

**Bibl 5250 Online**  
**N. T.**  
**Fall 2017 Syllabus**  
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**Catalog Description**

This course explores further the interpretation, context, and content of the New Testament, with particular emphasis on the theology of the New Testament texts and their contemporary relevance. Theological themes running through the canon and introduced in NT 1 are explored in greater detail. These include 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 your 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 other select 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.

**Required Texts**

*Jesus and the Victory of God*, N. T. Wright, Fortress Press, 1997, (JVG)  
*Theology of the Apostle Paul*, James Dunn, Eerdmans, 2006 (TAP)  
*Elements of Biblical Exegesis*, Michael Gorman, Baker Academic, 2010. This book was required for my NT I class last spring. Students taking that class should already have it. Those who have not should get a copy and familiarize themselves with Gorman's method—a standard and popular approach to NT exegesis. This can be done in either Greek or English. We will use the *short form* of the exegesis paper for the assignment for this course. It is recommended that students either have taken NT I or have had a basic introduction to exegetical method before taking NT II.

Online Via Brandel Library

Numerous assignments are from two dictionaries that are available online through the Brandel Library website.

*Dictionary of Jesus and the Gospels*, 2nd Edition, InterVarsity Press, 2013 (DJG)  
*Dictionary of Paul and his Letters*, InterVarsity Press, (DPL)

**Video Presentations**

Students will be required to select two video presentations—one on Jesus and one on Paul. After viewing these videos they will be required to do an analysis and

critique of the video based on the historical, theological, and methodological learning they have engaged in during the course. More details on this are below. Students will select from the following:

*Simply Wright: The Jesus We Never Knew*, Lectures at Southern Methodist University, available on YouTube.

*The Search for Jesus with Peter Jennings*, documentary available on YouTube

*Apostle Paul—A Polite Bribe*, available on Amazon instant video, \$3.99-4.99 to rent.

*David Suchet—In the Steps of Saint Paul*, available on Amazon instant video, \$3.98.

## **Learning Objectives**

### Course Level Learning Objectives

This course serves students in three programs: The Master of Divinity (MDiv), Master of Arts in Christian Formation (MACF) and the Master of Arts in Christian Ministry (MACM). The course-level learning objectives are similar, but vary depending on the program as noted in the parentheses below.

The course-level learning objectives are as follows:

Students will:

1. Interpret Scripture with historical and theological integrity;
  - a. for diverse churches, communities and contexts (MDiv)
  - b. in relationship to Christian formation (MACF)
  - c. in relation to one's ministry (MACM)
2. Demonstrate a theologically grounded ministerial identity (all three)
3. Engage diversity and exhibit growth toward intercultural competence for ministry reflective of God's global redemptive work.
4. Demonstrate growing competence in the exegesis and interpretation of Greek or English text of the New Testament.
5. Demonstrate a growing capacity to recognize, investigate and make use of resources from diverse historical, theological and ethnic communities.
6. Articulate their developing sense of ministerial identity.
7. Reflect theologically on New Testament texts and how they might be applied to their present Christian context.

## **Weekly Objectives**

Week One; Deeper into the Quest

Objectives: For students to:

1. To explain the Quest of the Historical Jesus by recalling and engaging with key issues and figures of the quest. CO 1, 4
2. To discuss Life of Jesus studies to reinforce their understanding of it and to articulate their insights into the challenges of the historical/critical method and its results. CO 1, 4

3. To discuss the challenges of hermeneutics and the various interpretations of Jesus' life and teachings and to begin to build their own interpretive grid for preaching and teachings. CO 1, 2, 7

#### Week Two: The Story Jesus Enters

Objectives: For students to:

1. Explain the story of Jesus in the Jewish historical, religious, and prophetic story Jesus and his Jewish contemporaries inhabit. CO 1, 4,
2. To discuss Jesus and Second Temple Judaism in the historical and political context of the Greco-Roman world. CO 1, 4
3. To articulate the similarities and differences between Jesus' story and ours, the Greco-Roman story, and ours. CO 3, 5, 7

#### Week Three: The Kingdom Jesus Announces

Objectives: For students to:

1. Explore the message of the Kingdom of God as preached by Jesus and to place that message in the Jewish and Greco-Roman historical, political, and religious contexts. CO 1, 4
2. Examine and evaluate the various methods of teaching and proclamation used by Jesus to get his message across. CO 3, 5, 7
3. Enunciate their understanding of contemporary implications of the kingdom and demonstrate how they would present it to a congregation or other group. CO 3, 6, 7

#### Week Four: The Life Jesus Proclaims

Objectives: for students to:

1. Set Jesus' Sermon on the Mount in the context of first century Jewish and Greco-Roman moral and ethical thought. CO 1, 4
2. Evaluate the various methods of interpreting the Sermon on the Mount throughout the history of the Christian church and declare and defend their own preferred hermeneutical approach. 1, 4, 5
3. Defend their understanding of the interpretation of and enduring significance of Jesus' parables. CO 6, 7

#### Week Five: The Judgment Jesus Expects

Objectives: for students to:

1. Engage Jesus' parables of judgment and his "Olivet Discourse" so as to articulate Jesus' vision of the life of the age to come. CO 1, 4
2. Reflect on the meaning of Jesus' eschatological teaching and defend their own understanding of its significance and enduring purpose. CO 3, 5, 7
3. Prepare themselves to preach or teaching on Jesus' understanding of the world to come and to demonstrate briefly how they would approach it. CO 3, 5, 6, 7

### Week Six: Jesus, Israel, and the Kingdom

Objectives: for students to:

1. Frame their understanding of Jesus' expectations for the future of Israel and the Jewish people. CO 1,4, 5, 7
2. Defend their view of the nature of the coming kingdom and where the Church and its ministry contributes to its coming and nature. CO 3, 5, 7
3. Enunciate their questions and problems and their solutions to the place of Israel and the Jewish people in the ultimate plan of God for the world. CO 3, 6, 7

### Week Seven: Jesus Crucified and resurrected

Objectives: for students to:

1. Explore and articulate the various approaches within the four gospels to the crucifixion of Jesus and its meaning. CO 1, 4, 7
2. Explore and articulate the various approaches within the four gospels to the resurrection of Jesus and its meaning. CO 1,4,7
3. Enunciate and defend their understanding of the enduring significance of Jesus crucifixion and resurrection. CO 2, 6, 7

### Week Eight: The Aims of Jesus

Objectives: For students to:

1. Summarize and defend their understanding of the aims of Jesus' ministry, life and resurrection. CO 1, 4, 7
2. Articulate their growing understanding of what it means to be a disciple of Jesus and a minister of the Good News. CO 2, 6, 7
3. To enunciate their message of discipleship and the ministry for the congregation or the community their serve. CO 2, 5, 6, 7

### Week Nine: Paul, God and Humankind

Objectives: For students to:

1. Articulate what Pauline theology entails and why it is important for the nature of the Christian faith and the church. CO 1, 2, 3, 7
2. Explore, engage and enunciate Paul's understanding of God in the context of first century Jewish and Greco-Roman thought. CO 1, 4, 7
3. Explore, engage and communicate Paul's understanding of human beings in the context of Jewish and Greco-Roman thought. CO 1, 4, 7

### Week Ten: Paul and the Human Dilemma

Objectives: For students to:

1. Explore and explain key passages in Romans concerning Paul's view of the human plight. CO 1, 4, 7
2. Explain and enunciate key terms in Pauline thought: sin, death, and the law. CO 1,4,7
3. To communicate how they would preach or teach Paul's view of the human condition to a congregation or other group. CO 2, 6, 7

#### Week Eleven: Paul and the Good News of Jesus

Objectives: For students to:

1. Communicate what Paul mean by the Good News of Jesus Christ. 1, 4, 7
2. Reflect on and explain Paul's understanding of the identity of Jesus Christ. CO 1,3,7
3. Enunciate how Paul understood and death and resurrection of Jesus Christ. CO 1,4,7
4. Share how they would explain the death and resurrection of Jesus to a congregation or other body. CO 2, 6, 7

#### Week Twelve: Paul and Salvation

Objectives: For students to:

1. Examine, engage and explain the various views of justification by faith, including the "new perspective." CO 1,4,7
2. Engage with and enunciate their understanding of the "in Christ" motif of Paul. CO 1,4,7
3. Choose a key term to research and explain to their peers: Baptism, the Spirit in Paul, Israel and the Jewish people in Paul. CO 1,5, 7

#### Week Thirteen: Paul and the Church

Objectives: For students to:

1. Explore, engage and explain Paul's understanding of Church as the "Body of Christ". CO 1,4,7
2. Enunciate and defend to their peers their understanding of the Lord's Supper in Paul. CO 1,2,6,7
3. Communicate what they would preach and teach regarding the nature of the church and their places as a minister within it. CO 2, 5, 6, 7

#### Week Fourteen: Paul and the Christian Life

Objectives: For students to:

1. Explore and explain Paul's understanding of law and grace in the Christian life. CO 1, 4, 7
2. Enunciate Paul's view and theirs of living with differences within the community of Jesus followers. 1, 3, 5, 7

3. Chose, explain and defend their understanding of Paul's view of one of the following: marriage and divorce; sexual ethics; slavery; social relationships.  
CO 1, 3, 5, 7

Week Fifteen: Paul and continuing controversies

Objectives: For students to:

1. View, analyze and critique one of the video presentations on the life of Paul.
2. Use the historical, theological, and methodological insights gain during the reading, writing and discussion of the life and thought to Paul to evaluate the views expressed in the videos.
3. Communicate whether and how they would use and discuss these videos.
4. Discuss the advantages and disadvantages of such videos for learning and discipleship.

### **Weekly Assignments and Activities**

These objectives will be met through readings, discussions, essays, exegesis papers, and analysis of videos. The assignments below are intended to match the objectives and assessments for each week. Each week students ***will write and post a 1000 word essay*** directly addressing one of the weekly course objectives. This essay will be posted to the course site for other students and the faculty member to read. Students will be divided into groups of five or six to facilitate discussion. Each student will be required to ***respond to the essay on one other member of her or his group***. The faculty member will respond to each essay, each week.

Week One

JVG 3-124

DJG Quest of the Historical Jesus

Bible: Gospel of Mark

Week Two

JVG 123-197

DJG: Judaism, Common; Essenes, Pharisees, Sadducees, Rabbinic Traditions and Writings.

Bible: Luke

Week Three

JVG: 198-243

DJG: Kingdom of God/Heaven; Parables; Miracles and Miracle Stories

Bible: John

Week Four

JVG 198-319

DJGL Sermon on the Mount/Plain; Ethics of Jesus.

Bible: Matthew

Week Five

JVG 320-442

DJG: Eschatology, Judgment, Resurrection

Bible Daniel 7-12, Zechariah 14, Mark 13 and parallels

Week Six

JVG 443-539

DJG: Israel, Mission, Church

Bible: Isaiah 40-66; Mark 5-7

Week Seven

JVG: 540-620

DJG: Death of Jesus, Passion Narrative, Trial of Jesus, see also Resurrection (read earlier).

Bible: Isaiah 52, 53; passion narratives of the four gospels.

Week Eight

JVG: 612-662

DJG; Gospel: Good News, Disciples and Discipleship

Bible: Luke 24

Video: N. T. Wright's presentation on Jesus at Southern Methodist University, YouTube Or Peter Jennings In the Steps of Jesus, YouTube.

Week Nine

TAP: 1-78

DPL: Paul and his Interpreters; Paul and Acts and Letters; Conversion and Call of Paul; God.

Bible: Acts, Galatians

Week Ten

TAP: 79-162

DPL: Romans, Letter to the; Sin, Guilt; Law; Life and Death.

Bible: Romans

Week Eleven

TAP 163-316

DPL: Gospel, Christology, Death of Christ, Theology of the Crucifixion, Resurrection

Bible: 1 Corinthians, Philippeans

Week Twelve

TAP: 312-532

DPL: Faith, Grace, In Christ.

Bible: 2 Corinthians

Week Thirteen

TAP: 533-624

DPL: Church, Body of Christ, Social Setting of Mission Churches, Church Order and Government.

Bible: Colossians and Ephesians

Week Fourteen

TAP: 625-738

DPL: Ethics; Sexuality, Sexual Ethics; Man and Woman; Marriage and Divorce; Jew, Place of; Works of the Law.

Week Fifteen

View and assess on of the video presentations on Paul: David Suchet: In the Steps of Saint Paul or Apostle Paul—A Polite Bribe.

### **Assessment**

Each student will be required to write each week a 1000 word essay covering one of the course objectives of the week. These essays will be posted to the course site so as to be read by other students and the faculty member. Students will be divided into groups of five or six for the purpose of reading and discussing essays. Each student will read and comment on one essay from another student in the group each week. The professor will read each essay each week and make comments. More on the assessment of the essays is below.

#### Exceptional Essay

1. Directly addresses at least one of the key objectives for the week. (2 pts)
2. Engages with diverse academic sources, theologies, and cultures demonstrating a capacity to research beyond assigned textbooks. (2)
3. Reflects directly on the nature of the ministry or other work the student intends to pursue. (1)
4. Makes obvious use of the readings and other resources assigned for the week. (2)
5. Writes clearly and without spelling or grammatical errors. (1)
6. Respond to a colleagues essay with specific evaluative comments and questions. (5)
7. Makes clear and defends one's own views. (2)

#### Unsatisfactory

1. Addresses but does not fully articulate the key objective for the week.
2. Engages with a narrower and more limited set of sources, theologies and cultures.
3. Alludes to but does not directly address the nature of the ministry or other work the student intends to pursue.

4. Does not fully appropriate the readings and other sources assigned for the week.
5. Essay has spelling or grammatical errors.
6. The response to the colleague is not evaluative and asks no serious questions.
7. Views are simply asserted or are unclear.

Satisfactory

The essay is deemed satisfactory when at least four of the seven points are in the exceptional category.

Exegesis Papers

Students will also be required to complete two exegesis papers using the Gorman method of the *short form* paper illustrated in his volume. The student will select one story, parable, or teaching passage regarding Jesus of Nazareth. The student will also select one passage from the letters of Paul. The passage must be approved by the faculty member. The papers will be evaluated based on the following rubric:

**BIBL 5250 Exegesis Papers Grading Rubric**

The rubric operates with the evaluations ‘Exceptional’, ‘Satisfactory’ and ‘Unsatisfactory’ rather than grade evaluations. However, the ‘Exceptional’ evaluation corresponds broadly to the ‘A’ and ‘A-’ grades, the ‘Satisfactory’ evaluation to grades from ‘B+’ down to ‘C’, and the ‘Unsatisfactory’ evaluation to grades from ‘C-’ down to ‘F’. The approach to exegesis should be based on Michael Gorman’s *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*, Baker Academic, 2010.

CATEGORY	Exceptional	Satisfactory	Unsatisfactory
<b>Coverage</b>	major issues identified and discussed with awareness of the strength of various arguments	major issues identified and treated	some or all major issues
<b>Engagement with Text</b>	stays very close to text; displays strong awareness of translation choices and textual variants; Greek used excellently if available	mostly stays close to the text; adequate awareness of translation choices and textual variants; Greek used competently if available	writes about issues related to the text rather than an exegesis of the text; little or no awareness of translation choices and textual variants; little or no use of

			Greek even if available
<b>Strength of Argument</b>	interpretations advocated are supported with compelling arguments	interpretations advocated are supported with reasoned arguments	interpretations are asserted with inadequate supporting arguments
<b>Concern for Historical Context</b>	superior awareness of historical situation and how the text relates to and makes use of that situation	basic awareness of the historical situation in which the text was written	Inadequate or no awareness of the historical situation
<b>Concern for Cultural Context</b>	superior awareness of cultural context and primary sources from the ancient world and how those factors contribute to understanding	basic awareness of the cultural context in which the text was written	Inadequate or no awareness of the cultural context
<b>Assessment of Literary Issues</b>	strong grasp of related texts and ability to evaluate the connections; places text in the over arching narrative of the canon; understands and makes us of the stylistic and theological tendencies of the writer; superior grasp of text's internal structure	shows awareness of related texts; places text in the over arching narrative of the immediate chapter, and book and related writings with the canon; some awareness of text's internal structure; understands the legitimate contribution of other passages to interpretation	does not demonstrate awareness of text's internal structure or of related texts
<b>Application or "So what factor?"</b>	Identifies theological implication of the	Clearly identifies the theological	Inadequately identifies theological

	text with particular insight and persuasiveness; provides real insight about the significance of the text for contemporary church life	implication of the text and makes appropriate concrete suggestion for applying the text	implications of the text; Gives no application of the text
<b>Bibliography</b>	selects solid academic sources of adequate number and is able to critique sources used during discussion; telling use of quotation	selects solid academic sources of adequate number; competent use of quotation	selection includes doubtful sources of inadequate number; inappropriate or no use of quotation
<b>English Grammar</b>	no or very few errors in grammar, punctuation, and spelling with consistently proper use of words	few errors in grammar, punctuation, and spelling with generally proper use of words	many errors in grammar, punctuation, and spelling
<b>Writing Style</b>	Lively style and pleasing flow; a clear introduction and conclusion with logical progression and coherence throughout	an understandable and readable style; a clear introduction and conclusion; coherence throughout	a difficult and confusing style; lacking a clear introduction and/or conclusion; incoherent in places

More Detail on Course Activities:

1. Students will be divided into groups of five or six. In these groups or as individuals the students will:
  - a. Post their own essays in accordance with the essay rubrics and course objectives. These essays are required to be posted by Saturday each week.

- b. Respond to at least one of the posted essays from the group each week in accordance with the course objectives and essay rubrics. These responses are required by Monday following the Saturday posting.
  - c. Post drafts of their two exegesis papers for responses by a member of the group selected by the instructor. The students will use Canvas Collaboration for this part of the course.
  - d. Respond to one exegesis paper making concrete suggestions in accordance with the rubrics for exegesis papers.
  - e. Students will watch two video presentations—one on Jesus, one on Paul—using either Amazon Prime Video or YouTube.
  - f. Respond to the video presentations in the large group discussion board, The Hall of Tyrannus.
  - g. Students may also use the Hall of Tyrannus to ask questions of offer feedback on the course and assignments.
2. The Faculty member will:
- a. Respond each week to each essay written by students in accordance with the rubrics for the essay.
  - b. Respond to select responses by students to other students in accordance with the rubrics for responses.
  - c. Assess each essay and response in Canvas Gradebook each week.
  - d. The faculty member's responses will be posted by Thursday of the week following the initial post the previous Saturday and response the previous Monday.
  - e. The faculty member will check in regularly the to Hall of Tyrannus to respond to feedback and join in discussions.
  - f. The faculty member will offer feedback on the draft of the student's exegesis papers in Canvas Collaboration in accordance with the rubrics for the exegesis paper..
  - g. The faculty member will be available for phone calls or video conferences at the student's request.