



Seminar in New Testament Introduction (BCNT5400)

Baptist College Partnership Program

New Orleans Baptist Theological Seminary

Biblical Studies Division—Spring 2018

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I. MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. CORE VALUE FOCUS

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

The core value emphasis for this academic year is: Doctrinal Integrity.

III. COURSE PURPOSE

The purpose of this course is to augment the student's knowledge of the areas covered in the course NTEN 5300, Exploring the New Testament (plus one elective hour in NT is gained).

IV. CURRICULUM COMPETENCIES

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential

competencies for effective ministry: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom department.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

V. COURSE DESCRIPTION:

Besides reviewing the content of this course through textbook readings prior to the start of the seminar, the seminar also will provide students with the opportunity to research and discuss specific topics related to the New Testament. The prerequisites to taking this seminar are the completion with a “B” or better of at least two college courses in the area of New Testament Introduction, Survey, or Exegesis, and the approval of the Director of the Baptist College Partnership Program for entrance into the course. A video describing the course is here:

<http://drkoine.com/classes/bcpp/index.html>

VI. STUDENT LEARNING OUTCOMES:

The following are the student learning outcomes of this course:

- The student should be able to describe the background for interpreting the New Testament, including being able to give an overview of the inter-biblical period, Jewish institutions and groups, and Greco-Roman cultural forces.
- The student should be able to situate the NT books in their historical setting with respect to authorship discussions, date, occasion, and recipients, and summarize the dominant theological and literary focuses of each of the NT books.
- The student should gain an appreciation for the importance of understanding the historical and literary backgrounds for interpreting the NT.
- The student should enhance research capabilities and the ability to effectively present information to a group for discussion

VII. LEARNING OBJECTIVES:

Knowledge

Students who complete this course successfully should:

- Know the basic historical, social, and cultural forces impacting the life and times of the New Testament world

- Know the basic content of the New Testament and be able to give a brief description of the major themes and emphases of the New Testament books
- Know the characteristics of the various literary genres in the New Testament and some of the major implications of the genre differences for interpretation
- Know the current issues involved in the contemporary study of New Testament documents

Attitudes

Students who complete this course successfully should:

- Appreciate the impact of the New Testament world on the New Testament documents and their interpretation
- Respect the complexity of applying ancient texts written thousands of years ago in modern contexts
- Appreciate the value of the moral, ethical, and practical teachings of the New Testament for guidance in daily living in family and society

Skills

Students who complete this course successfully should be able to:

- Contextualize New Testament texts within their ancient historical, cultural, social, and literary setting for the purpose of interpretation
- Evaluate the strengths and weaknesses of various modern translations of the New Testament
- Prepare the exegetical foundation for an intelligent, thoughtful, and relevant bible study, devotional, or message based on a New Testament text
- Have a working familiarity with resources for the on-going study of the New Testament

VIII. TEACHING METHODOLOGY:

This course will be taught via a combination of pedagogical methods, including but not limited to the following: lectures, student assignments, small group work, computer resources, textbook reviews, and especially student presentations in class. Both inductive and deductive approaches to learning will be utilized.

IX. REQUIREMENTS:

Pre-Workshop Requirements (three books and three reviews)

Read and review three required books prior to the first class meeting of the seminar. Write a review of each book. Each book review should be 4-5 pages, double-spaced, 1-inch margins, 12-point type. All three reviews are due on or before the first day of the seminar. Submit the reviews electronically by email attachment directly to the professor as pdf files. (Hardcopy is allowed, but not preferred.) Here are the options:

- **Required:** Everett Ferguson, *Backgrounds of Early Christianity* (Eerdmans, 3d ed.)
- **Required: ONE** of the following options:
 - a. Wenham, Walton, Marshall, Travis, and Paul, *Exploring the New Testament*, 2 vol. (InterVarsity, 2 short books)
 - b. Carson, Moo, and Morris, *An Introduction to the New Testament* (Zondervan)
 - c. John Drane, *Introducing the New Testament* (Fortress)
 - d. Gary Burge and Lynn Cohick, *The NT in Antiquity* (Zondervan)
- **Required: ONE** of the following options:

- a. C. K. Barrett, *The New Testament Background* (Harper/San Francisco)
- b. Gerd Theissen, *The Shadow of the Galilean* (Augsburg/Fortress)
- c. Bruce Longenecker, *The Lost Letters of Pergamum: A Story from the NT World* (Baker)
- d. Craig Evans, *Ancient Texts for New Testament Studies: A Guide to the Background Literature* (Baker Academic)
- e. Scot McKnight, *The King Jesus Gospel: The Original Good News Revisited* (Zondervan)

For each of the three book reviews, follow the template given below (no cover page):

<p>Book Review (1, 2, or 3) Your Name Date Submitted</p>	<p>Seminar in NT Introduction NOBTS (BCNT5400) Dr. Gerald L. Stevens</p>
<p>Book author, book title, publication information. This area can be single-spaced.</p>	
<p>1. Introduce the author. Start your review with a brief paragraph of three or four sentences providing biographical/career/publication information about the author. Double-spacing begins here.</p>	
<p>2. Summarize the book. State the gross outline of the book (chapters, or parts/chapters). Then summarize the content of the book. Try to focus on significant, distinctive, or different from the mainstream conclusions or contributions made in each major area and/or chapter so that you can remind yourself what you gained from this book in particular at a later time.</p>	
<p>3. Evaluate the book. Your evaluation should have two parts. First, find and report on a review of the book from a reputable journal or publication. (Access online NOBTS library databases.) Second, provide your own evaluation. Be thoughtful. Provide more than, "This is a good book," or, "I think all seminary students should read this book" (duh).</p>	

Workshop Requirements (research, reports, presentations)

- Daily Research and Reports. Students will be divided into teams the first class meeting, and each team will be assigned a major topic for each day as specified in the syllabus. All daily topics for the week will be assigned to the seminar teams by the end of the first day. Each student will engage in daily research in the library related to a part of the overall topic for the team for that day (as decided mutually by team members). Each student will submit a written report of their individual research each day. The daily research report will give a summary of findings, conclusions drawn by

- the student, and sources consulted. The report does not have to be formal, such as strict Turabian form, but still should be neat, typed, and showing good grammar. A pdf file submission is preferred highly, but hardcopy is allowable.
- **Daily Presentations.** Each seminar team will be responsible for presenting the results of their combined research of their major topic for the day. The goal is to engage the seminar, sometimes as part of the activity, but especially in discussion afterwards. The presentation cannot be simply reading the text of a report. Team presentations must be creative, such as dramas, skits, games, and inventive activities that can involve the entire seminar. Once a specific presentation idea is used (such as a particular game show theme), that specific idea cannot be repeated the rest of the week. The presentations may involve props of any kind, including costumes, computers, presentation software, maps, music, musical instruments, poster board, large-scale game boards, diagrams, food, and more. The presentation should be about 15 minutes, to allow for 10 minutes of discussion by seminar members afterwards.

Post-Workshop Requirement (research paper)

- An 18–20 page, double-spaced paper on a specific research topic is to be submitted by **the third Friday after the seminar**. This paper should be of publication quality, demonstrating the student's ability to engage in research, dialogue honestly with differing viewpoints, and reach defensible conclusions. The bibliography should have a minimum of 15 resources. The form of the paper should follow the seminary standard of Turabian, 8th ed. For an example of correct form, consult the file "NOBTSPapersT8.pdf" at the following link, which gives detailed instructions about Turabian form:

<http://drkoine.com/resources/PDF/Home/NOBTSPapersT8.pdf>

X. COURSE EVALUATION:

The seminar is pass/fail. Each component is judged on the basis of a Likert scale:

- 2 = inadequate work, failing expectations
- 1 = inadequate work, falling short of expectations, but possible improvement
- 0 = adequate work, but meeting only minimal expectations
- +1 = good work, meeting most expectations
- +2 = excellent work surpassing most expectations
- **Book Reviews** will be assessed on the basis of grammar, writing style, and content.
- **Research** will be assessed on the basis of quality of content, authority of sources, date of secondary sources, and adequate representation of viewpoints.
- **Presentations** will be graded on the basis of creativity, effectiveness, and topic coverage.
- **Research papers** will be graded on the basis of form, style, content, and bibliography.
- **Final Average**
 - Book reviews = 30%
 - Seminar work = 30%
 - Research paper = 30%
 - Participation = 10%

XI. COURSE POLICIES:

- **Attendance:** In a one-week workshop, class attendance for all sessions is required. The workshop officially ends at lunch on Friday. You may not leave earlier than the scheduled conclusion.
- **Etiquette:** Please silence cell phones before the seminar begins. Otherwise, you may disrupt the entire class. If you expect an extremely important call, wait for that call outside the class. Also, please do not disrupt class by leaving to take a cell phone call. We appreciate your cooperation in maintaining a positive learning environment.

XII. ADDITIONAL INFORMATION:

- *Dr. Stevens's personal website is:*

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the BCPP course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:

<http://drkoine.com/classes/bcpp/index.html>

- For NOBTS assistance with technology issues, call ITC (504-816-8180), or see:

—For online registration, financial account, online transcript. etc.:

selfserve.nobts.edu (email: selfserve@nobts.edu)

—For Blackboard Learning Management system:

nobts.blackboard.com (email: blackboardhelpdesk@nobts.edu)

—For general technical questions and support requests:

www.nobts.edu/itc/ (email: itcsupport@nobts.edu)

—For general NOBTS technical help information:

www.nobts.edu/itc/

- NOBTS maintains “The Write Stuff” Center (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email writingcenter@nobts.edu

XIII. SEMINAR SCHEDULE AND RESEARCH TOPICS:

Monday: The Cultural and Historical Setting of the New Testament

- The Maccabean Revolt

- Jewish Sects in the First Century
- The Rule of Herod the Great
- Roman rule and rulers in Palestine in the first century BC and AD
- Jewish rulers in Palestine in the first century AD
- The Jewish-Roman revolt of AD 66-70
- Jewish Institutions in the first century AD.

Tuesday: The Synoptic Gospels and Palestinian Judaism

- The Synoptic Problem
- The Theological message of Matthew, Mark, or Luke
- The Historical Setting of Matthew, Mark, or Luke
- The Search for the Historical Jesus
- Family life in Palestine in the first century
- Wedding practices in Jewish and Greco-Roman first-century culture
- Galilee in the first century A.D.
- The chronology of the birth of Jesus
- The chronology of the ministry of Jesus
- The language(s) of Jesus

Wednesday: The Pauline Writings, Hellenistic Judaism, Hellenism and the Greco-Roman Culture, and the shift to inclusion of Gentiles in the church

- The Chronology of the life of Paul
- The Theological Message of Paul (or a specific Pauline letter)
- Discussions of authorship and date of Pauline letters (one/group letters)
- Gnosticism
- Greco-Roman religions
- The Search for the Historical Paul
- The background of a specific church setting (Antioch, Corinth, etc.)
- Spiritual Gifts in the Pauline Epistles
- Church leadership in the Pauline Epistles
- Paul's view of the Law in light of current debates (esp. E. P. Sanders)
- Jewish synagogues and house churches
- The teachings of Paul on a specific topic (topic approved by professor in advance)
- Interpreting epistle genre

Thursday: Acts, Hebrews, James, 1-2 Peter, Jude, and unity/diversity issues

- The theological message of Acts, Hebrews, James, 1 Peter, 2 Peter, or Jude
- The organization of the book of Acts
- The Church at Jerusalem
- Paul's missionary journeys according to Acts
- Judicial trials and judgments in the first century
- The historical setting of the book of Hebrews
- The historical setting of the book of James

- The question of authorship on 2 Peter
- The teachings of a given book on a specific topic (topic approved by professor)
- The authorship of Hebrews
- The understanding of faith in James and Judaism

Friday: The Johannine Writings and the purpose of apocalyptic literature

- The theological message of the Gospel of John
- The concept of the Spirit in John
- The historical setting of the Gospel of John
- The identity of the “Jews” in the Gospel of John
- Hospitality in the first century in light of 2 and 3 John
- The theological message of the book of Revelation
- The theological message of the epistles of John
- The historical setting of the book of Revelation
- The genre of apocalyptic
- A review of historical approaches to the book of Revelation
- The soteriology of the Gospel of John
- The Christology of the book of Revelation

XIV. Bibliography

Primary Sources

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The lists are arranged generally first with the best detailed, critical commentaries using the Greek text, then mid-level works using the English text (some with references to the Greek in footnotes), then briefer commentaries and/or with a special focus on application.

Abbreviations for series:

AB = Anchor Bible^[SEP] BECNT = Baker Exegetical Commentary on the New Testament^[SEP] BNTC = Black's New Testament Commentary^[SEP] BST = Bible Speaks Today^[SEP] EBC = Expositor's Bible Commentary^[SEP] EC = Epworth Commentaries^[SEP] ECC = Eerdmans Critical Commentary^[SEP] ICC = International Critical Commentary^[SEP] Int = Interpretation^[SEP] NAC = New American Commentary^[SEP] NCB = New Century Bible^[SEP] NCBC = New Cambridge Bible Commentary^[SEP] NIBC = New International Biblical Commentary^[SEP] NICNT = New International Commentary on the New Testament^[SEP] NIGTC = New International Greek Testament Commentary^[SEP] NIVAC = NIV Application Commentary^[SEP] NTC = New Testament Commentary^[SEP] NTinC = New Testament in Context^[SEP] NTL = New Testament Library^[SEP] NTR = New Testament Readings^[SEP] PNTC = Pillar New Testament Commentary^[SEP] SP = Sacra Pagina^[SEP] THNTC = Two Horizons New Testament Commentary^[SEP] TNTC = Tyndale New Testament Commentary^[SEP] WBC = Word Biblical Commentary^[SEP] ZECNT = Zondervan Exegetical Commentary on the New Testament

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