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THEOLOGICAL SEMINARY

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NT 602 CO New Testament II

Spring 2011

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Professor of Systematic Theology

Class Meeting Times and Location

Mondays, 6:00 – 9:00 p.m.

January 31st – May 2nd

Erskine Theological Seminary Columbia Campus

Thornwell Education Building, First Presbyterian Church

1324 Marion Street

Columbia, SC

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OFFICE HOURS

In Columbia: Thursdays, 2:00 – 4:00 p.m.

My office is located at the Erskine Theological Seminary Columbia extension site, 1500 Lady Street, Suite 200, Room 205. Enter by the side door off the driveway from Lady Street and go to the second floor. Due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you schedule an appointment. You are welcome to call me at home when necessary. Please make your calls between 9:00 a.m. and 9:00 p.m. Because Columbia is not convenient for many students, I will do my best to be available. We can meet before or after class in Columbia or by telephone.

CATALOG DESCRIPTION

The course explores the background, literary art, theological teaching, and contemporary message of Romans through Revelation. Attention is given to the canonical significance of these writings and to their value for ministry. *Required. Three hours.*

COURSE OBJECTIVES

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. Basic to that purpose is educating students in the knowledge of the Bible. This course, as also Old Testament I and II and New Testament I, is a requirement in every degree program at Erskine, and its aim is to equip students to study the Bible “in its own literary, historical and theological settings” so that the student may “interpret it with relevance and meaning applicable for today” (Catalog 2010-11, see Goals for the various degree programs). The ministry of the church is grounded in an understanding of the life, work, ministry, death and resurrection of Jesus, the revelation of which is committed to us in the New Testament. This course completes the introduction to the New Testament begun in New Testament I. It examines the literary and historical aspects of the New Testament epistles and Revelation, as well as considering their particular characteristics and messages. Critical exegetical issues related to each New Testament

genre will be explored. Emphasis will be laid upon acquiring a deeper understanding of the authors' intentions, and communicating this message to the contemporary Church.

More specifically, by the end of this course, the student should be able to:

1. Sketch the major important events in the Roman Empire that affected the Christian church in the first century A.D.;
2. Describe the general conditions of the Christian church during the last half of the first century A.D.;
3. Show how the letters of the New Testament are like and unlike first-century Greco-Roman letters;
4. Describe the circumstances behind and basic contents of the Pauline letters in the New Testament;
5. List the arguments for and against the Pauline authorship of the Pastoral Letters;
6. Describe the situation addressed, unique features, and major themes of the general (*aka* catholic) epistles;
7. Define Gnosticism and show why it was such a threat to the early church;
8. Define apocalyptic literature and the apocalyptic movement in Israel and demonstrate how the book of Revelation is both like and unlike apocalyptic literature;
9. Describe the different methods that have been used to interpret the book of Revelation;
10. Describe the historical circumstances behind the book of Revelation, its structure, and its major themes;
11. Give a brief historical account of the process by which the New Testament came to be canonized;
12. List and describe the major tools available for studying the New Testament.
13. Grow in one's understanding and appreciation for the New Testament as the Word of God.
14. Grow in one's ability to read and derive benefit from the New Testament and to impart that benefit to others.

REQUIRED TEXTBOOKS

1. Brown, Raymond E. *An Introduction to the New Testament*. New Haven, CT: Yale University Press, 1997. ISBN-13: 978-0300140163
2. Thielman, Frank. *Theology of the New Testament: A Canonical and Synthetic Approach*. Grand Rapids, MI: Zondervan, 2005. ISBN-13: 978-0310-21132-7
3. Richards, E. Randolph. *Paul and First-Century Letter Writing: Secretaries, Composition and Collection*. Downers Grove, IL: IVP Academic, 2005. ISBN-13: 978-0830827886
4. A good study Bible. See below for recommendations.

RECOMMENDED BOOKS

None of the following books are required reading for this course. They are resources which your professor believes you will find helpful in the study of the New Testament.

1. Students should have a good study Bible equipped with maps, explanatory footnotes, book introductions, and supplementary articles. There are a number available, two of which are especially recommended by your professor. Normally the ESV translation will be used in class, but it is not necessary for you to purchase an ESV Bible if you do not already have one. ESV translation can be accessed online at <http://www.gnpcb.org/esv/>
 - *The ESV Study Bible*. Crossway Bibles, 2008. ISBN-13: 978-1433502415
 - *NIV Study Bible*. Updated edition. Zondervan, 2008. ISBN-13: 978-0310938965
2. Achtemeier, Paul J.; Green, Joel B.; and Thompson, Marianne Meye. *Introducing the New Testament: Its Literature and Theology*. Eerdmans, 2001. ISBN-13: 978-0802837172
3. Bruce, F. F. *The Canon of Scripture*. Downer's Grove, IL: IVP Academic, 1988. ISBN-13: 978-0830812585
4. Bruce, F. F. *The New Testament Documents: Are They Reliable?* Sixth edition. Wilder Publications. ISBN-13: 978-1604598667
5. Bruce, F. F. *Paul: Apostle of the Heart Set Free*. Grand Rapids, MI: Eerdmans, 1977. ISBN-13: 978-0802835017
6. Carson, D. A.; Moo, Douglas J.; and Morris, Leon. *An Introduction to the New Testament*. Second New Edition. Grand Rapids, MI: Zondervan, 2005. ISBN-13: 978-0310238591
7. Geisler, Norman L. and Nix, William E. *A General Introduction to the Bible*. Moody Publishers, 1986. ISBN-13: 978-0802429162
8. Guthrie, Donald. *New Testament Introduction*. Revised edition. IVP Academic, 1990. ISBN-13: 978-0830814022
9. Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Baker Academic, 2009. ISBN-13: 978-0801028687

COURSE REQUIREMENTS

1. **Attendance** – Preparation, attendance, and participation in class sessions are required. Bring your Bible to each class session. Students must arrive on time for class, and following breaks. You are expected to remain at each session until it concludes. Students who miss more than 3 class sessions or its equivalent through late arrival or early departure will normally be asked to withdraw from the course or receive a failing grade.
2. **Three Exams** – Three exams will be given, each having 25 short answer questions covering the assigned reading and lectures. Each will be worth 25% of the final grade.

3. **Short paper** – A six to eight page paper covering the assigned book by Richards is required. Using both Scripture, the other assigned textbooks, and some additional reading (see Recommended Books above for suggestions), the paper should use the Richards’ book to inform a discussion of the authorship of one or more of the New Testament epistles that have been regarded by some scholars as pseudonymous (*e.g.*, Ephesians, the Pastoral Epistles, or II Peter). You should consult at least four other sources beyond the assigned texts and reference them in the footnotes and bibliography. The paper will be worth 25% of the final grade.

GRADING AND EVALUATION

Each of the exams is worth 25% of your final grade. They will be graded on a 25 point scale. You will receive 1 point for each correct answer on the exams. The paper will first receive a letter grade and be converted to points according to the following scale:

A	24-25	B	22	C	20.5	D	18.5
A-	23.5	B-	21.5	C-	19.5	D-	17.5
B+	23	C+	21	D+	19	F	0-17

The points for the papers and exams will be combined. The grading scale published in the seminary catalog will be used to arrive at your final letter grade. The scale is:

A	95-100	B	88-90	C	80-83	D	72-75
A-	93-94	B-	86-87	C-	78-79	D-	70-71
B+	91-92	C+	84-85	D+	76-77	F	0-69

SCHEDULE OF ASSIGNMENTS

“For which one of you, when he wants to build a tower, does not first sit down and calculate the cost to see if he has enough to complete it?” (Luke 14:28)

Each seminary class requires about 120 hours of work, covering both time in class and time spent in reading, researching, thinking, and writing. About 40 hours will be spent in class for this course, leaving about 80 hours of work to be done outside. Roughly, that means that **for each 3 hours a week you spend in class, you will need 6 more hours that week to complete the assigned work.** Plan ahead. For the exams, students will be responsible for all the material assigned in the reading even if it is not discussed in class (though any questions you have on the readings are welcome to be raised in class). Let the one who has ears to hear, hear!

The dates given below are when the assignments are due!

- January 31st Introduction to the Pauline literature
- Read Brown, pp. 407-455, 831-840
 - Read Thielman, pp. 19-42, 219-233

- February 7th Romans
- Read Brown, pp. 559-584
 - Read Thielman, pp. 342-374
 - Read Richards, Intro and ch. 1
- February 14th I Corinthians
- Read Brown, pp. 511-540
 - Read Thielman, pp. 276-306
 - Read Richards, chs. 2-3
- February 21st II Corinthians
- Read Brown, pp. 541-558
 - Read Thielman, pp. 323-341
 - Read Richards, chs. 4-5
- February 28th Galatians
- Read Brown, pp. 467-482
 - Read Thielman, pp. 262-275
 - Review for exam
 - **First Exam given** (covering material assigned to Feb. 21)
- March 7th Ephesians
- Read Brown, pp. 585-589, 620-637
 - Read Thielman, pp. 393-407
 - Read Richards, chs. 6-7
- March 14th Philippians, Philemon, and Colossians
- Read Brown, pp. 483-510, 599-619
 - Read Thielman, pp. 307-322, 375-392
 - Read Richards, chs. 8-9
- March 21st I and II Thessalonians
- Read Brown, pp. 456-466, 590-598
 - Read Thielman, pp. 234-261
 - Read Richards, chs. 10-11
- March 31st Pastoral Epistles
- Read Brown, pp. 638-680
 - Read Thielman, pp. 408-479
 - Read Richards, chs. 12-13

- April 4th Hebrews
- Read Brown, pp. 681-704
 - Read Thielman, pp. 585-611, 651-677
 - **Second exam given** (covering material assigned from Feb. 28 to March 31)
- April 10th James, I and II Peter, Jude
- Read Brown, pp. 705-772
 - Read Thielman, pp. 496-535, 569-584
 - Read Richards, chs. 14-15
- April 18th NO CLASS: SPRING BREAK
- April 25th I – III John
- Read Brown, pp. 383-405
 - Read Thielman, pp. 536-568
 - Complete additional research for review of Richards
- May 2nd Revelation
- Read Brown, pp. 773-813
 - Read Thielman, pp. 612-650
 - **Paper is due!**
- May 9th **Final Exam** (covering material assigned from April 4 to May 2)

ERSKINE SEMINARY POLICIES

Drop/Add and Course Withdrawal

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decided not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Office Hours

My normal office hours are printed in this syllabus. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment.

Required Textbooks

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>.

There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Incompletes

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Official Seminary Class Attendance Policy:

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed

up to three hours of unexcused absence without penalty. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course.

Policy Regarding Absences

Students are required to attend all class sessions. If students have to be absent for any reason, they are still responsible for all work missed and all work due. A student who misses more than three class sessions for any reason will automatically fail the course.

Style and Bibliographical Formatting Requirements

All papers must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards” (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper’s cover page and bibliography are not counted towards page requirements.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community’s discernment and cultivation of gifts, both within the Christian community and in God’s larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

NOTE: Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.