

NTST 567 Theology of the English New Testament: Ecclesiology

Fall 2021

Robert M. Johnston, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Remote Teaching – Via Zoom
Zoom Link:	https://andrews.zoom.us/j/91632739778
Class meeting times:	September 26-30, 2021. Sunday, 4 p.m. – 8 p.m. (Pacific Daylight Time) Mon – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m. (PDT)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-1109 (home)
Instructor Email:	bobjohn@andrews.edu
Office location:	Seminary New Testament Suite, Andrews University
Office hours:	As needed, by appointment with Rachel Sauer
	E-mail: sauerr@andrews.edu
	Phone: 269-471-3219
	Office Location: Seminary New Testament Suite

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

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

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

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.

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)
Sunday	4- 8 p.m.	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. DUE before DECEMBER 16, 2021	(SLO 1-7)

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

"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.*)

COURSE MATERIALS

Required Course Materials

- 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)
- 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. (16 pages)
- Selections from the Apostolic Fathers: Read Ignatius *Letter to the Ephesians* <http://www.earlychristianwritings.com/text/ignatius-ephesians-lightfoot.html> and the *Didache* <http://www.earlychristianwritings.com/text/didache-lake.html>.

Recommended Course Materials

- 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.
- Bruinsma, Reinder. *The Body of Christ: A biblical Understanding of the Church*. Hagerstown, MD: Review and Herald, 2009,
- 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 Graddon F. Snyder*. Harrisburg, PA: Trinity Press International, 1998.
- Holmes, Michael W., ed. and trans. *The Apostolic Fathers: Greek Texts and English Translations*, 3rd ed. Grand Rapids, MI: Baker Academic, 2007.
- Johnston, Robert M. "Unity and Diversity in the New Testament and Early Church," *Adventist Today*, 22/2 (Spring 2014): 22-25.
- 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)
- Miner, 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, Ellen G. *Acts of the Apostles*. Mountain View, CA: Pacific Press, 1911. Read pages 9-56. (47 pages)
- 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.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PRE-INTENSIVE COURSE REQUIREMENTS

Reading reports: Please see details under Appendix 2, point (1), page 11.

POST-INTENSIVE COURSE REQUIREMENTS

Essay: Please see details under Appendix 2, point (2), pages 11-12.

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	40 hours
	Pre Class Video Lectures (See Appendix)	5 hours
Independent Learning Activities	Reading and Reading Reports	40 hours
	Essay	50 hours
Total Hours:		135 hours

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Reading	50%
2. Essay	50%
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments will be submitted on the Learning Hub using Microsoft Word.

Late Submission

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

ABOUT YOUR INSTRUCTOR

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.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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%

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

Course Assessment Items:

- (1) **Reading reports.** **There are four 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 two 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 3.**
- (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.

Grading Criteria	Exceptional 10	Proficient 8	Satisfactory 6	Emerging 4	Unsatisfactory 1-2	Score
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 them; reflects further reading and thought	Uses what was learned in lectures and reading, but adds little	Does reflect much of what was learned in class, but adds nothing	Does not even show that much was learned in class	Totally lacking	
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	
						Total

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).

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 Bailey, and N.T. Wright. Below are some notes about these men, the URLs of the lectures you should watch, and a few questions about their presentations. **Be prepared to discuss your answers to the questions (Written answers are not required).**

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). Watch the following:

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

“*Are the Spiritual Gifts for Today?*”

<https://www.youtube.com/watch?v=BWZbaNpGI8>

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?

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=F6c7zenzxbU>

<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=1AukgNlAgil>

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