EAST TEXAS BAPTIST UNIVERSITY

SYLLABUS FOR MINISTRY (MINS) 1115

New Testament 2: Acts and the Pauline Epistles

I. COURSE DESCRIPTION: a study of the development of the first-century church as presented in the book of Acts and the Pauline Epistles. Attention will be given to the historical, literary, and theological aspects of the biblical material.

II. COURSE TEXTBOOKS

The Bible

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

III. COURSE OBJECTIVES

Chapter 9. The Acts of the Apostles

1. Students will outline the three immediate functions the Book of Acts serves in its canonical placement.
2. Students will relate current trends in historiography to evaluation of "Luke the Historian" in terms of validation and significance.
3. Students will contrast understandings of Acts 1:8 as an outline vs. a missionary portfolio.
4. Students will describe the character of the early Christian community in light of Acts 2:32-35 with respect to the areas of community, possessions, and hostility.
5. Students will describe the role of Stephen and Philip in the expansion of the Church's mission beyond Jerusalem and will define "proselyte" and "god-fearer."
6. Students will identify a) the central features of Paul's message as depicted in the Book of Acts, b) Epicureanism, and c) Stoicism.
7. Students will discuss how the last eight chapters of Acts illustrate a) the Jewishness of the Christian movement, b) Roman corruption, and c) God's care for Paul.
8. Students will identify and illustrate the role of the speeches in Acts.
9. Students will identify and illustrate the main purpose of the Book of Acts.
10. Students will identify and distinguish between the Alexandrian and Western texts of the Book of Acts.
11. Students will discuss the authorship Acts in terms of sources outside and within the NT.

Chapter 10. Letters in the New Testament

1. Students will identify the following: papyrus, amanuensis ("secretary"), and *cursus publicus*.

2. Students will identify the basic features of Hellenistic letters and characteristic language or terms used with each part.
3. Students will identify ways in which NT letters modify (adapt) the basic features of ancient Hellenistic letters.

Chapter 11. Paul and His World

1. Students will describe the relationship between politics and religion in the Roman Empire and describe why Christians would have been held in suspicion in the 1st century world.
2. Students will describe the make-up and structure of family relationships in the Roman world and the justification given for its structure.
3. Concerning the life of Paul students will briefly discuss the following issues: birthplace, family background, marital status, education, and trade.
4. With reference to Paul's conversion and early Christian experience students will relate the following: Philippians 3:6, Ananias, King Aretas, and Barnabas.
5. Students will compare and contrast features of Paul's outlook with features of Platonism, Stoicism, and Pharisaic thought.
6. Students will outline the basic features of apocalyptic Jewish thought and illustrate how Paul adopted this outlook in light of the resurrection of Jesus from the dead, indicating the significance of this adoption for the character of Christian existence.

Chapter 12. Paul's Letter to the Christian in Rome

1. Students will identify and present biblical support indicating the various reasons for why Paul wrote Romans.
2. Students will explain how the Decree of Claudius possibly affected relationships between Jewish and Gentile Christians in Rome.
3. Students will explain the meaning of the phrase "justification by faith" and how it relates to the theme of Romans.
4. Students will describe the conditions of humanity apart from Christ as indicated in Romans 1-2.
5. Students will explain, in light of the argument in Romans 3-5, Paul's view of how sinful humanity can be restored to a proper relationship with God and what this means for facing suffering.
6. Students will briefly discuss the Adam/Christ comparison of Romans 5.
7. Students will identify and evaluate the various possibilities for identifying the "I" of Romans 7.
8. Students will identify the problem Paul deals with in Romans 9-11, explain how it relates to the overall argument of the letter as a whole, and indicate something of Paul's response to the problem.
9. Students will briefly explain the understanding of and Christian responsibility to the state as expressed in Romans 13:1-7.

Chapter 13. Paul and the Christians in Corinth

1. Students will discuss the geographical location of the city of Corinth in relationship to its cultural and economic conditions.

2. Students will explain how the history of Corinth as a populated site relates to the socio-economic character of the city at the time of Paul's ministry there.
3. Students will be able to relate various visits of Paul to Corinth to the four known letters to the Church at Corinth.
4. Students will identify and illustrate the two basic themes that dominate 1 Corinthians as Paul addresses the various issues reflected in the book.
5. Students will identify the basic problems/issues Paul addresses in the following sections of 1 Corinthians: 1 Corinthians 1-4; 5-6; 7; 8-10; 11-14.
6. Students will discuss how Paul approaches the issue of participation of women in worship services as indicated in 1 Corinthians 14:33b-36.
7. Students will indicate and illustrate the character of Paul's experience and ministry between the writings of 1 and 2 Corinthians.
8. Students will indicate what two main issues related to his apostolic authority Paul addresses in 2 Corinthians and how Paul responds to these concerns.
9. Students will, in light of 2 Corinthians 10-13, identify the specific criticisms leveled against Paul by his opponents at Corinth and indicate how Paul responds to each.

Chapter 14. The Letter to the Galatians

1. Students will give a brief overview of the position of the "teachers" Paul argues against in his letter to the Galatians.
2. Students will compare and contrast Romans and Galatians in terms of what Paul says concerning the Law of Moses and reliance on a Jewish heritage.
3. Students will identify in what two ways the opening of Galatians differs from the normal opening of Paul's letters.
4. Students will identify how in Galatians Paul responds to the assertions that a) he is not a real apostle, b) his view of Christianity is second-hand, and c) one must be a Jew to obtain God's blessings.
5. Students will compare and contrast Paul's account of unity in Christ as described in Galatians 3:28 with other visions of socio-economic relationships in the ancient world.
6. Students will, with reference to the Book of Galatians, identify the following: "works of the law, "freedom," "South Galatia," and "North Galatia."

Chapter 15. The Letter to the Ephesians

1. Students will indicate reasons why some scholars believe the Letter to the Ephesians was a) not written just to Christians at Ephesus and 2) not written by Paul.
2. Students will explain the significance of the resurrection and exaltation of Christ for Christians as reflected in the first part of Ephesians.
3. Students will describe the meaning of "mystery" and "the powers" as such terms are used in Ephesians.
4. Students will compare and contrast the good order for the family as described in Ephesians with the order presumed in the Greco-Roman household.

Chapter 16. Paul and the Christians in Philippi

1. Students will describe and illustrate the relationship between the city of Philippi and the Roman Empire.
2. Students will describe Paul's circumstances when he is writing to the Philippians and indicate his attitude toward such.
3. Students will trace the career of Jesus Christ as described in Phil. 2:6-11 and indicate how Paul relates it to his "practical intentions" for the Christian community at Philippi.
4. Students will identify and give evidence for the various possible locations of Paul's imprisonment when writing Philippians.
5. Students will identify the alternative solutions to explaining the abrupt change in tone between Phil. 3:1 and 3:2.

Chapter 17. Paul and the Christians at Colossae: Colossians and Philemon

1. Students will summarize the thematic content of the two strophes of the Christ hymn of Col. 1:15-20 and indicate their relevance to the situation Paul addresses in Colossians—the Colossian heresy.
2. Students will describe the main features of Gnosticism concerning good and evil, creation, knowledge, and Christ.
3. Students will identify and briefly discuss the two general guidelines for the activity of the new community, the Church, given in Col. 3:12-17.
4. Students will discuss the relationship between the Christian's resurrection and Christ's as it pertains to the issue of authorship of Colossians.
5. Students will outline the main features of Paul's argument to Philemon concerning the slave Onesimus.
6. Students will give a brief overview of the character of slavery in the Roman Empire and describe the early Christian response to it.

Chapter 18. Paul's Letters to the Thessalonian Christians

1. Students will give a brief description of Paul's missionary methodology.
2. Students will account for Paul's harsh language regarding the Jews of Judea in 1 Thess. 2:13-16.
3. Students will outline and briefly describe the main ideas of Paul's instructions to the Thessalonian Christians, highlighting the basic themes addressed in 4:1-8 (sexual conduct); 4:9-12 (mutual love); 4:13-18 (the fate of dead believers); 5:1-11 (preparation for the end); and 5:12-22 (life in the community of faith).
4. Students will identify reasons for and against 1 Thessalonians being the earliest written document of the New Testament.
5. Students will identify the following: a) what rumors Paul challenges in 2 Thessalonians 2:1-12, b) "the lawless one," and c) "the one who ("that which") restrains."
6. Students will describe the problem Paul addresses in 2 Thessalonians 3:1-16 and how he instructs the Thessalonians concerning the problem.
7. Students will outline the arguments against Pauline authorship of 2 Thessalonians and give possible responses to those arguments.

Chapter 19. 1 and 2 Timothy and Titus

1. Students will identify the basic features of the false teaching challenged in 1Timothy and indicate how that teaching is challenged.
2. Students will demonstrate how comments about women in 1Timothy 2:9-12 are understood in the context of addressing false teaching.
3. Students will identify the four groups of persons 1 Timothy identifies as playing special roles in the Christian community and something of the instruction concerning each.
4. Students will identify the following figures with reference to 2 Timothy: Hymenaeus and Philetus, Jannes and Jambres, and Onesiphorus.
5. Students will discuss the outlook on "sacred Scripture" as given in 2 Tim. 3:16-17.
6. Students will outline the major arguments concerning authorship of the Pastoral letters.

IV. <u>COURSE OUTLINE AND SCHEDULE</u>‡

INT = *Introducing the New Testament*, Achtemeier, Green, and Thompson

Week 1:
- Hour One: Registration
- Hour Two: Acts
  - [INT Chapter 9. The Acts of the Apostles]
- Hour Three: Paul's Ministry and Letters
  - [INT Chapter 10. Letters in the New Testament]
  - [INT Chapter 11. Paul and His World]

Week 2:
- Hour One: Galatians
  - [INT Chapter 14. The Letter to the Galatians]
- Hour Two: 1 and 2 Thessalonians
  - [INT Chapter 18. Paul's Letters to the Thessalonian Christians]
- Hour Three: 1 Corinthians
  - [INT Chapter 13. Paul and the Christians in Corinth]

Week 3:
- Hour One: 2 Corinthians
  - [INT Chapter 13. Paul and the Christians in Corinth (*continued*)]
- Hour Two: Romans
  - [INT Chapter 12. Paul's Letter to the Christian in Rome]
- Hour Three: Romans (continued)

Week 4:
- Hour One: Philippians
  - [INT Chapter 16. Paul and the Christians in Philippi]
- Hour Two: Ephesians and Colossians
  - [INT Chapter 15. The Letter to the Ephesians]
  - [INT Chapter 17. Paul and the Christians at Colossae: Colossians and Philemon]

Hour Three: Philemon and the Pastoral Epistles
[INT Chapter 17. Paul and the Christians at Colossae: Colossians and Philemon (*continued*)]
[INT Chapter 19. 1 and 2 Timothy and Titus]

Week 5
Final Exam

‡ **The course schedule is subject to change at the discretion of the professor.**

V. COURSE REQUIREMENTS

A. Students should overview the pertinent biblical material and read the assigned pages in the textbook prior to each class session.
B. Students will complete one examination.

VI. COURSE ATTENDANCE AND ABSENCES:

- Students are expected to attend all class sessions. Please be in class and be on time. An automatic failing grade will be given if the allowed percentage of absences set by East Texas Baptist University is exceeded. According to school policy, to be eligible to earn credit in a course, the student must attend at least 75% of all class meetings. Students **must attend a minimum of twelve** of the fifteen one-hour class sessions in order to be eligible to receive credit.
- Please turn off all electronic equipment that makes a sound during class (e.g., cell phones, PDA alarms, and beepers). **If you are seen using your cell phone for any purpose (calling, text messaging, etc.) and/or if you are seen listing to an ipod or any other electronic devise that does not pertain to the day's subject matter, you will be asked to leave the class, and you will be counted as absent for the day.**
- Students who must leave early are asked to give notification to the professor in advance.
- Constant tardiness as well as constant early departures will incur a semester grade percentage reduction of five (5)%, at the discretion of the professor.
- Although I do understand that a state of sleepiness can attack anyone at anytime, especially in a classroom, please do not make it a habit in class, and certainly, please do not lay your head on the desk and sleep, because you will be asked to leave the class and encouraged to go home to rest; **you will also be counted as absent for the day.**
- Please do not spend class time working on assignments for another class. If it becomes known that you have done so, **you will be counted as absent for the day.**

VII. COURSE GRADING

The grade for the course will be determined by the grade on the Final Examination. The grading scale is:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

VIII. SUGGESTED READING

Barrett, C. K. The New Testament Background: Selected Documents. New York: Harper & Row, Publishers, 1961.

_____. Paul: An Introduction to His Thought. Louisville: Westminster/John Knox Press, 1994.

Boren, H. C. The Ancient World: An Historical Perspective. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Bruce, F. F. Are the New Testament Documents Reliable? Grand Rapids: Wm. B. Eerdmans, 1954.

_____. The Books and the Parchments. Revised ed. Westwood: New Jersey: Fleming H. Revell Company, 1953.

_____. Paul: Apostle of the Heart Set Free. Grand Rapids: Wm. B. Eerdmans, 1977.

Burkert, Walter. Ancient Mystery Cults. Cambridge, Mass.: Harvard University Press, 1987.

Carson, Donald A. From Triumphalism to Maturity. Grand Rapids: Baker Book House, 1984.

Collins, Adela Yarboro. Christ and Catharsis. Philadelphia: The Westminster Press, 1984.

Fox, R. L. Pagans and Christians. New York: Knopf, 1987.

Harrison, P. N. The Problem of the Pastoral Epistles. London: Oxford University Press, 1921.

Hendriksen, William. More Than Conquerors. 6th ed. Grand Rapids: Baker Book House, 1952.

Johnson, Luke Timothy. Religious Experience in Earliest Christianity: A Missing Dimension in New Testament Studies. Minneapolis: Fortress, 1998.

Ladd, G. E. The Blessed Hope. Grand Rapids: Wm. B. Eerdmans, 1956.

Lohse, Eduard. The New Testament Environment. Translated by J. E. Steely. Nashville: Abingdon Press, 1976.

Longenecker, Richard. The Ministry and Message of Paul. Grand Rapids: Zondervan Publishing House, 1971.

Machen, J. G. The Origin of Paul's Religion. Grand Rapids: Wm. B. Eerdmans, 1928.

Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*, 3rd ed. Louisville: Westminster John Knox Press, 2001.

Marshall, I. H. The Acts of the Apostles. Grand Rapids: Wm. B. Eerdmans, 1984.

Pfeiffer, Charles F. Between the Testaments. Grand Rapids: Baker Book House, 1959.

Pfeiffer, Robert H. History of New Testament Times. New York: Harper & Brothers Publishers, 1949.

Reicke, Bo. The New Testament Era: The World of the Bible from 500 B.C. to A.D. 100. Translated by David E. Green. Philadelphia: Fortress Press, 1964.

Russell, D. S. Between the Testaments. Philadelphia: Fortress Press, 1965.

Tenney, Merrill C. New Testament Survey. Grand Rapids: Wm. B. Eerdmans, 1961.

_____. New Testament Times. Grand Rapids: Wm. B. Eerdmans, 1965.

Witherington III, Ben. The Paul Quest: The Renewed Search for the Jew of Tarsus. Downers Grove: InterVarsity, 1998.

Wright, N. T. Christian Origins and the People of God. Vol. 1, The New Testament and the People of God. Minneapolis: Fortress, 1992.

_____. What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?. Grand Rapids: Eerdmans, 1997.

_____. Christian Origins and the People of God. Vol. 3, The Resurrection of the Son of God. Minneapolis: Fortress, 2003.