The primary goal of the course is to explore the content, theology, pastoral thrust, and critical issues surrounding the last nine books of the New Testament. This is a richly diverse set of books.

Two issues have circulated around these books: how united and how diverse were churches and indeed Christian theology in the first century? and what right do some of these documents have to canonical status alongside the gospels and Pauline epistles? Therefore, in addition to looking at the letters by themselves, we will be considering them against the backdrop of two broad theological motifs: so-called “early catholicism” and canonicity.

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**Criteria for Evaluation**

10% Completing all course readings (including the biblical texts at least 3x through) — simply indicate to me the percentage of readings you have managed to complete by the time you turn in your last paper.

90% Three papers (about 2500 words per paper — about 6 or so pages, Times Roman Font at 12 point, double spaced)

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**Reading/Writing Assignment**

You have some latitude here. Select three of the books (or groups — e.g., 2Pt/Jd or 1, 2 & 3 John together) and write about what each book/group brings to your ministry situation. That’s three books/groups and three papers. And I’m looking for. I realize library resources are limited, and I envision these to be papers you can largely write on the basis of our class time, your course readings and online resources. Here are the kinds of questions you could ask:
• You could simply tackle one of the major theological or interpretive issues that surfaces in a particular book — e.g., faith and works in James; apostasy in Hebrews; suffering in 1 Peter; heresy in 2 Peter & Jude; perfectionism in 1 John; the millennium in Revelation.

• You could imagine what your life or ministry (you could generalize to the ministry of the church-at-large) would be without a particular book/group — that is: if it were missing from our canon. Reflect on ways in which your (or the church’s) theological and pastoral task would at least appear to be less complicated without a particular document (e.g., James, with its emphasis on faith and works). At the same time, reflect on ways in which you would be theologically and pastorally the poorer without this book/group. In the end, what is the contribution this book/group makes to the unity of the NT canon and to your calling?

• You could read through and write a review of a significant monograph or commentary on any of these biblical books. You would need to get approval from me, but here are some recommendations:

  o Philip Edgcumbe Hughes, *A Commentary on the Epistle to the Hebrews* (Eerdmans, 1977)
  o Albert Vanhoye, *A Different Priest: The Epistle to the Hebrews* (Convivium, 2011)

• Special note: For one of these papers you could substitute a more inclusive paper on “early catholicism” and some or all of these documents, or on “canonicity” and some or all of these documents.
All three of these papers will be due Saturday, March 17, 2012 — e-mail attachments are acceptable, as are snail mail submissions (papers are “on time” if postmarked by Mar. 17).

Required Texts:


Raft of Articles (available online @ http://www.rts.edu/Site/Staff/rkidd/kiddcourses.aspx (see the documents for Fall 2008, Hebrews through Revelation)

ON “EARLY CATHOLICISM”


**ON HEBREWS:**

P. E. Hughes, *Commentary on Hebrews* (Eerdmans), excerpts, “Introduction,” & “6:4-6”


**ON 1 PETER:**


David Balch, “Hellenization/Acculturation in 1 Peter,” in *Perspectives on 1 Peter*, pp. 79-101.

**ON 2 PETER & JUDE:**


ON REVELATION:


THE PLAN

(including readings from *Dict. Later NT &Devel. = DLNTD*)

Day One (Tues., Jan. 17) — Course Introduction, “Early Catholicism,” James

*DLNTD:* ‘Hermeneutics’ (13); ‘Early Catholicism’ (3)

Day Two (Wed., Jan. 18) — Hebrews

*DLNTD:* ‘Hebrews’ (15); ‘Jesus Tradition’ (2)

Day Three (Thurs., Jan. 19) — 1 Peter; 2 Peter & Jude

*DLNTD:* ‘1 Peter’ (9); ‘Jesus Tradition’ (1); ‘Persecution’ (8); ‘Suffering’ (6)

*DLNTD:* ‘2 Peter’ (5); ‘Jesus Tradition’ (1); ‘Jude’ (8); ‘Noncanonical Writings …’ (6)

Day Four (Fri., Jan. 20) — 1, 2 & 3 John; Revelation

*DLNTD:* ‘John, Letters of’ (12); ‘Docetism’ (3); ‘Preaching from Acts, Heb, Gen Ep & Rev’ (8)

*DLNTD:* ‘Revelation’ (13); ‘Emperor, Emperor Cult’ (5); ‘Old Testament in Revelation’ (4); ‘Apocalyptic, Apocalypticism’ (11); Scrolls, Seals (2); Beasts, Dragon, Sea, Conflict Motif (3); Babylon (2)

Day Five (Sat., Jan. 21) — Revelation; Didache & Canon

*DLNTD:* Canon (10); Pseudepigraphy (8); Didache (3)
**Course Objectives Related to MDiv* Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Course: 2NT522/01</th>
<th>Professor: Reggie Kidd</th>
<th>Campus: Orlando</th>
<th>Date: January 17-21, 2012</th>
</tr>
</thead>
</table>

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

<table>
<thead>
<tr>
<th><em><em>MDiv</em> Student Learning Outcomes</em>*</th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</em></td>
<td></td>
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</tr>
<tr>
<td><strong>Articulation</strong></td>
<td>Strong</td>
<td>This portion of the NT is critical to a Reformed theological education.</td>
</tr>
<tr>
<td>(oral &amp; written)</td>
<td></td>
<td>In the text as much as possible — challenging those w/ Greek to us it.</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Strong</td>
<td>This portion of the NT has largely shaped Reformed thinking — frequent class reflections on interplay between Heb-Rev and the tradition.</td>
</tr>
<tr>
<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></td>
<td>In the text as much as possible — challenging those w/ Greek to us it.</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Strong</td>
<td>This portion of the NT has largely shaped Reformed thinking — frequent class reflections on interplay between Heb-Rev and the tradition.</td>
</tr>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td></td>
<td>In the text as much as possible — challenging those w/ Greek to us it.</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Strong</td>
<td>Lectures and readings often point in this direction.</td>
</tr>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td></td>
<td>Lectures and readings often point in this direction.</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Strong</td>
<td>Big theme in these documents.</td>
</tr>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td></td>
<td>Big theme in these documents.</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Strong</td>
<td>Wide range of topics and ways of interfacing with “the world” in these documents.</td>
</tr>
<tr>
<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></td>
<td>Wide range of topics and ways of interfacing with “the world” in these documents.</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Moderate</td>
<td>Good fodder for preaching in these texts.</td>
</tr>
<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td></td>
<td>Good fodder for preaching in these texts.</td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Moderate</td>
<td>As much as possible —Jesus as Worship Leader in Heb; Christology in Johannine letters; theme of heaven’s worship in Revelation.</td>
</tr>
<tr>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td></td>
<td>As much as possible —Jesus as Worship Leader in Heb; Christology in Johannine letters; theme of heaven’s worship in Revelation.</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Moderate</td>
<td>Important material in these texts.</td>
</tr>
<tr>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td></td>
<td>Important material in these texts.</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Strong</td>
<td>Important material in these texts.</td>
</tr>
<tr>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td></td>
<td>Important material in these texts.</td>
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</tbody>
</table>