

Course Syllabus

TRT2110 – Living Tradition: Reading the New Testament
Trinity College
Toronto School of Theology
Fall (September to December) 2024

Instructor Information

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Course Identification

Course Number: TRT2110
Course Name: Living Tradition: Reading the New Testament
Course Format: *In-class and Online*
Course Location: Larkin Building, Room 341 (*with synchronous and asynchronous online options*)
Class Times: Wednesdays 11am to 1pm
Prerequisites: None

Course Description

This course is a survey of the New Testament books in their historical and religious background with attention to hermeneutics, the patristic exegetical heritage, and modern biblical studies. The New Testament will be read in its entirety, along with commentaries by church fathers and writings by modern theologians.

Students will be evaluated on their online class participation, preparing and leading a seminar discussion in the discussion forums on a selected patristic commentary, and a written exegetical study of a New Testament text.

Course Resources

Required Study Bible

The following NRSVue study Bible is required for the course:

- *The SBL Study Bible: Including Apocryphal and Deuterocanonical Books* (HarperOne, 2023)

This is a newly-released (November 2023) updated version — including the updated edition of the NRSV as well as with revised notes and essays — of the following, which remains an adequate substitute for students who already own a copy:

- *The Harper Collins Study Bible: Including Apocryphal and Deuterocanonical Books with Concordance* (HarperOne, 2006)

Please ensure you have this study Bible with you for all class sessions.

Highly Recommended Course Book

The following book is just short of required, and weekly recommended readings from it are provided throughout the course:

- NT Wright and Michael Bird, *The New Testament and Its World: An Introduction to the History, Literature, and Theology of the First Christians* (Zondervan Academic, 2019) [available online through the TST library system]

Course Readings

All other course readings (including excerpts from patristic commentaries and modern scholars) will be provided via the course portal, which students can choose to view online or download and print.

Study Guides and Recommended Books

The following study guides prepared by research librarians at TST will direct you to useful commentaries, dictionaries, and other Biblical study tools.

- [Graham Library Research Guide to Biblical Commentaries](#) (recommended commentaries for every book of the Bible)
- [Kelly Library Guide to the Bible](#)

In addition to extensively available patristic commentaries, exegetical treatises and homilies on the New Testament, the following books are recommended both to supplement in-class / online discussion and for the preparation of research papers.

- CK Barrett, ed., *New Testament Background: Selected Documents* (HarperOne)
- John Behr, *The Mystery of Christ: Life in Death* (SVS Press)
- John Breck, *Scripture in Tradition* (SVS Press)
- John Breck, *The Power of the Word in the Worshipping Church* (SVS Press)
- Raymond E. Brown, Joseph A. Fitzmyer, and Roland E. Murphy (eds.), *The New Jerome Biblical Commentary* (Prentice-Hall)
- Brevard Childs, *Introduction to the New Testament as Canon* (Fortress Press)
- Joel Green and Lee McDonald (eds.), *The World of the New Testament: Cultural, Social, and Historical Contexts* (Baker Academic)

- Richard Hays, *Echoes of Scriptures in the Gospels* (Baylor)
- Luke Timothy Johnson, *Living Jesus* (HarperOne)
- Luke Timothy Johnson, *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels* (HarperOne)
- Luke Timothy Johnson, *The Writings of the New Testament* (Fortress)
- Veselin Kesich, *The Gospel Image of Christ* (SVS Press)
- Veselin Kesich, *The Passion of Christ* (SVS Press)
- Veselin Kesich, *The First Day of the New Creation: The Resurrection and the Christian Faith* (SVS Press)
- Amy-Jill Levine and Mark Zvi-Brettler, *The Jewish Annotated New Testament* (Oxford)
- Richard Longenecker, *The Christology of Early Jewish Christianity* (Regent College)
- Richard Longenecker, *Biblical Exegesis in the Apostolic Period* (Eerdmans)
- Andrew Louth, ed., *Early Christian Writings* (Penguin)
- Bruce M. Metzger, *The Canon of the New Testament: Its Origin, Development, and Significance* (Clarendon Press)
- Ben Meyer, *The Aims of Jesus* (Wipf & Stock)
- Ben Meyer, *The Early Christians* (Wipf & Stock)
- Patrick Henry Reardon, *The Jesus We Missed: The Surprising Truth About the Humanity of Christ* (Thomas Nelson)
- James Resseguie, *Narrative Criticism of the New Testament: An Introduction* (Baker Book House)
- Theodore Stylianopoulos, *The Making of the New Testament: Church, Gospel and Canon* (Holy Cross Press)
- Theodore Stylianopoulos, *The New Testament, An Orthodox Perspective: Scripture, Tradition, Hermeneutics* (Holy Cross Press)
- Burton Throckmorton, ed, *Gospel Parallels: A Comparison of the Synoptic Gospels* (NRSV) (Thomas Nelson)
- Christopher Tuckett, *Reading the New Testament: Methods of Interpretation* (Fortress)
- NT Wright, *Christian Origins and the Question of God, Vols 1-4: The New Testament and the People of God; Jesus and the Victory of God; The Resurrection of the Son of God; Paul and the Faithfulness of God* (Fortress)
- NT Wright, *The Challenge of Jesus: Rediscovering Who Jesus Was and Is* (IVP Books)
- NT Wright, *What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* (Eerdmans)
- Frances Young, *Biblical Exegesis and the Formation of Christian Culture* (Baker Academic)

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Sydney Yeung (divinity@trinity.utoronto.ca) for further help.

As in the classroom, online communication must be carried out respectfully and civilly at all times. Writing within the online media of blogs, discussion forums is not an excuse for laziness, lack of proper

reflection or uncivility. Arguments must be carefully crafted, respectfully presented and grounded in source texts and solid reflection. Students who fail to adhere to these guidelines will not succeed in this course.

Course Learning Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes.

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- to work with both primary and secondary sources and to gather, analyse and prepare materials for reflection and engaged class discussion
- to acquire and develop analytical tools within critical schools of thought and methodologies
- to prepare and deliver a seminar presentation and lead a class discussion
- to write an exegetical study paper

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

- to recognise the overall content and themes of the New Testament (having read it in its entirety)
- define and use with critical awareness several of the main tools of modern New Testament exegesis
- outline the main schools and methods of patristic exegetical tradition
- examine the worldview and historical circumstances of the apostles and the early church in order to assess the gospel *kerygma* which gave birth to the New Testament texts

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- to manage their own learning
- to demonstrate behaviour consistent with academic integrity and social responsibility

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- to demonstrate qualities and skills necessary for ministry, further study, and community involvement
- to exercise initiative, personal responsibility, and accountability in both personal and group contexts
- to work effectively with others

Evaluation

The final grade for the course will be based on the following areas:

- **Class participation (25%):** every week will include a period of discussion of primary (New Testament) and secondary (exegetical and commentary) texts. All students are expected to read all texts thoroughly. Students will be assigned a grade based upon their preparedness for and participation in these sessions. In addition, students will make two brief presentations to the class (described below).
- **Short responses/seminar presentation (25%):** In Week 2 students will submit a very brief (300 words strict maximum) initial response essay on a passage of the New Testament. In a later week (determined by course schedule of New Testament texts), students will submit a 1,000 word (strict maximum) argumentative assessment of a patristic commentary on the same text. Students will present their conclusions by recorded audio or video presentation (8 minutes maximum).
- **Exegetical study paper (50%):** students will write a 3,000 word (strict maximum) exegetical study of a New Testament text of their choice (normally the same passage as selected for the short response), and also present an audio or video recording (5 minutes maximum) of a brief summary of their research before the final class. The exegetical study is due by **Friday 13 December 2024**.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work. Basic Degree students are expected to hand in assignments by the date given in the course outline. A 2% per day penalty applies (up to a maximum of 20%) for late work. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Standard TST Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Policy Statement on Generative AI Tools for this Course

In this course, you may use generative artificial intelligence (AI) tools, including ChatGPT, Microsoft Copilot, and GitHub Copilot, as learning aids and to help complete assignments. Whilst some generative AI tools are currently available for free in Canada, please be warned that these tools have not been vetted by the University of Toronto and might not meet university guidelines or requirements for privacy, intellectual property, security, accessibility, and records retention. Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even provide citations to sources that don't exist—and submitting work with false citations is an academic offence. These tools may be subject to service interruptions, software modifications, and pricing changes during the semester.

Throughout the course there will be opportunities to explore the use of generative AI in relation to the critical skills and thinking required for our class discussion and assignments. Note, however, that generative AI is not required to complete any aspect of this course, and we caution you to not rely entirely or too heavily on these tools to complete your coursework. Instead, we recommend treating generative AI as a supplementary tool only for exploration or drafting content. Ultimately, you (and not any AI tool) are responsible for your own learning in this course, and for all the work you submit for credit. It is your responsibility to critically evaluate the content generated, and to regularly assess your own learning independent of generative AI tools. Over-reliance on generative AI may give you a false sense of how much you've actually learned, which can lead to poor results in this course, in later courses, or in future work or studies after graduation.

Course Schedule

Class 1 – Course Introduction

Topics

- Course introduction and overview, including resources and expectations
- What is the New Testament? The Scriptures, pesher and midrash
- Apostolic 'kerygma': meaning and centrality to understanding the New Testament
- Exegesis and hermeneutics
- The New Testament as history, literature, theology
- Setting the scene: history and geography of the world of Jesus
- Development of the New Testament canon
- Manuscript traditions
- English translations
- Gospel parallels and harmonisation
- Canonical perspective and 'shaping' (Childs et al)

Readings

- Please watch Part 4 of [Fr John Behr on Life & Learning](#) (if you have time, watch the whole lecture)
- Veselin Kesich, ["The Early Church's Adherence to the Gospels"](#) from *The Gospel Image of Christ*
- Brevard Childs, [excerpts from *The New Testament as Canon*](#)

Recommended Reading from *The New Testament in Its World*

- Part I: Introduction to reading the New Testament, pp 38-85
- Part II: The world of Jesus and the early church, pp 86-170
- Textual criticism of the New Testament, pp 850-865
- The canonisation of the New Testament, pp 866-875

New Testament Passage Sign-up

Your first writing assignment is coming right up in the week after our first class, **due 17 September**.

This is not a formal assignment — you can compose your 300 words in whatever style you like, and you won't be judged on style or argument. This is just to make sure you've given some thought to your chosen passage early on, and identified some exegetical and interpretive challenges in the text.

Please note that you will be writing and briefly presenting a 1,000-word assessment of a patristic commentary on this same passage, an assignment that will be due during the week that we are discussing that book of the New Testament (running from weeks 4 to 11). So consider carefully your semester workload and assignment due dates you make your passage selection. (The same passage could also be the subject of your exegetical study paper, or you may switch to a different text.)

The passages to choose from are listed below. There are enough for every student in the course, so please don't request a passage that has already been chosen. Email geoffrey.ready@utoronto.ca with your choice.

Looking forward to reading your first impressions next week!

- Week 4 (2 October): Luke 2.1-7
- Week 4 (2 October): Luke 4.1-13
- Week 4 (2 October): Luke 8.4-15
- Week 4 (2 October): Luke 18.31-43
- Week 5 (9 October): John 3.11-16
- Week 5 (9 October): John 5.25-29
- Week 5 (9 October): John 10.1-11
- Week 5 (9 October): John 21.1-14
- Week 6 (16 October): Acts 2.1-47
- Week 6 (16 October): Acts 10.1-13
- Week 6 (16 October): Acts 17.16-34
- Week 7 (23 October): Romans 5.12-14
- Week 7 (23 October): Romans 8.18-25
- Week 7 (23 October): Romans 12.1-8
- Week 8 (6 November): 1 Corinthians 15.11-18
- Week 8 (6 November): 2 Corinthians 4.8-18
- Week 8 (6 November): Galatians 6.1-10
- Week 9 (13 November): Ephesians 6.10-23
- Week 9 (13 November): Philippians 4.1-9
- Week 10 (20 November): 2 Timothy 3.10-4.8
- Week 10 (20 November): Titus 3.1-11
- Week 10 (20 November): Hebrews 9.1-23
- Week 11 (27 November): James 2.1-25
- Week 11 (27 November): 1 John 4.1-6

Class 2 – The Gospel According to St Matthew

Topics

- authorship, date, location of Matthew
- relationship between the synoptic gospels (focus of source criticism) — we'll develop this more in week 3
- structure (fivefold and twofold)
- purpose and themes: God with us, church's access to Christ, role of the disciples, Jesus and the Scriptures, Torah (covenant teaching) and righteousness, the church of the Messiah
- who is Jesus?

Guest speaker: Bishop Patrick Yu

Readings

- *The Gospel According to St Matthew*
- Peter Ellis, "[Rabbinic Matthew](#)," part 1 of *Matthew: His Mind and His Message* (Liturgical Press, 1974)

Questions to Consider in Reading Matthew

- Approach Matthew with fresh eyes (and separate from other depictions of Jesus in other Gospels or Epistles): who is Jesus for Matthew?
- What is the structure of the gospel? How is it deliberately organised?
- How are these terms used: Son of David, Son of God?
- How does Matthew depict Jesus as teacher and his followers as disciples?
- How is the theme of the Torah treated?

Recommended Reading from *The New Testament in Its World*

- Gospel of Matthew, pp 578-603

Class 3 – The Gospel According to St Mark

Topics

- Structure and themes in Mark
- Who is Jesus?
- Literary context of New Testament writings
- Comparison with other forms of literature from the period
- The 'gospel' as unique Christian literary genre
- Oral dynamic of proclaiming the Word of God
- Further development of the 'synoptic problem' (source criticism)

Readings

- *The Gospel According to St Mark*

Questions to Consider in Reading Mark

- What is the structure of Mark?
- What is different from Matthew? How might you explain these differences and similarities?
- How are the disciples characterised?
- What is Mark's theology?

Supplementary Reading from *The New Testament in Its World*

- Gospel of Mark, pp 554-576
- Study of the historical Jesus, pp 172-186

Class 4 – The Gospel According to St Luke

Topics

- Gospel of Luke: structure, themes, who is Jesus?
- Overview of historical-critical (form, redaction) and new literary-critical methods
- Orthodox response to and use of these methods
- The Old Testament in the New

Readings

- *The Gospel According to St Luke*
- Peter Scaer, "[The Glorious Dying of the Son: The Gospel of Luke & Jesus' Noble Death](#)" from *Touchstone*

Questions to Consider in Reading Luke

- What is the structure of the gospel? Pay attention to *movement*
- How do the infancy narratives work in this gospel? (compare to Matthew)
- How are different groups presented (disciples, crowds, opponents)? Especially, how does Jesus minister to *outcasts*?
- How does *time* work in Luke?
- What role does the *temple* play in the narrative?
- What are the key themes of Luke's account of the passion narrative, the resurrection and ascension?

Supplementary Reading from The New Testament in Its World

- The New Testament as literature, pp 60-74
- Jesus and the victory of God:
 - Profile and praxis of a prophet, pp 188-214
 - Who did Jesus think he was?, pp 216-240
 - The death of the Messiah, pp 242-262
- Gospel of Luke, pp 604-627

Class 5 – The Gospel According to St John

Topics

- Gospel of John: structure, themes, what makes John different? does John contradict the synoptics? who is Jesus?
- Historical Jesus vs Christ of faith
- Contemporary questions in the encounter with Christ
- The NT as theology

Readings

- *The Gospel According to St John*

Supplementary Reading from The New Testament in Its World

- Gospel of John, pp 648-678
- Making of the Gospels, pp 680-700
- The New Testament as theology, pp 76-84

Class 6 – The Acts of the Holy Apostles

Topics

- Acts of the Apostles: why is Luke writing this book? what is the message? what is the church for Luke?
- Early church context from Pentecost
- Apostolic missions and spread of the Gospel
- Other early writings

Guest speaker: Randy Williams

Readings

- *The Acts of the Holy Apostles*
- Cyprian Hutcheon, ["God Is With Us: The Temple in Luke-Acts"](#)

Supplementary Reading from The New Testament in Its World

- Acts of the Apostles, pp 628-646
- Story of Paul's life and ministry, pp 336-364

Class 7 – Romans

Topics

- Epistle to the Romans: author and themes
- introduction to Paul's preaching and theology, including issues in his ministry and proposed solutions, views of Judaism in light of Christ and the new covenant, meaning of faith, person of Christ
- Textual, authorial and historical issues in the Pauline corpus

Readings

- *Romans*

Supplementary Reading from The New Testament in Its World

- Primer on Pauline theology, pp 366-394
- Romans, pp 502-526
- The story of Easter according to the Apostle Paul, pp 296-314

READING WEEK: 28 October to 1 November

Class 8 – I & II Corinthians, Galatians

Topics

- Epistles: I & II Corinthians, Galatians: main themes
- Critical Realism
- "New" and "Fresh" Perspectives on Paul

Guest speaker: Alison Hari-Singh

Readings

- *I Corinthians; II Corinthians; Galatians*
- Alison Hari-Sing, "[Bhakti, Sadhu Sundar Singh, and the Art of Reading Scripture: An Indian Approach to Reading the Bible in Canada.](#)" *Reading In-Between: How Minoritized Cultural Communities Interpret the Bible in Canada* (Eugene: Wipf and Stock Publishers, 2019)

Supplementary Reading from The New Testament in Its World

- I and II Corinthians, pp 474-500
- Galatians, pp 396-414

Optional Background Reading on Critical Realism and New/Fresh Perspectives on Paul

- Ben Meyer, *Critical Realism and the New Testament* (Eugene, OR: Pickwick, 1989)
- NT Wright, "Knowledge: Problems and Varieties," chapter 2 of *The New Testament and the People of God* (Minneapolis, MN: Fortress, 1992)
- NT Wright, "New Perspectives on Paul": Rutherford House Conference, 2003

Class 9 – Ephesians, Philippians, Colossians

Please note that there will be no in-person class this week. The class will take place entirely over Zoom.

Topics

- Epistles: I & II Corinthians, Galatians, Ephesians, Philippians, Colossians: main themes
- Paul within Judaism
- Further consideration of Paul's teaching: the church, the Holy Spirit, further reflection on Christ and the Kingdom

Readings

- *Ephesians; Philippians; Colossians*

Supplementary Reading from The New Testament in Its World

- Philippians, pp 434-449
- Colossians, Philemon, and Ephesians, pp 450-472

Class 10 – I & II Thessalonians, I & II Timothy, Titus, Philemon, Hebrews

Topics

- Epistles: I & II Thessalonians, I & II Timothy, Titus, Philemon, Hebrews: main themes, question of authorship
- Conclusion of reflection on Paul and his teaching
- Overview of early patristic exegesis
- Two schools? Alexandria and Antioch
- What if we took our christology from St Paul?

Readings

- *I Thessalonians; II Thessalonians, I Timothy; II Timothy; Titus; Philemon; Hebrews*

Supplementary Reading from The New Testament in Its World

- I and II Thessalonians, pp 416-432
- Pastoral Epistles, pp 528-552
- Hebrews, pp 710-728

Class 11 – James, I & II Peter, I, II & III John, Jude

Please note that there will be no in-person class this week. The class will take place entirely over Zoom.

Topics

- General Epistles: James, I & II Peter, I, II & III John, Jude
- Overview of the 'general' epistles, including comparison with Pauline collection
- Further consideration of patristic exegesis of the New Testament

Readings

- *James; I Peter; II Peter; I John; II John; III John; Jude*

Other Background Reading

- NT Wright, "Jesus and the Identity of God"

Supplementary Reading from The New Testament in Its World

- Introduction to early Christian letters, pp 702-708
- James and Jude, pp 730-754
- Petrine letters, pp 756-782
- Johannine letters, pp 784-806

Class 12 – Apocalypse (Revelation) and Course Review

Topics

- Book of Revelation: canonicity, authorship, purpose, place in the church, the person of Christ
- Works that were nearly included in the New Testament
- Recapitulation of course themes
- Retrieval of an early Christian exegetical vision

Readings

- *Apocalypse (Revelation)*
- Luke Timothy Johnson, "[The Continuing Mystery](#)", ch 12 of *Living Jesus*

Supplementary Reading from The New Testament in Its World

- Revelation, pp 808-848
- Living the story of the New Testament, pp 878-889

Please note that this syllabus is subject to change in accordance with the regulations in the TST *Basic Degree Handbook*.