

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

NTST535  
READINGS IN THE PAULINE EPISTLES:  
1CORINTHIANS

*Spring 2017*

*P. Richard Choi*



# Andrews University

NTST535

## READINGS IN THE PAULINE WRITINGS: 1 CORINTHIANS

(MARCH 19-23, 2017)  
SPRING 2017

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### GENERAL CLASS INFORMATION

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Class Location: Northern New England Conference Office – Westbrook, Maine  
Class Time/Day: **Sunday, 1:00 p.m. – 6:00 p.m.**  
Mon – Thurs. 8:00 a.m. – 12:00 p.m.; 1:00 p.m. – 6:00 p.m.  
Credits Offered: 3

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### INSTRUCTOR CONTACT

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Instructor: P. Richard Choi, PhD  
Telephone: 269-471-6573  
E-mail: [choir@andrews.edu](mailto:choir@andrews.edu)

Secretary: Rachel Sauer  
E-mail: [sauerr@andrews.edu](mailto:sauerr@andrews.edu)  
Phone: 269-471-3219  
Office Location: Seminary N125

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### COURSE DESCRIPTION

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Study of a selected book or books of the Pauline Writings. Greek not required. Not applicable to MDiv credit.

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### COURSE OBJECTIVES

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- Learn the contents of 1 Corinthians. This will be achieved through the lectures and your own reading of the commentary by Thiselton. Being familiar with the letter of 1 Corinthians will enable you to read its passages in light of the whole. You will demonstrate your knowledge of the Letter through the contributions you make during class discussions and on the exams.
- Learn the culture and history of the first century A.D. This will be achieved through attending the lectures and through your reading of the introductory chapters in Thiselton's commentary. The intent is to enable you to read 1 Corinthians through the eyes of the original reader, their cultural, economic, socio-political, and spiritual concerns. This will not only make you an informed interpreter of 1 Corinthians but help you make powerful applications from its teachings in your sermons.
- Explain the theological and ethical issues associated with 1 Corinthians. Commentators have discussed 1 Corinthians for centuries. In the process, they have raised important questions concerning the Letter. For example, there continues to be a heated discussion about women's role in the church

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(cf. 14:34-35). You will learn about such issues by attending the lectures, by writing the required paper, and by reading Thiselton's commentary. These learning activities will enable you to gain greater ability to explain the issues that often divide the Church and to function as an effective spiritual leader in your congregation.

- Practice basic methods of exegesis. You will hone your exegetical skills by reading Fee's handbook of NT exegesis, by participating in class activities and by writing the assigned paper. Moreover, there will be sections of lectures specifically devoted to explaining the exegetical methods used in class and explained in Fee's book. Becoming proficient in exegesis offers many advantages. For example, you will gain great confidence as a preacher if you can efficiently generate sermonic ideas that are exegetically sound.

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#### COURSE MATERIALS

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##### Required

Thiselton, Anthony C. *1 Corinthians: A Shorter Exegetical & Pastoral Commentary*. Grand Rapids, MI: W. B. Eerdmans, 2006. (ISBN 978-080284036)

Fee, Gordon F. *New Testament Exegesis: A Handbook for Students and Pastors*. Louisville, KY: Westminster John Knox Press, 2002 (ISBN 978-0664223168)

##### Recommended

Thiselton, Anthony C. *The First Epistle to the Corinthians*. NIGTC. Grand Rapids, MI: W. B. Eerdmans, 2000. (ISBN 978-0802870919)

Accordance Blue 1 or higher, or a comparable software from Logos.

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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 Learning Outcomes***

1. Demonstrates how an in-depth study is beneficial for sermon preparation

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

- (1) Analyze 1 Corinthians in English through a verse-by-verse exegetical study
- (2) Compare different versions and commentaries to exegete the Letter in English
- (3) Explain the doctrines of sanctification in 1 Corinthians from an Adventist perspective.
- (4) Describe key theological and ethical concepts of Paul.

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## TOPICS AND ASSIGNMENTS

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### *Pre-course Assignments*

#### *Pre-course Videos*

Students are required to view the three videos on the LearningHub website before the class begins: “Pauline Scholarship,” “Sketch of Paul’s Life” and “Paul’s Letter Writing.” This should take a total of about 9 hours. Students need to submit a statement that they have watched the 3 videos prior to the beginning of class.

#### *Thiselton Commentary and Book Review*

Students are required to read Thistleton’s Commentary and the book of 1 Corinthians simultaneously, preferably side by side, so they can get the most out of the verse by verse material from the commentary. This reading should be completed before the on-site lectures. Students are also required to submit a **book review** on Thistleton’s commentary. The book review needs to be typed, double-spaced, and 4 pages long (maximum) and should give evidence that the student has read the commentary along with the Letter of 1 Corinthians. The book review is due Sunday, March 19 at the beginning of class. **SLO1**

#### *Fee Exegesis Book*

Students are also required to read Fee’s *Exegesis of the New Testament* before the course begins. (It is not necessary to read pp. 59-78 and pp. 112-131.) There will be no book review required for this work, but students must submit a signed statement confirming they have read the book. Students should also bring the book to Sunday’s lecture as its contents will be reviewed in class. It is imperative students read the book before the course begins as the material will be covered very quickly during the course and the information in the book will be necessary to write the exegesis paper.

### *Lectures*

This course proposes to cover approximately 1-3 chapters of 1 Corinthians each day. There, however, may not be enough time to cover all the chapters in detail in their entirety. Thus, at times, it may be necessary to cover only selected passages in a chapter.

### *Discussion*

Students should seek to demonstrate during discussions that they have read Thiselton’s commentary before arriving on site for the course

### *Examinations*

There will be a one hour exam every day from 5:00-6:00 p.m. on the day’s lectures. All four exams will be essay exams of exploratory and open-book and open lecture-note type. For each of the exams, you will be given two questions from which you will be allowed to choose one. Each exam will cover materials up to and including the lecture given during the final class period prior to the exam. For example, the test on Tuesday evening will cover the lecture given during the final class on Tuesday. On the test, you will be expected to show evidence of having read Thiselton’s commentary, as well as knowing the lecture material. Once again, you are encouraged to finish reading the actual Letter of 1 Corinthians and the commentary before arriving on campus, as there will be very little time to do so once the class starts.

**Expectations. You may use a Bible and the lecture notes you have taken plus the textbook during the exams.** On the exams, you should be able to: (1) discuss any passage covered in class; (2) succinctly summarize any key points given in lectures; and (3) use information from Thiselton in your exams.

**Paper**

Students must submit an exegesis paper on 1 Cor. 15:20-28 as part of the requirement for the course. The paper needs to be typed, double-spaced, and 15 pages long (no more and no less). A hard copy of the paper is due in the instructor’s office by September 25, 2017. **SLO 2, 4**

**Expectations.** You are expected to write the paper using the exegetical methods learned in class. The paper must also reflect careful research. In addition, your paper must demonstrate that you have a thorough grasp of 1 Corinthians and the materials presented in class. You may disagree with the instructor, but you must support your point of view with evidence from Scripture. The paper must discuss the assigned passage *verse by verse* (*phrase by phrase* where necessary), addressing the following five areas: (1) the actual text, (2) the historical backgrounds, (3) a study of words, (4) the exegetical comments and insights of scholars, and (5) the situation facing the Church currently and you personally. For these steps, students should closely follow the instructions found in Gordon Fee’s *New Testament Exegesis* book. The grading criteria will be (1) the ability to independently engage the biblical text; (2) the quality of your personal reflections; and (3) the breadth and depth of the research using the commentaries listed in the bibliography of this syllabus. For more detail, please see the exegesis rubrics below. For each day the paper is late, you will be deducted 1 percentage point. If your paper fails to arrive in my office after 2 weeks past the due date, the grade you have earned up to that point in time may be submitted to the registrar’s office as your final grade for the course. Please send the paper to:

P. Richard Choi  
 New Testament Department  
 Seventh-day Adventist Theological Seminary  
 Berrien Springs, MI 49104-1546

You will have approximately 2 hours of independent work outside of class for each hour in class (so a total of 135 hours for the course). Accordingly, you need to carefully plan your study time, so you can satisfy the following time requirements: (1) the reading of 1 Corinthians along with Thiselton’s commentary (30 hours) (2) the writing of the 4-page reading report (10 hours); (3) the pre-course videos (9 hours); Fee’s handbook (5 hours) (4) the lectures and exams (41 hours) (5) the research paper (40 hours).

Schedule for class meetings March 19-23, 2017			
			Running total
Sunday	1:00 p.m - 6:00 p.m.	5 hours	5
Monday	8:00 a.m. - 12:00 p.m.	4 hours	14
	1:00-6:00 p.m.	5 hours	
Tuesday	8:00 a.m. – 12:00 p.m.	4 hours	23
	1:00-6:00 p.m.	5 hours	
Wednesday	8:00 a.m. – 12:00 p.m.	4 hours	32
	1:00-6:00 p.m.	5 hours	
Thursday	8:00 a.m. – 12:00 p.m.	4 hours	41
	1:00-6:00 p.m.	5 hours	
		9	

Day	Time	Classroom	Homework
Pre-session			(1) Read Thiselton and write a book review; (2) Watch pre-course videos (3) Read Fee
Sunday	1- 6 pm	<ul style="list-style-type: none"> <li>• Introduction and Exegetical Methods <b>SLO 1-2</b></li> <li>• <b>Exam</b></li> </ul>	Bring Fee's handbook of exegesis with you
Monday	8:00 am – 6 pm	<ul style="list-style-type: none"> <li>• 1 Corinthians 1-6 <b>SLO 3-4</b></li> <li>• <b>Exam</b></li> </ul>	Review the day's lecture and Thiselton's commentary
Tuesday	8:00 am – 6 pm	<ul style="list-style-type: none"> <li>• 1 Corinthians 7-10 <b>SLO3-4</b></li> <li>• <b>Exam</b></li> </ul>	Review the day's lecture and Thiselton's commentary
Wednesday	8:00 am – 6 pm	<ul style="list-style-type: none"> <li>• 1 Corinthians 11—14 :19 <b>SLO3-4</b></li> <li>• <b>Exam</b></li> </ul>	Review the day's lecture and Thiselton's commentary
Thursday	8:00 am – 6 pm	<ul style="list-style-type: none"> <li>• 1 Corinthians 14:20-16 <b>SLO3-4</b></li> <li>• <b>Exam</b></li> </ul>	

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**GRADING AND ASSESSMENT**

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**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**

<b>MAPM—3 Cr. (135 Hrs)</b>	
Class Lectures and Teacher Directed Study	41
Reading of Textbooks and Book Review	45
Watching Pre-Class Videos	9
Exegesis Paper	40
<b>Total Hours</b>	<b>135</b>

**Grading System**

1.	Exegesis paper	30%
2.	Examinations	60%
3.	Book Review	10%
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	<b>Total</b>	<b>100%</b>

**Grading Scale:**

95-100	A
90-94	A-
86-89	B+
80-85	B
75-79	B-
70-74	C+
65-69	C
60-64	C-
55-59	D
0-54	F

**Late Submission**

All late assessments will incur a 1 percentage point per day late penalty.

The following rubric shows the grading criteria and weighting for the EXEGESIS paper:

	Descriptions	A	B	C	D	F	Grade
Analysis of Text	Analysis of Text (Comparisons of versions and commentaries)	Exceeds the basic standards (9-10)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	20  Score:___
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	20  Score:___
	Analysis of Backgrounds (history, primary literature: Greco-Roman, Jewish, and Patristic, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: Knows how to apply the information in primary and secondary historical sources to the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	20  Score:___
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	10  Score:___
Coherence of the Paper	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (5)	5  Score:___
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: no more than 3 spelling or grammatical errors; no more than 3 errors in the footnote and bibliographical entries; correctly follows the Andrews Style (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (5)	10  Score:___



<b>Relevance</b>	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards (9-10)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (5)	5 Score: ____
<b>Overall Quality</b>	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory (9-10)	Satisfactory (8)	Somewhat Satisfactory (7)	Barely Satisfactory (6)	Not Satisfactory (0-5)	10 Score: ____

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## CLASS POLICIES

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### Laptop Computer and Lecture Notes

Laptop computers may be used to take notes. But no hard copies or electronic copies of the files containing the lectures or parts thereof may be circulated or sold. The notes taken with a laptop are for the sole use of the student taking the course. If the student wishes to sell or publish all or parts of the lecture material, he or she must obtain the instructor's prior and written approval. The decision to remain in class constitutes consent to this condition.

### Recording

The student may not use any type of recording device to reproduce the lectures.

### Questions and Discussions

Questions calling for clarification may be asked at any time during the class. All other questions or comments should be presented during the time set aside for discussion. The instructor will orally indicate the start of a discussion time.

### 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 the area 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.*)

Unexcused absences lower the grade. **An absence for one lecture period** (equivalent to two weeks of classes) **equals nine absences.**

### Class Attendance

"Regular attendance at all classes 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 from their own physician. Excuses for absences not due to illness are issued at the discretion of the teacher. 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 1 percentage point per day 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 30 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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P. Richard Choi, PhD, is a professor of New Testament Studies and chair of the New Testament Department at the Seventh-day Adventist Theological Seminary at Andrews University. His doctorate is from Fuller Theological Seminary. He has been teaching at the Seminary since 1991. He is a former president of the Adventist Society for Religious Studies, and currently serves as Executive Secretary of the Chicago Society of Biblical Research and Chair of Regional Coordinators for the Society of Biblical Literature. He contributed the notes for Romans, 1 and 2 Corinthians, Galatians, and Philippians in the Andrews Study Bible. He is currently writing the commentary on Galatians for the Seventh-day Adventist International Bible Commentary series. He is married to Louise and has two grown children.



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## APPENDIX 1

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### Selected Bibliography

#### Grammars, Lexicons, Linguistic Key and Theological Lexicons

Bauer, W., F. W. Danker, W. F. Arndt, & Gingrich, A *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> Edition. (Consult Fee, 87-89; a very valuable source of information for word study)

Balz, Horst & G. Schneider, *Exegetical Dictionary of the New Testament*. 3 Volumes. (Full of insights for pastors and scholars alike)

Moule, Charles C. F. *An Idiom-Book of New Testament Greek*. 2<sup>nd</sup> Edition. Cambridge: Cambridge University Press, 1959. (Extremely helpful, but hard to follow; makes a lot more sense if you look up the references)

Rogers, C. L. and. C. L Rogers, III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998. (Very nice to use for syntax, but be careful of its one-sided reading).

Spicq, C. *Theological Lexicon of the New Testament*. 3 Volumes. 1982. (A good source for looking up Hellenistic Parallels)

Wallace, D. B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. (Convolutd reading, but very good for consulting).

#### Other Exegetical Tools

Danker W. Fredrick. *Multipurpose Tools for Bible Study*. Revised and Expanded Edition. Minneapolis: Fortress, 1993. (Somewhat outdated but still very useful)

Fee, Gordon. *New Testament Exegesis: A Handbook for Students and Pastors* (Philadelphia: Westminster, 1983). (Nice as a reference; a very tedious reading)

Fitzmyer, Joseph A. *An Introductory Bibliography for the Study of Scripture*. 3<sup>rd</sup> Edition. Rome:Editrice Pontificio Instituto Biblico, 1990. (All you ever wanted to know about the secondary NT literature)

Mills, W. E. *Critical Tools for the Study of the New Testament*. Mellen Biblical Press Series 47. Lampeter: Mellen Biblical Press, 1995.

Porter, Stanley E., ed. *A Handbook of the Exegesis of the New Testament*. Leiden/New York: Brill, 2002.

#### Recommended Commentaries

Barrett, C. K. *A Commentary on the First Epistle to the Corinthians*. 2<sup>nd</sup> Edition. London: Black, 1971.

Barth, K. *The Resurrection of the Dead*. London: Hodder & Stoughton, 1933.

Bruce, F. F. *1 and 2 Corinthians*, New Cambridge Bible Commentary. London: Oliphants, 1971.

Collins, R. F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Glazier/Liturgical Press, 1975.

Conzelmann, H. *1 Corinthians: A Commentary*. Hermeneia. Philadelphia: Fortress, 1975.

Fee, G. G. *The First Epistle to the Corinthians*. New International Commentary of the New Testament. Grand Rapids, MI: Eerdmans, 1987.

Hays, Richard B. *First Corinthians*. Interpretation. Louisville, KY: Knox, 1997.

Schrage, W. *Der erste Brief and die Korinther*. 3 Volumes. Evangelisch-katholischer Kommentar zum Neuen Testament. Neukirchen-Vluyn: Neukirchener Verlag and Zürich and Düsseldorf: Benziger Verlag, 1991, 1995, 1999. (These commentary volumes are very critical, but have been highly influential. So They are worth having in your library, if you can handle German.)

### General Works on Paul Relevant to This Course

Balch, D. L., E. Ferguson, and W.A. Meeks (eds.). *Greeks, Romans and Christians: Essays in Honor of A. J. Malherbe*. Minneapolis: Fortress, 1990.

Brown, A. R. *The Cross and Human Transformation: Paul's Apocalyptic Word in 1 Corinthians*. Minneapolis: Fortress, 1995.

Carson, D. A. *The Cross and the Christian Ministry: An Exposition of Passages from 1 Corinthians*. Grand Rapids: Baker, 1993.

Dunn, J. D. G. *1 Corinthians*. Sheffield: Sheffield Academic Press, 1995.

Fee, G. D. *God's Empowering Presence: The Holy Spirit in the Letters of Paul* (Carlisle: Paternoster and Peabody, MA: Hendrickson, 1994).

Hays, R. B. *Echoes of Scripture in the Letters of Paul* (New Haven: Yale University Press, 1989)

\_\_\_\_\_. *The Moral Vision of the NT: Community, Cross, New Creation* (San Francisco: Harper, 1996).

Horsley, R. A. *Paul and Empire: Religion and Power in Roman Imperial Society*. Harrisburg: Trinity, 1997.

Martin, D. B. *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity*. New Haven: Yale University Press, 1990.

Meeks, W. A. *The Moral World of the Apostle Paul*. New Haven: Yale University Press, 1983.

Mitchell, M. M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians*. Tübingen: Mohr Siebeck; Louisville: Westminster/Knox, 1992.

Murphy-O'Connor, Jerome. *Paul: A Critical Life*. Oxford/New York: Oxford University Press, 1996 (A very nice survey of Pauline scholarship on the question of the person and the thoughts of Paul)

\_\_\_\_\_. *St. Paul's Corinth: Texts and Archaeology*. Wilmington: Glazier, 1983.

Ridderbos, Herman N. *Paul: And Outline of His Theology*. Translated by John R. DeWitt. Grand Rapids, MI: Eerdmans, 1975. (Rather a general and encyclopedic work, but relevant to the study of 1 Corinthians because of its eschatological redemptive perspective and comprehensive coverage of topics)

Witherington, Ben, III. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

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