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|-------------------|---------------------------------|---|
| <b>Course ID:</b> | <b>Course Title:</b>            | <b>Winter 2017</b>                        |
| <b>NT 650</b>     | <b>I &amp; II Thessalonians</b> | <b>Prerequisite: OT 501 or equivalent</b> |
|                   |                                 | <b>Credits: 3</b>                         |

| Class Information    |                              | Instructor Information |  | Important Dates                                    |                   |
|----------------------|------------------------------|------------------------|--|--|-------------------|
| <b>Days:</b>         | Friday                       | <b>Instructor:</b>     | Marcus Tso, PhD  | <b>First day of classes:</b>                       | Wed, Jan 4, 2017  |
| <b>Time:</b>         | 1:00 – 4:00                  | <b>Email:</b>          | <a href="mailto:mtso@ambrose.edu">mtso@ambrose.edu</a> | <b>Last day to add/drop, or change to audit:</b>   | Sun, Jan 15, 2017 |
| <b>Room:</b>         | L2100                        | <b>Phone:</b>          | 403-410-3996   | <b>Last day to request revised exam:</b>           | N/A               |
| <b>Lab/Tutorial:</b> | N/A                          | <b>Office:</b>         | L2064  | <b>Last day to withdraw from course:</b>           | Fri, Mar 17, 2017 |
|                      |                              | <b>Office Hours:</b>   | By appointment   | <b>Last day to apply for coursework extension:</b> | Mon, Mar 29, 2017 |
| <b>Final Exam:</b>   | No final exam in this course |                        |  | <b>Last day of classes:</b>                        | Tue, Apr 11, 2017 |

### Course Description

I & II Thessalonians are possibly the earliest canonical letters of Paul, and provide a wonderful window into his pastoral heart, method, and thought. This course is a detailed examination of these precious letters as examples of the larger Pauline corpus, with attention given to their content, literary form, historical context, and theological and ethical teaching. A key argument of this course is that Paul's apocalyptic understanding of the good news of Jesus Christ is central in Paul's mission to establish and nurture communities of Christ-followers in the gentile world. The students will learn how I & II Thessalonians are relevant for faith and practice for the church today, as well as gain exegetical skills in interpreting these and other Pauline texts.

### Expected Learning Outcomes

Upon successful completion of this course, students will have:

1. Nurtured theological depth and breadth by exploring the early Pauline theology of I & II Thessalonians in their historical, sociopolitical, cultural, and literary contexts, as well as their hermeneutical approaches and issues.
2. Cultivated a heart after God by wrestling with the major themes of these letters along the lines of faith, love, and hope.
3. Fostered vocational effectiveness by developing exegetical skills on the Pauline epistles, and by capturing Paul's pastoral heart and strategies as exhibited in this letters.

4. Inspired redemptive action by following the examples of Paul's team and the Thessalonians, as clarified by careful exegesis.

### Textbook

Stott, John R. W. *The Gospel & the End of Time: The Message of 1 & 2 Thessalonians*. Downers Grove: InterVarsity, 1991. (Can be substituted with the 1994 paperback edition, entitled *The Message of 1 & 2 Thessalonians*, ISBN-10: 0-8308-1237-7; ISBN-13: 978-0-8308-1237-0. Approx. 200 pages.)

### Course Schedule

| Date | Unit | Topic  | Reading*      |
|------|------|--|---------------|
| 1/6  | 1    | Introduction to each other, the course, and the Thessalonian letters                         | Stott, 17-21  |
| 1/20 | 2    | 1 Thess. 1, epistolary form, the Gospel-transformed church, Paul's apocalypticism in context | Stott, 25-44  |
| 1/27 | 3    | 1 Thess. 2:1-16, Paul's ministerial integrity  | Stott, 45-60  |
| 2/10 | 4    | 1 Thess. 2:17-3:13, joy in the midst of afflictions  | Stott, 60-74  |
| 2/17 | 5    | 1 Thess. 4:1-12, living to please God  | Stott, 75-91  |
| 3/3  | 6    | 1 Thess. 4:13-5:11, eschatological hope  | Stott, 92-116 |
| 3/10 | 7    | 1 Thess. 5:12-28, living in a Gospel community   | Stott, 117-35 |
| 3/24 | 8    | 2 Thess. 1, assurance in future judgment   | Stott, 139-55 |
| 3/31 | 9    | 2 Thess. 2, eschatological comfort   | Stott, 156-80 |
| 4/7  | 10   | 2 Thess. 3, church discipline, course wrap up  | Stott, 181-99 |

\* Page numbers from Stott is based on the 1991 edition. Page numbers in later editions can be determined by matching the biblical text covered for each unit. Aside from Stott and the biblical texts themselves, students can read the rest of the required readings at their own pace, within the constraint of the reading log deadline.

### Requirements:

**1. In-class participation: 10% of the final grade**

You are expected to come to class prepared and be engaged in discussions and activities. See grading rubric.

**2. Historical context paper: Due Jan. 20, 2017; 10% of the final grade**

**Instructions:** Using Acts 15-18 and the Thessalonian letters as your primary sources, reconstruct a narrative in about 600 words to describe the movements and actions Paul and his coworkers during his so-called second missionary journey. Your narrative should identify the significance and challenges of Paul's work with the Thessalonians in the context of this journey. (To be able to describe the specific historical context of these letters and its significance for understanding the letters. To understand the value and limit of using the biblical texts for reconstructing the historical context.)

**3. A modern epistle: Due Feb. 24, 2017; 10% of the final grade**

**Instructions:** Using Paul's shorter epistles as a model, and consulting the secondary literature about Greco-Roman practices of letter writing, write your own short epistle in about 600 words to a congregation or person. For greater realism and personal significance, chose a real congregation or real person as much as possible, or a composite of such. Your letter must reflect the typical epistolary form (e.g. author, addressee, greetings, thanksgiving prayer, body, closing), one or several pastoral concerns, and personal and instructional elements. (To understand Paul's letter writing format in the context of Greco-Roman letter writing by emulating his style and content in one's own context.)

**4. Exegetical exercise: Due Mar. 24, 2017; 20% of the final grade**

**Instructions:** In preparation for your major term assignment, pick the passage you will work on (or one of the passages if you will be working on a theme), and do a preliminary exegetical exercise on it. This exercise will include a structural analysis of your passage and a listing of all semantically ambiguous words and grammatical constructions (list your options for each, and the reasons why one option is the best according to your informed opinion, and how certain you are about that).

**5. Major term assignment: Due Apr. 14, 2017; 35% of the final grade**

**Instructions:** You can choose **one** of the options below depending on your interest and vocational goal. More detailed instructions and grading rubrics for each of these options will be provided.

- a. **Exegetical Paper/Sermon:** Interpret and apply a passage from 1 and 2 Thessalonians (suitable for preaching or teaching)
- b. **Research Paper:** Explore a major theme in 1 & 2 Thessalonians in the context of biblical and theological scholarship (suitable for teaching or academic research)
- c. **Creative Project:** Explore a major theme in 1 & 2 Thessalonians in the context of art and literature, including pop culture (suitable for worship, arts, or spiritual formation)

**6. Reading log: Due Apr. 14, 2017; 15% of the final grade**

**Instructions:** Download the reading log template from Moodle, and complete the following parts.

- a. Log your reading of 1 & 2 Thessalonians in any **three** major versions. (Read after registration and early in the course, even if previously read. If you choose to read the text in Greek, each chapter read counts as four in translation!)
- b. Log your reading of the approximately 980 pages total from the required reading list below. This list is arranged by how important an item is for this course, and the first two items are nonnegotiable. However, you may substitute items lower on the list with others on the bibliography. You are encouraged to choose items that may contribute to your assignments. Instructor’s approval required for other options. For this part only, you need to provide annotations on how you found each item read informative, formative, or useful.

| Reading items   | Page count |
|---|------------|
| 1. Stott, John R. W. <i>The Gospel &amp; the End of Time: The Message of 1 &amp; 2 Thessalonians</i> . Downers Grove: InterVarsity, 1991.                                     | 199        |
| 2. Longenecker, Bruce W. and Todd D. Still. <i>Thinking through Paul: A Survey of His Life, Letters, and Theology</i> . Grand Rapids: Zondervan, 2014. (Pages 10-85, 296-378) | 159        |
| 3. Donfried, Karl P. and I. Howard Marshall. <i>The Theology of the Shorter Pauline Letters</i> . Cambridge, U.K.: Cambridge University Press, 1993. (Pages 3-113)            | 111        |
| 4. Thompson, James W., <i>Moral Formation according to Paul: The Context and Coherence of Pauline Ethics</i> . Grand Rapids: Baker Academic, 2011. (Pages 1-109, 207-13))     | 116        |
| 5. Weima, Jeffrey A. D. <i>1-2 Thessalonians</i> . Baker Exegetical Commentary on the New Testament. 2014. (Pages 1-59)   | 59         |
| 6. Byron, John. <i>1 and 2 Thessalonians</i> . Grand Rapids: Zondervan, 2014. (Pages 1-16, 17-28, 213-18)   | 34         |
| 7. Malherbe, Abraham J., <i>Paul and the Thessalonians: The Philosophic Tradition of Pastoral Care</i> . Philadelphia: Fortress, 1987.  | 109        |

|   |     |
|---|-----|
| 8. Murphy-O'Connor, J. <i>Paul the Letter-Writer: His World, His Options, His Skills</i> . Collegeville, Minn.: Liturgical Press, 1995.   | 130 |
| 9. Shogren, Gary Steven, <i>1 and 2 Thessalonians</i> . Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012. (Pages 7-11, 17-47, 344-54)  | 47  |
| 10. Hagner, Donald A. "The Place of Exegesis in the Postmodern World." Pages 292-308 in <i>History and Exegesis: New Testament Essays in Honor of Dr. E. Earle Ellis on His Eightieth Birthday</i> . Edited by Sang-Won Son. New York: T & T Clark, 2006. | 17  |
| Total   | 981 |

### Submission of Assignments:

- Submit all assignments electronically via **Moodle** on or before the due dates indicated above.
- Submit papers either as Word documents or PDF files.
- If you use Hebrew or Greek words in your assignments, please beware of **font issues**.
- Submitted assignments may be checked by **Turnitin** for plagiarism.
- **Format papers properly**, including a title page, page numbers on either right corners, double-space, 12 point fonts, 1-inch margins, footnotes in 10 point fonts, and for the research paper, a bibliography.
- Consult one of the following guides or an approved alternative for style and formatting:
  - a. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 7th Edition. Chicago: University of Chicago Press, 2007.
  - b. Alexander, Patrick H. et al., eds. *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies*. Peabody, Mass.: Hendrickson, 1999.
  - c. See also <http://www.plagiarism.org/citing-sources/citation-styles> for proper citation styles under the Chicago system or the MLA system, which are also acceptable.

### Attendance:

Aside from impacting the participation grade (see grading rubric for participation), attendance can affect the overall grade. Each unit of unexcused absence will result in a grade reduction of 2%. More than two units of unexcused absence will result in a failing grade for the course.

### Evaluation:

| Requirement                 | Due date  | Time required* | Weight of course grade |
|-----------------------------|-----------|----------------|------------------------|
| 1. In-class participation   | N/A       | 30 hrs         | 10%                    |
| 2. Historical context paper | 1/20/2017 | 5 hrs          | 10%                    |
| 3. A modern epistle         | 2/24/2017 | 5 hrs          | 10%                    |
| 4. Exegetical exercise      | 3/24/2017 | 10 hrs         | 20%                    |
| 5. Major term assignment    | 4/14/2017 | 20 hrs         | 40%                    |
| 6. Reading log              | 4/14/2017 | 50 hrs         | 10%                    |
| Total                       |           | 120 hrs        | 100%                   |

\* Time required for each assignment varies among students. This is only a rough guide.

## Grade Summary:

The available letters for course grades are as follows:

| <u>Letter Grade</u> | <u>Percentage</u> | <u>Description</u> |
|---------------------|-------------------|--------------------|
| A+                  | 96-100            |                    |
| A                   | 90-95             | Excellent          |
| A-                  | 85-89             |                    |
| B+                  | 78-84             |                    |
| B                   | 72-77             | Good               |
| B-                  | 66-71             |                    |
| C+                  | 61-65             |                    |
| C                   | 58-60             | Satisfactory       |
| C-                  | 55-57             |                    |
| D+                  | 53-54             |                    |
| D                   | 50-52             | Minimal Pass       |
| F                   | <50               | Failure            |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Bibliography:

(See also the bibliographies in some of the more recent commentaries and the comprehensive but now dated work: Jeffrey A. D. Weima and Stanley E. Porter, eds., *An Annotated Bibliography of 1 and 2 Thessalonians*. Both listed below.)

### Exegetical Guides

1. Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. Louisville, Ky.: Westminster John Knox, 2002. (195 p., BS2331 .F44 2002)
2. Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Peabody, Mass.: Hendrickson, 2009.
3. Hayes, John H. and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. Louisville, Ky.: Westminster John Knox, 2007.
4. Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Rev. and expanded ed. Downers Grove: InterVarsity, 2006.

### Commentaries:

5. Beale, G. K. *1-2 Thessalonians*. Downers Grove, IL: InterVarsity, 2003. (279 p., BS2725.53.B43 2003)
6. Bruce, F. F., *1 & 2 Thessalonians*. Word Biblical Commentary 45. Waco: Word Books, 1982.
7. Byron, John. *1 and 2 Thessalonians*. Grand Rapids: Zondervan, 2014.
8. Elias, Jacob W. *1 and 2 Thessalonians*. Scottsdale, Pa.: Herald, 1995.
9. Fee, Gordon D. *The First and Second Letters to the Thessalonians: New International Commentary on the New Testament*. Grand Rapids: Eerdmans, 2009. (xxviii, 366 p.)
10. Gaventa, Beverly Roberts. *First and Second Thessalonians*. Louisville: John Knox, 1998.

11. Gorday, Peter. *Colossians, 1-2 Thessalonians, 1-2 Timothy, Titus, Philemon*. Downers Grove, Ill.: InterVarsity, 2000. (xxxiv, 346 p., BS2715.3.C65 2000)
12. Green, Gene L. *The Letters to the Thessalonians*. Grand Rapids: Eerdmans, 2002.
13. Holmes, Michael W., *1 and 2 Thessalonians: The NIV Application Commentary from Biblical Text to Contemporary Life*. The NIV Application Commentary Series. Grand Rapids: Zondervan, 1998. (302 p., BS2725.3.H64 1998)
14. Malherbe, Abraham J., *The Letters to the Thessalonians: A New Translation with Introduction and Commentary*. New York: Doubleday, 2000.
15. Marshall, I. Howard. *1 and 2 Thessalonians*. Grand Rapids: Eerdmans, 1983.
16. Morris, Leon, *The First and Second Epistles to the Thessalonians*. Rev. ed., The New International Commentary on the New Testament Series. Grand Rapids: Eerdmans, 1991.
17. Richard, Earl, *First and Second Thessalonians*. Edited by Daniel J. Harrington. Sacra Pagina Series 11. Collegeville, Minn.: Liturgical Press, 1995.
18. Shogren, Gary Steven, *1 and 2 Thessalonians*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012.
19. Stott, John R. W. *The Gospel & the End of Time: The Message of 1 & 2 Thessalonians*. Downers Grove: InterVarsity, 1991.
20. Wanamaker, Charles A., *The Epistles to the Thessalonians: A Commentary on the Greek Text*. The New international Greek Testament Commentary. Grand Rapids: Eerdmans, 1990.
21. Weima, Jeffrey A. D., *1-2 Thessalonians*. Baker Exegetical Commentary on the New Testament. 2014.
22. Witherington, Ben. *1 and 2 Thessalonians: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2006.

**Others Works on 1 & 2 Thessalonians:**

23. Cartwright, Steven R. and Kevin L. Hughes, eds. *Second Thessalonians: Two Early Medieval Apocalyptic Commentaries*. Kalamazoo, Mich.: Medieval Institute Publications, 2001.
24. Collins, Raymond F. and Norbert Baumert, eds. *The Thessalonian Correspondence*. Leuven, Belgium: Leuven University Press, 1990.
25. Donfried, Karl P., *Paul, Thessalonica, and Early Christianity*. Grand Rapids: Eerdmans, 2002.
26. Donfried, Karl P. and Johannes Beutler eds. *The Thessalonians Debate: Methodological Discord or Methodological Synthesis?* Grand Rapids: Eerdmans, 2000.
27. Donfried, Karl P. and I. Howard Marshall. *The Theology of the Shorter Pauline Letters*. Cambridge, U.K.: Cambridge University Press, 1993.
28. Ellingworth, Paul and Eugene A. Nida. *A Translator's Handbook on Paul's Letters to the Thessalonians*. Stuttgart: United Bible Societies, 1975.
29. Jewett, Robert. *The Thessalonian Correspondence: Pauline Rhetoric and Millenarian Piety*. Philadelphia: Fortress, 1986.
30. Lüdemann, Gerd, *The Earliest Christian Text: 1 Thessalonians*. Revised and expanded ed. Salem, OR: Polebridge, 2013.
31. Malherbe, Abraham J., *Paul and the Thessalonians: The Philosophic Tradition of Pastoral Care*. Philadelphia: Fortress, 1987.
32. McNeel, Jennifer Houston, *Paul as Infant and Nursing Mother: Metaphor, Rhetoric, and Identity in 1 Thessalonians 2:5-8*. Society of Biblical Literature: Early Christianity and Its Literature 12. 2014.
33. Míguez, Néstor Oscar, *The Practice of Hope: Ideology and Intention in First Thessalonians. Paul in Critical Contexts*. Minneapolis: Fortress, 2012.
34. Nicholl, Colin R. *From Hope to Despair in Thessalonica: Situating 1 and 2 Thessalonians*. New York: Cambridge University Press, 2004.



35. deSilva, David Arthur, *Paul and the Macedonians: The Life and Letters of Paul*. Nashville: Abingdon, 2001.
36. Weima, Jeffrey A. D. and Stanley E. Porter eds. *An Annotated Bibliography of 1 and 2 Thessalonians*. New Testament Tools and Studies 26. Leiden: Brill, 1998.

**Others Works Relevant to NT or Pauline Studies:**

37. Alexander, T. Desmond and Brian S. Rosner, eds. *New Dictionary of Biblical Theology*. Downers Grove: InterVarsity, 2000.
38. Aymer, Margaret P., Cynthia Briggs Kittredge, and David A. Sánchez, eds. *Fortress Commentary on the Bible: The New Testament*. Minneapolis: Fortress, 2014.
39. Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology*. 1st ed. Louisville: Westminster John Knox, 2012.
40. Brower, Kent E. and Andy Johnson eds. *Holiness and Ecclesiology in the New Testament*. Grand Rapids: Eerdmans, 2007.
41. Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1992.
42. Cousar, Charles B. and Gene M. Tucker, eds. *The Letters of Paul*. Nashville: Abingdon, 1996.
43. Edsall, Benjamin A., *Paul's Witness to Formative Early Christian Instruction*. Wissenschaftliche Untersuchungen zum Neuen Testament 2.365 365. Tübingen: Mohr Siebeck, 2014.
44. Elwell, Walter A., and Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. Revised Edition with CD-ROM. Grand Rapids: Baker, 2005.
45. \_\_\_\_\_, ed., *Readings from the First-Century World: Primary Sources for New Testament Study*. Revised Edition. Grand Rapids: Baker, 1998.
46. Evans, Craig A. and Stanley E. Porter, eds. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: InterVarsity, 2000.
47. Fee, Gordon D. and Robert L. Hubbard eds. *The Eerdmans Companion to the Bible*. Grand Rapids: Eerdmans, 2011.
48. Freed, Edwin D., *The Morality of Paul's Converts*. BibleWorld. London: Equinox, 2005.
49. Furnish, Victor Paul. *Theology and Ethics in Paul*. Nashville: Abingdon, 1968.
50. Green, Joel B. and Lee Martin McDonald, eds. *The World of the New Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2013.
51. Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2004.
52. ————. *Reading Paul*. Eugene: Cascade, 2008.
53. Harvey, A. E. *Is Scripture Still Holy?: Coming of Age with the New Testament*. Grand Rapids: Eerdmans., 2012.
54. Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity, 1993.
55. Haynes, Stephen R. and Steven L. McKenzie, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Applications*. Rev. and expanded ed. Louisville: Westminster John Knox, 1999.
56. Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. San Francisco: HarperSanFrancisco, 1996, esp. chapter one on Pauline ethics, 16-59.
57. ————. "Scripture-Shaped Community: The Problem of Method in New Testament Ethics." *Interpretation* 44 (1990): 42-55.
58. Horrell, David G. *Solidarity and Difference: A Contemporary Reading of Paul's Ethics*. 2nd ed. London: T&T Clark, 2016.

59. Kaiser, Walter C., Jr., *What Does the Lord Require?: A Guide for Preaching and Teaching Biblical Ethics*. Grand Rapids: Baker Academic, 2009.
60. Kittel, Gerhard, Gerhard Friedrich, and Geoffrey William Bromiley, eds. *Theological Dictionary of the New Testament*. 10 vols. Grand Rapids: Eerdmans, 1964.
61. ———, eds. *Theological Dictionary of the New Testament*. Grand Rapids: Eerdmans, 1985.
62. Kok, Jacobus, Tobias Nicklas, Dieter T. Roth, and Christopher M. Hays eds. *Sensitivity toward Outsiders: Exploring the Dynamic Relationship between Mission and Ethics in the New Testament and Early Christianity*. Wissenschaftliche Untersuchungen zum Neuen Testament 2. 364. Tübingen: Mohr Siebeck, 2014.
63. Levine, Amy-Jill and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: New Revised Standard Version Bible Translation*. Oxford: Oxford University Press, 2011.
64. Longenecker, Bruce W. and Todd D. Still. *Thinking through Paul: A Survey of His Life, Letters, and Theology*. Grand Rapids: Zondervan, 2014.
65. Lovering, Eugene H. and Jerry L. Sumney, eds. *Theology and Ethics in Paul and His Interpreters: Essays in Honor of Victor Paul Furnish*. Nashville: Abingdon, 1996.
66. Malherbe, Abraham J., *Light from the Gentiles: Hellenistic Philosophy and Early Christianity: Collected Essays, 1959–2012, by Abraham J. Malherbe*. 2 vols., Supplements to Novum Testamentum 150. Leiden: Brill, 2014.
67. Marshall, I. Howard, Stephen Travis, and Ian Paul. *Exploring the New Testament, Volume 2: A Guide to the Letters & Revelation*. Second Edition. Downers Grove: InterVarsity, 2011.
68. Meeks, Wayne A., *The Moral World of the First Christians*. Library of Early Christianity 6. Philadelphia: Westminster, 1986.
69. McKenzie, Steven L. and John Kaltner, eds. *New Meanings for Ancient Texts: Recent Approaches to Biblical Criticism and Their Applications*. Louisville: Westminster John Knox, 2013.
70. Morris, Leon. *New Testament Theology*. Grand Rapids: Zondervan, 1986.
71. Murphy-O'Connor, J. *Paul the Letter-Writer: His World, His Options, His Skills*. Collegeville, Minn.: Liturgical Press, 1995.
72. Pate, C. Marvin. *The End of the Age Has Come: The Theology of Paul*. Grand Rapids: Zondervan, 1995.
73. Plevnik, Joseph. *Paul and the Parousia: An Exegetical and Theological Investigation*. Peabody, MA: Hendrickson, 1997.
74. Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids: Baker Academic, 2009.
75. Rosner, Brian S., ed. *Understanding Paul's Ethics: Twentieth Century Approaches*. Grand Rapids: Eerdmans, 1995, eps. the conclusion, 351-60.
76. Sampley, J. Paul. *Walking Between the Times: Paul's Moral Reasoning*. Minneapolis: Fortress, 1991.
77. Schoberg, Gerry. *Perspectives of Jesus in the Writings of Paul: A Historical Examination of Shared Core Commitments with a View to Determining the Extent of Paul's Dependence on Jesus*. Eugene: Pickwick, 2013.
78. deSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Downers Grove: InterVarsity, 2004.
79. Son, Sang-Won ed. *History and Exegesis: New Testament Essays in Honor of Dr. E. Earle Ellis on His Eightieth Birthday*. New York: T & T Clark, 2006.
80. Spivey, Robert A. and D. Moody Smith. *Anatomy of the New Testament: A Guide to Its Structure and Meaning*. 5th ed. Englewood Cliffs: Prentice Hall, 1995.
81. Stambaugh, John E., and David L. Balch. *The New Testament in Its Social Environment*. Philadelphia: Westminster, 1986.
82. Stanley, Christopher D. ed. *Paul and Scripture: Extending the Conversation*. Early Christianity and Its Literature 9. Atlanta, Ga.: Society of Biblical Literature, 2012.



83. Stowers, Stanley K. *Letter Writing in Greco-Roman Antiquity*. Philadelphia: Westminster, 1986.
84. Thompson, James W., *Moral Formation according to Paul: The Context and Coherence of Pauline Ethics*. Grand Rapids: Baker Academic, 2011.
85. Wright, N. T. *The New Testament and the People of God*. COQG 1. Minneapolis: Fortress, 1992.
86. \_\_\_\_\_, *Paul and the Faithfulness of God*. COQG 4. Minneapolis: Fortress, 2013.

### On-Line Resources:

There is a virtual ocean of resources on the internet helpful for the study of the New Testament. The following is a mere sampling of such resources, each of which may contain some elements helpful to your study in this course and beyond. As with any on-line resources, you should approach these sites with the proper caution and discernment. Their listing here does not represent any kind of endorsement other than the acknowledgement that some useful materials are found in them.

- BibleGateway: <http://www.biblegateway.com/>
- Bible Hub: <http://biblehub.com/>
- Bible Web App: <http://biblewebapp.com/study/> (errors found)
- Blue Letter Bible: <http://www.blueletterbible.org/>
- STEP Bible from Tyndale House, Cambridge, UK: <http://www.stepbible.org/> (Still in beta as of Apr., 2015)
- The Society of Biblical Literature's Research Tools: <http://www.sbl-site.org/educational/researchtools.aspx>
- Denver Seminary's New Testament Exegesis Bibliography: <http://www.denverseminary.edu/resources/news-and-articles/new-testament-exegesis-bibliography-2014/>
- Resources for Biblical, Theological, and Religious Studies maintained by Tyler F. Williams, Assistant Professor of Theology at The King's University College, Edmonton, Alberta, Canada: <http://biblical-studies.ca/>
- NT Resources by NT Wright: <http://ntwrightpage.com/>
- The New Testament Gateway, hosted by Logos Bible Software and edited by Mark Goodacre: <http://www.ntgateway.com/>
- Electronic New Testament Educational Resources by Felix Just, S.J., Ph.D.: <http://catholicbibleresources.net/Bible/index.html>
- Exegetical Tools: <http://exegeticaltools.com>

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.