

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

NTST567

THEOLOGY OF THE ENGLISH NEW  
TESTAMENT: ECCLESIOLOGY

*Fall 2017*

*Robert M. Johnston, Ph.D.*



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# Andrews University

NTST567

## THEOLOGY OF THE ENGLISH NEW TESTAMENT: ECCLESIOLOGY

OCTOBER 8-12

FALL 2017

MA in Pastoral Ministry

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### GENERAL CLASS INFORMATION

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Class acronym:	NTST567
Class name:	Theology of the English New Testament: Ecclesiology
Year and semester:	Fall 2017
Class location:	Walla Walla College Campus College Place, Washington 99324
Class time/day:	<b>Sunday, 4 p.m. – 8 p.m.</b> Mon – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m.
Credits Offered:	3

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### INSTRUCTOR CONTACT

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Instructor:	Robert M. Johnston, Ph.D.
Telephone:	269-471-1109 (home)
E-mail:	<a href="mailto:bojohn@andrews.edu">bojohn@andrews.edu</a>
Office Location:	Seminary New Testament Suite, Andrews University
Office Hours:	As needed, by appointment with Rachel Sauer

Administrative Assistant:	
:	Rachel Sauer
E-mail:	<a href="mailto:sauer@andrews.edu">sauer@andrews.edu</a>
Phone:	269-471-3219
Office Location:	Seminary New Testament Suite

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## COURSE DESCRIPTION

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A comprehensive study of the church in the New Testament: its origin, background, nature, shape, ministry, ordinances, and work.

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## REVISION STATEMENT

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## OUTCOMES

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### ***MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes***

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership
6. Capable of reaching specific social groups

### **Student Learning Outcomes (SLO): The student should be able to**

1. Know how to do New Testament theology
2. Understand how New Testament patterns evolved
3. Evaluate church practices in the light of the New Testament
4. Explain the purpose and function of the church in the light of the New Testament
5. Understand the place of the church in the history of salvation
6. Explain the work and services of the church on the basis of the New Testament
7. Sort out the issues related to the ministry of the church.

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## COURSE MATERIALS

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### Required Reading:

- Ladd, George Eldon. *A Theology of the New Testament*. Revised ed. Grand Rapids: Eerdmans, 1993. ISBN 0-8028-0680-5. Read these chapters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 26, 27, 37, 38; and the following parts of chapters: pp. 636, 646, 647, 678-83. (181 pages)
- Patzia, Arthur G. *The Emergence of the Church: Context, Growth, Leadership, and Worship*. Downers Grove, IL: InterVarsity Press, 2001. ISBN 0-8308-2650-5. (245 pages)
- Longenecker, Richard N., ed. *Community Formation in the Early Church and the Church Today*. Peabody, MA: Hendrickson Publishers, 2002. ISBN 1-56563-718-6. Read pages xi-155. (Strictly speaking, chapter 8 is not about the New Testament, but it is illuminating.) (160 pages)
- White, Ellen G. *Acts of the Apostles*. Mountain View, CA: Pacific Press, 1911. Read pages 9-56. (47 pages)
- Johnston, Robert M. "Leadership in the Early Church During Its First Hundred Years," *Journal of the Adventist Theological Society* 17/2 (Autumn 2006): 2-17. Available on line at [www.atsjats.org/publication/view/315](http://www.atsjats.org/publication/view/315). (16 pages)
- Selections from the Apostolic Fathers: Read Ignatius *Letter to the Ephesians* and the *Didache* on line at the web site [www.EarlyChristianWritings.com](http://www.EarlyChristianWritings.com).

### Additional Bibliography:

- Barrett, C.K. *Church Ministry and Sacraments in the New Testament*. London: Paternoster Press, 1943.
- Basden, Paul, and David S. Dockery, eds. *The People of God: Essays on the Believers' Church*. Nashville, TN: Broadman Press, 1991.
- Beckwith, Roger. *Elders in Every City: The Origin and Role of the Ordained Ministry*. London: Paternoster Press, 2003.
- Carson, D.A., ed. *Biblical Interpretation and the Church: The Problem of Contextualization*. London: Paternoster Press, 1984; Nashville, TN: Thomas Nelson, 1985.
- Dudley, Carl S. and Earle Hilgert. *New Testament Tensions and the Contemporary Church*. Philadelphia: Fortress Press, 1987.
- Epp, Eldon Jay. *Junia: The First Woman Apostle*. Minneapolis: Fortrees Press, 2005.
- Ferguson, Everett. *Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries*. Grand Rapids, MI: William B. Eerdmans, 2009.
- Flew, R. Newton. *Jesus and His Church: A Study of the Idea of the Ecclesia in the New Testament*. London: Epworth Press, 1960.
- Giles, Kevin. *Patterns of Ministry Among the First Christians*. Melbourne, Australia: Collins Dove, 1989.
- Giles, Kevin. *What on Earth is the Church? An Exploration in New Testament Theology*. Downers Grove, IL: InterVarsity Press, 1995.
- Grenz, Stanley J. *Women in the Church: A Biblical Theology of Women in Ministry*. Downers Grove, IL: InterVarsity Press, 1995.
- Harrington, Daniel. *God's People in Christ: New Testament Perspectives in the Church and Judaism*. Philadelphia: Fortress Press, 1998.
- Hills, Julian V., ed. *Common Life in the Early Church: Essays Honoring Gradon F. Snyder*. Harrisburg, PA: Trinity Press International, 1998.
- Holmes, Michael W., ed. and trans. *The Apostolic Fathers: Greek Texts and English Translations*, 3<sup>rd</sup> ed. Grand Rapids, MI: Baker Academic, 2007.
- Minear, Paul S. *Images of the Church in the New Testament*. Philadelphia: Westminster Press, 1960.

- Olsen, V. Norskov. *Myth and Truth about Church, Priesthood, and Ordination*. Riverside, CA: La Sierra University Press, 1990.
- Reynolds, Edwin. "The True and the False in the Ecclesiology of Revelation," *Journal of the Adventist Theological Society*, 17/2 (Autumn 2006): 18-35.
- Schnackenburg, Rudolf. *The Church in the New Testament*. London: Burns & Oates, 1974.
- Stark, Rodney. *The Rise of Christianity: How the Obscure, Marginal Jesus Movement Became the Dominant Religious Force in the Western World in a Few Centuries*. HarperSanFrancisco, 1997.
- Stewart, Alistair C. *The Original Bishops: Office and Order in the First Christian Communities*. Grand Rapids, MI: Baker Academic, 2014.
- Sullivan, Francis A. *From Apostles to Bishops: The Development of the Episcopacy in the Early Church*. New York: The Newman Press, 2001.
- Vyhmeister, Nancy, ed. *Women in Ministry: Biblical and Historical Perspectives*. Berrien Springs, MI: Andrews University Press, 1998. See especially chapter 3.
- Warkentin, Marjorie. *Ordination: A Biblical-Historical View*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1982.
- White, L. Michael. *Building God's House in the Roman World: Architectural Adaptation Among Pagans, Jews, and Christians*. Baltimore: Johns Hopkins University Press, 1990. See chapters 5 and 6.

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#### TOPICS AND ASSIGNMENTS

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All of the assignments in the reading, as well as the final reflection paper and the project, contribute toward fulfilling the MAPM **Program Outcomes (PO)** nos. 1-3.

**Student Learning Outcome (SLO)** numbers are listed under every assignment.

Schedule for class meetings: March 20-24, 2016			
			Running total
Pre-session	Student's discretion	Watch videos; Read assigned readings , write reading reports	5
<b>Sunday</b>	<b>4:00-8:00 p.m.</b>	4 hours	9
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	18
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	27
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	36
Thursday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	45
<b>Total</b>			<b>45 Hours</b>

### Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

### Estimated Time for This Class

MAPM—3 Cr. (135 Hrs)	
Class Lectures	40
Pre Class video lectures (See <b>Appendix</b> )	5
Reading and reading reports	55
Essay	35
<b>Total Hours</b>	<b>135</b>

**Lecturer: Robert M. Johnston.**

Day	Time	Lecture Topics	Objectives
Pre-session	At student's discretion	Watch videos. Read the assigned readings and write reading reports (see under "Course Assessment Items," below)	(SLO 1-7)
<b>Sunday</b>	<b>4- 8 p.m.</b>	What is New Testament Theology?	(SLO 1)
Monday	8-10 a.m.	Origin and Nature of the church: God's people in the Old Testament; terminology; antecedents and contemporary models available to the church: Jewish antecedents and parallels	(SLO 2, 5)
Monday	10-12 a.m.	Gentile antecedents and parallels.	(SLO 2)
Monday	1:30-3 p.m.	Relationship of the church to Israel and to Judaism	(SLO 2, 5)
Monday	3 – 5 p.m.	Images of the church in the New Testament	(SLO 4)
Tuesday	8-10 a.m.	Images of the church in the New Testament (cont.)	(SLO 4, 5)
Tuesday	10-12	Relationship of the church to the Kingdom of God.	(SLO 4, 5)
Tuesday	1:30- 3 p.m.	Beginning of the church. Constitution of the church	(SLO 5)
Tuesday	3 – 6 p.m.	Membership of the church. Cosmic nature and self-understanding of the church	(SLO 3)
Wednesday	8-10 a.m.	Structure of the church: membership and discipline	(SLO 2, 7)
Wednesday	10-12 a.m.	Ministry and governance	(SLO 6, 7)
Wednesday	1:30 – 5 p.m.	Message and mission	(SLO 4)
Thursday	8-10 a.m.	Corporate worship	(SLO 6)
Thursday	10-12 a.m.; 1:30- 3:30 p.m.	Baptism and the Lord's Supper	(SLO 6)
Thursday	3:30-4 p.m.	Tensions in the church	(SLO 3, 7)
Thursday	4-5 p.m.	General discussion and reflection	
Post-session	At student's discretion	Research and write an essay on the church, as explained below. <b>DUE DECEMBER 14, 2017</b>	(SLO 1-7)

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## GRADING AND ASSESSMENT

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### Grading System

#### *Basis for grading:*

1.	Reading	50%
2.	Essay	50%
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	<b>Total</b>	<b>100%</b>

#### *Grading Scale:*

A	=	94% +	B	=	83–86%	C	=	65–74%
A-	=	90–93%	B-	=	80–82%	C-	=	60–64%
B+	=	87–89%	C+	=	75–79%	D	=	50–59%

### Assessment Submission

Hard copies

### Late Submission

All late assessments will incur a 10% per week late penalty.

### Course Assessment Items:

- (1) **Reading reports.** **There are six required readings.** Some are relatively long sections of books, including one complete book; one is a short article; and one consists of two short reading that can be found on line. You must write a reading report on each of them. The report should include the following elements:
- (1) Your name and the date the report was written;
  - (2) The author and title of the work, and the pages read;
  - (3) How much time was used to read the items;
  - (4) A personal reaction to the reading, at least three pages long;
  - (5) The following statement followed by your signature: “As a member of the academic community of Andrews University I declare that I have truly read this material.” Each report will be worth ten points. **Be prepared to discuss the videos—see the questions in the Appendix.**
- (2) **Essay.** You will write an essay of approximately twenty pages that will reflect what you have learned from your readings, the class, and any extra research that you may do (see the bibliography, etc.) The essay will be worth up to 60 points. You may choose from the topics listed below, or with the permission of the instructor another topic of your own choosing.
1. How should the Christian church relate to Jews and Judaism?
  2. What patterns and principles of church governance are found or taught in the New Testament? Is there a New Testament norm of church polity, valid for all time and all places?



3. What is the shape of the ministry in the New Testament?
4. Who has authority in the church?
5. What kind of unity is taught in the New Testament, and how much diversity is permitted?
6. Are there any important issues related to the church which are left unresolved by the New Testament? If so, how are they to be resolved?
7. What does the book of Revelation mean by the “spirit of prophecy”? Ellen White died a century ago. Is it a problem that we have no acknowledged living prophet? What does the church substitute for a living prophet?
8. What can the New Testament tell us about the issue of the ministry and ordination of women?
9. What tensions do we find in the New Testament church, and how were they resolved?
10. Discuss the light that is shed on ecclesiology in **one** of the following New Testament sources: (a) Matthew; (b) Acts; (c) Romans; (d) 1-2 Corinthians; (e) Ephesians (f) The Pastoral Epistles (1-2 Timothy, Titus); (g) 1 Peter; (h) Revelation.

(If you choose to do this last topic, which involves exegeting a single New Testament book, you must be able to go beyond Ladd, though that can be a starting point, but you should base your study on the Bible itself. If you consult secondary sources, which is appropriate, they should be listed in a bibliography at the end of the paper.)

Also at the end of the paper you should include this statement, followed by your signature: “As a member of the academic community of Andrews University I pledge that I have not received, used, or given any unauthorized assistance on this assignment, nor have I plagiarized.” Plagiarism consists of quoting someone else’s writing without giving credit, and without enclosing it in quotation marks if it is a direct quotation.

The essay will be graded according to the following rubric. From 1 to 10 points are possible for each criterion.

<b>Grading Criteria</b>	<b>Exceptional 10</b>	<b>Proficient 8</b>	<b>Satisfactory 6</b>	<b>Emerging 4</b>	<b>Unsatisfactory 1-2</b>	<b>Score</b>
1. Flow of argument and coverage of main issues	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
2. Biblical evidence for major points	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
3. Sources cited correctly (bibliographic information)	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
4. Thoroughness and originality	Takes account of lectures and readings, and goes beyond	Uses what was learned in lectures and	Does reflect much of what was learned	Does not even show that much	Totally lacking	

	them; reflects further reading and thought	reading, but adds little	in class, but adds nothing	was learned in class		
5. Personal response to the basic question	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
6. Writing Style, creativity, and grammar	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
7. Practical application	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	
						<b>Total</b>

The following paragraphs flesh out the above Criteria for Assessment (adapted from a University-wide standards document) for all the writing associated with this course:

*An “A” rating is assigned when the student produces work of an undoubtedly superior quality for tests, assignments, and projects and:*

- Demonstrates a broad knowledge and solid, detailed understanding (i.e., “mastery”) of the topic;
- Relates the material to other significant and pertinent information in the context of the topic, and at a level that includes considerable synthesis and analysis;
- Supports arguments with ample reference to relevant information applied systematically and logically throughout the discussion;
- Gives evidence of detailed research in relevant and representative sources directly related to, and in the broad context of the topic under discussion;
- Organizes the answer logically with sound, in-depth analysis and progression of thought
- Proposes creative ideas, and innovative theories and solutions;
- Presents the answer in a respectable format, demonstrating strong written communication skills, and with minimal spelling, grammatical or typographical errors (with some flexibility in the case of a student whose native language is not English).

*A “B” rating is assigned when the student produces work of an adequate quality and:*

- Demonstrates a basic knowledge and general understanding with regard to the topic;
- Relates the material to other significant and pertinent information in the context of the topic;
- Gives evidence of research in relevant and representative sources;
- Organizes the answer logically with sound analysis and progression of thought;
- Proposes practical but predictable ideas, and workable theories and solutions;
- Presents the answer in a respectable format, giving evidence of acceptable language skills (with some flexibility in the case of a student whose native language is not English).

*A rating below “B” is assigned when the student produces work that does not meet the rigors expected of graduate-level academic endeavor, and:*

- Demonstrates a dearth of knowledge and understanding with regard to the topic, and makes factual errors in the presentation;
- Makes little or no reference to significant materials and information in the context of the topic;
- Fails to support arguments adequately, systematically, or logically;
- Gives little evidence of research in relevant sources, or makes poor use of sources;
- Demonstrates faulty logic and unsound reasoning;
- Proposes theories and solutions that are unworkable or inadequate;
- Submits answers that are unprofessional in presentation or in which poor grammar, style, and spelling are the norm rather than the exception (with some flexibility in the case of a student whose native language is not English).

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## CLASS POLICIES

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### **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” (*Current AU Bulletin.*)

**Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” (*Current AU Bulletin.*)

**Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” (*Current AU Bulletin.*)

**Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

**Excused Absence**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (*Current AU Bulletin.*)

**Language and Grammar**

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

**Late Submission of Assessment**

All late assessment will incur a 10% per week penalty.

**Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” (*Current AU Bulletin.*)

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## INSTRUCTOR PROFILE

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Robert M. Johnston is emeritus professor of New Testament and Christian Origins at the Seventh-day Adventist Theological Seminary at Andrews University, Berrien Springs, Michigan, where he has taught since 1974. Before that he was a missionary for twelve years in South Korea and the Philippines.

He has degrees from Pacific Union College, the Seventh-day Adventist Theological Seminary, and the Hartford Seminary. He has also studied at Stanford University, the University of California, and Hebrew University in Jerusalem. He has been awarded the J.N. Andrews medallion and the Charles Weniger Award for excellence in teaching. He has published three books and numerous articles and chapters in books.



He is married to Madeline Steele, and the two of them are associate head elders of Pioneer Memorial Church in Berrien Springs. They have four children and six grandchildren.

## APPENDIX

The first part of the class will consider the nature and method of New Testament theology. In preparation for that you are required to watch video presentations by three contemporary evangelical New Testament theologians: Craig Keener, Kenneth Baily, and N.T. Wright. Below are some notes about these men, the UELs of the lectures you should watch, and a few questions about their presentations.

**Craig Keener.** Once an atheist, Dr. Keener is now a devoted Christian academic. Besides teaching a full load at Asbury Theological Seminary, he writes eight hours a day and has published seventeen books, including *The IVP Bible Background Commentary: New Testament*, which has sold half a million copies. He most recently completed a massive four-volume commentary on the book of Acts. He conducts a regular blog on Bible Backgrounds, and he keeps the seventh-day Sabbath (see [www.craigkeener.com/which-day-is-the-sabbath](http://www.craigkeener.com/which-day-is-the-sabbath)). Watch the following:

“*The Old Testament Laws Today*” ([www.youtube.com/watch?v=56E8Ny49jGs](http://www.youtube.com/watch?v=56E8Ny49jGs))

“*Are the Spiritual Gifts for Today?*”

<https://www.youtube.com/watch?v=BWZbaNApGl8>

1. What role does knowledge of ancient cultural backgrounds play in Keener’s method of interpretation?
2. Do you agree with his conclusions?

“*Miracles Symposium*”

<https://www.youtube.com/watch?v=rn73J9A0SnU>

3. Does Keener believe in miracles?
4. What kinds of arguments does he use to prove his points?

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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**Kenneth E. Bailey.** Dr. Bailey was a Presbyterian missionary in the Middle East for many years, and he makes use of his knowledge of Middle Eastern peasant culture to gain insight into the New Testament. He first gained fame for his books on the parables in the Gospel of Luke.

“Christian Leadership in the New Testament”

<https://www.youtube.com/watch?v=LjrG22mSRs8>

<https://www.youtube.com/watch?v=F6c7zenzbU>

<https://www.youtube.com/watch?v=CqJT5jkHh4U>

<https://www.youtube.com/watch?v=bRSdQPSS0Z4>

5. Why are metaphors important for understanding New Testament theology?

“*The Middle East and Foot Washing?*”

<https://www.youtube.com/watch?v=bXzhm1UINtI>

6. How does understanding of Middle Eastern culture help us to understand foot washing?

**N.T. (“Tom”) Wright.** Dr. Wright was the Anglican bishop of Durham until he retired from that and became Research Professor of New Testament and Early Christianity at the University St. Andrews (Scotland). He has written voluminously and produced both massive scholarly works and popular books. He has often been invited to lecture before enthusiastic audiences in the United States.

“*Paul and the People of God?*”

<https://www.youtube.com/watch?v=aewGFwNldzw>

7. According to Wright, how important does Paul think is the unity of the church?

“*Jesus and the People of God?*”

<https://www.youtube.com/watch?v=1AukgNlAgiI>

8. What does Wright mean when he says that the church is to be for the world what Jesus was to Israel?