentary on the Epistle to the Philippians*. 4th ed. Black's New Testament Commentary. London: A & C Black, 1997.

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- Beale, G. K. *Colossians and Philemon*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2019.
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Marshall, I. Howard. *A Critical and Exegetical Commentary on the Pastoral Epistles*. International Critical Commentary. Edinburgh: T & T Clark, 1999.

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