Reformed Theological Seminary
Biblical Theology of Mystery
NT616 (2 Credit Hours)
Spring 2015
Thursday 1:00-3:00 pm

Dr. Benjamin Gladd
Office: Biblical Studies Dept.
Phone: 601-923-1694
Email: bgladd@rts.edu
TA: Josh Darsaut (joshdarsaut@gmail.com)

I. Course Objectives
• Become familiar the biblical conception of “mystery.”
• Grasp the Bible’s storyline through both Testaments, particularly in its continuity and discontinuity.

II. Course Description
• A study of the how the “mystery” plays an important role in Scripture, especially, its connection to biblical themes such as kingdom, messiah, and the relationship between Jews and Gentiles.

III. Texts
• A modern translation of the Bible (e.g., NIV, ESV, NASB)

IV. Procedures and Methods
• This class will be a combination of lecture, reading, and discussions. Each class students should be prepared to discuss what they have learned from their reading assignments and take exceptional class notes.
• Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible for those who do not know Greek to take the class. “Non-Greek” students are required to do all the assignments except translations. Additional reading will be assigned to non-Greek students, however. When doing discourse analyses, non-Greek students must take their translation from NASB (1995).

V. Course Requirements
• **Papers**- One paper will be given to provide the student with hands-on experience in interpreting the use of “mystery.” Late papers will result in a loss of one letter grade per class.

• **Reading**- Each week reading will be assigned. Reading the assigned passages is required for an accurate understanding of the lectures and discussions.

• **Weekly Assignments**- Nearly every week, students will be assigned a particular aspect of interpreting the use of mystery (translation, discourse analysis, etc.). Late assignments will result in a loss of one letter grade per class.

• **In-Class Electronics Use**- In light of recent studies and my own classroom experience, students are prohibited from using computers, phones, and tablets during class. Prohibiting electronic use forces the students to focus on the lecture and take better notes. Exceptions are permitted for those with disabilities.

• **Attendance**- Each student is expected to attend all lectures, which comprising 10% of the total grade. Students who have more than one unexcused absences will be penalized 10 points off the total grade. Two additional unexcused absences will result in 10 more points, and so on. If you are sick, you must email the professor.

<table>
<thead>
<tr>
<th>Unexcused Absences</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>No Penalty</td>
</tr>
<tr>
<td>2-5</td>
<td>-10 Points</td>
</tr>
<tr>
<td>6-8</td>
<td>-20 Points</td>
</tr>
<tr>
<td>9-11</td>
<td>-30 Points</td>
</tr>
</tbody>
</table>

• **Grading:**
  1. Papers 35%
  2. Weekly Assignments 30%
  3. Reading 25%
  4. Classroom Participation/Attendance 10%

• **Grading Scale**: The grading scale for this course is the seminary’s grading scale. You may find it listed at the *RTS Catalog*, p.44.

• **Plagiarism**: Any cheating (quiz, paper, exam, etc.) will result in a failure of the course.

VI. Assigned Reading/Lecture Topic

**January 29**- Introduction to Course/Mystery in Daniel

**February 5**- Mystery in Daniel and Judaism

**Reading**: Beale/Gladd, pgs. 1-55

**Weekly Assignment #1**: Translation/D.A./Translation Comparison of Daniel 2:20-23 (LXX)

**Non-Greek**:

**Short Essay Questions**: 
February 12- Mystery in Matthew  
**Reading:** Beale/Gladd, pgs. 56-83  
**Weekly Assignment #2:** Translation/D.A./Translation Comparison of Matthew 13:10-13  
**Non-Greek:**  
**Short Essay Questions:**

February 19- Mystery in Romans  
**Reading:** Beale/Gladd, pgs. 84-108  
**Weekly Assignment #3:** Translation/D.A./Translation Comparison of Romans 11:25-26  
**Non-Greek:**  
**Short Essay Questions:**

February 26- Mystery in 1 Corinthians  
**Reading:** Beale/Gladd, pgs. 109-146  
**Weekly Assignment #4:** Translation/D.A./Translation Comparison of 1 Corinthians 15:50-53  
**Non-Greek:**  
**Short Essay Questions:**

March 5- Mystery in Ephesians  
**Reading:** Beale/Gladd, pgs. 147-197  
**Weekly Assignment #5:** Translation/D.A./Translation Comparison of Ephesians 5:29-32  
**Non-Greek:**  
**Short Essay Questions:**

March 12- SPRING BREAK

March 19- Mystery in Colossians  
**Reading:** Beale/Gladd, pgs. 198-214  
**Weekly Assignment #6:** Translation/D.A./Translation Comparison of Colossians 1:25-27  
**Non-Greek:**  
**Short Essay Questions:**

March 26- Mystery in 2 Thessalonians  
**Reading:** Beale/Gladd, pgs. 215-236  
**Weekly Assignment #7:** Translation/D.A./Translation Comparison of 2 Thessalonians 2:5-7  
**Non-Greek:**  
**Short Essay Questions:**

April 2- Mystery in 1 Timothy  
**Reading:** Beale/Gladd, pgs. 237-259  
**Weekly Assignment #8:** Translation/D.A./Translation Comparison of 1 Timothy 3:16  
**Non-Greek:**  
**Short Essay Questions:**

April 9- Mystery in Revelation  
**Reading:** Beale/Gladd, pgs. 260-287
Weekly Assignment #9: Translation/D.A./Translation Comparison of Revelation 17:6-8
Non-Greek:
Short Essay Questions:

April 16- Mystery without Mystery
Reading: Beale/Gladd, pgs. 288-304
Weekly Assignment #10
Short Essay Questions:

April 23- Mystery and the Mystery Religions
Reading: Beale/Gladd, pgs. 305-319
Weekly Assignment #11
Short Essay Questions:

April 30- Hermeneutical Implications
Reading: Beale/Gladd, pgs. 320-364
Weekly Assignment #12
Short Essay Questions:
## Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Biblical Theology of Mystery (NT501)  
**Professor:** Ben Gladd  
**Campus:** Jackson  
**Date:** Spring 2015

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings;</td>
<td></td>
</tr>
</tbody>
</table>
and encouraging a concern for non-Christians, both in America and worldwide.

<table>
<thead>
<tr>
<th></th>
<th>Moderate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>they must have a robust understanding of Scripture’s storyline and the centrality of Christ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Church/World</th>
<th>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grasping how Scripture interprets itself gives students the foundation to form convictions and engage the church as a whole.</td>
<td></td>
</tr>
</tbody>
</table>