Reformed Theological Seminary

Gospels

NT5200 (3 Credit Hours)

Spring 2021

DC2

Thursday 9:00am-12:00 pm

Dr. Benjamin Gladd

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I. Course Objectives

* Understand the basic presentation of Jesus’ life, death, and resurrection according to the Gospels.
* Be familiarized with the various trends of synoptic interpretation and their presuppositions.
* Learn how to interpret the Gospels using Discourse Analysis and the hermeneutical use of the Old Testament.
* Grasp the redemptive-historical significance and theological emphases of the Gospels

II. Course Description taken from the Catalogue

* "This course emphasizes the distinctive portraits of Christ in Matthew, Mark, and Luke and the continuation of Christ's ministry in Acts. Attention is given to each writer's literary art, theological teachings, and pastoral purpose" (RTS 2009-2011 *Catalog*, p. 67).

III. Texts

* English Bible with cross references (NIV, ESV, etc.). I recommend the HCSB because of its translation and exceptional cross references.
* Accordance Bible Software (I recommend the “[Academic Green Bundle Leve 1](https://www.accordancebible.com/store/details/?pid=AB-Green1_12)”). We will use Accordance in class for exegesis of the Synoptics and you will use it to complete the required weekly Synoptic comparisons.
* Discourse Analysis cards (available in the bookstore).
* Beale, G. K. et al. *An Interpretative Lexicon of the Greek New Testament*. Zondervan, 2014. (For Greek students)
* Beale, G. K. and Benjamin L. Gladd, *The Story Retold: A Biblical-Theological Introduction to the New Testament* (Downers Grove: IVP, 2020).
* D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament* (Grand Rapid: Zondervan, 2005).

IV. Procedures and Methods

* This class will be a combination of lecture, reading, and discussions. Each class the student 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

* **Exams**- One exam will be given at the end of the semester. Questions will mainly cover the lectures and assigned reading.
* **Attendance**- Each student is expected to attend all lectures. *Students who have more than one unexcused absences will be penalized 2 points off the total grade.* **Presbytery meetings and all conferences (ETS/SBL, T4G, Twin Lakes, etc.) are** **unexcused**. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Any additional unexcused absences will result in 2 more points, and so on. If you are sick or have a family emergency, you must email the professor asap.
* **Weekly Assignments**- Nearly every week, students will be assigned a particular aspect of synoptic interpretation (synoptic comparison, translation, discourse analysis, essays.). **Unless otherwise specified, weekly assignments must be submitted as a hardcopy and at the beginning of class. Do not submit assignments on Canvas.** Late assignments, even turned in at the end of class, will result in a loss of one letter grade per class.
* **Short Answer Questions-** Crucial to each weekly assignment are the short answer essay questions. Each week students must answer the questions with robust, no frills answers. Please use essay prose and not bullet points. The questions are designed for students to make use of their cross references. When citing a source, please consult the *SBL Handbook of Style*.
* **Hermeneutical Use**- On most weekly assignments, students are required to evaluate the hermeneutical use of OT quotations or allusions in the Gospels. Please consult Beale/Gladd, *Story Retold*, 18-30, for a discussion of each hermeneutical use. Keep in mind that nearly all of the quotations/allusions employ multiple hermeneutical uses (e.g., analogy AND abiding authority).
* **Quizzes**- Students will take online quizzes based on the reading.
* **In-Class Electronics Use**- Unless the professor has made an exception, students are prohibited from using computers, phones, and tablets during class. Students are, however, encouraged to bring their laptops to class, so that we can learn how to use Accordance.
* **Grading**:
  + 1. Weekly Assignments 30%
    2. Exam 30%
    3. Reading 25%
    4. Quizzes 15%
* **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.
* **Reading**: In addition to the textbook reading, students must read through the Gospels before exam. It is recommended that students use a modern translation such as the NIV or HCSB
* **Discourse Analysis**: Discourse analysis is essential for understanding the logical flow of texts, and students are required to learn Discourse Analysis for the Gospels. Five videos are posted in the “modules” section on Canvas, demonstrating how to create a Discourse Analysis.

VI. Assigned Reading/Lecture Topic

January 28- **Lecture Overview:** Introduction to the Course/Genre/Audience

**Reading:** Beale/Gladd, *Story Retold*, 1-17 (chapter 1); Schreiner, *Interpreting the Pauline Epistles*, 97-124 (PDF)

**Video:** N.T. Wright, Jesus and the People of God

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

**Weekly Assignment #1: Video Essay Questions:** 1) In 6 sentences, how do we know that the Jesus we trust is the same Jesus in the Gospels? 2) In 6 sentences, how important is Jewish history and culture to the study of Jesus? 3) In 6 sentences, why is Jesus’ proclamation of the “kingdom” important in the Gospels? 4) In 6 sentences, how is the study of Jesus in his culture and history relevant to our personal faith in Christ?

**Discourse Analysis:** All students are required to watch videos #1-5 on “Discourse Analysis” that are available on Canvas.

**Quiz 1**: Beale/Gladd, Story Retold, 1-17 (chapter 1)

February 4- **Lecture Overview:** Source Criticism/Form Criticism/Redaction Criticism

**Reading:** Beale/Gladd, *Story Retold*, 18-30 (chapter 2)

**Video:** Richard Bauckham “The Gospels as Historical Biography”

<https://vimeo.com/20645419>

**Weekly Assignment #2: Video Essay Questions:** 1) In 6 sentences, what type of “history” is the Gospels? 2) In 6 sentences, what is “good history”? 3) In 8 sentences, why is the biographical nature of the gospels important to Christian faith?

**Quiz 2:**Beale/Gladd, *Story Retold*, 18-30 (chapter 2)

February 11- **Lecture Overview:** Eyewitness Testimony/Narrative Criticism/Synoptic Comparison

**Reading**: Beale/Gladd, *Story Retold*, 31-39 (chapter 3)

**Video:** Richard Bauckham, “Mark’s Geography and the Origin of Mark’s Gospel”

<https://www.youtube.com/watch?v=F4THNI0CxbE&list=PLhqzyq4v-hSV4W79iPWMju0ZMokSjgwkx&spfreload=10>

**Weekly Assignment #3: Video Essay Questions:** 1) In 4 sentences, how does Mark’s geography correspond to a “fisherman’s geography” of the northern half of the Sea of Galilee? 2) In 4 sentences, what fisherman terms and concepts are often found in Mark’s gospel? 3) In 6 sentences, how do these unique geographic locations affirm the historicity of Mark’s gospel?

**Quiz 3:**Beale/Gladd, *Story Retold*, 31-39 (chapter 3)

**Handout**: Sample Weekly Assignment

February 18- **Lecture Overview:** Introduction to Matthew

**Reading**: Beale/Gladd, *Story Retold*, 40-68 (chapter 4)

**Bible Project Video:** <https://thebibleproject.com/explore/matthew/>

**Weekly Assignment #4**: D.A./Synoptic Comparison/Translation of Matt 8:23-27

(The Stilling of the Storm #136; Matt 8:23-27; Mark 4:35-41; Luke 8:22-25)

**Short Essay Questions:** 1) In 4 sentences write how Matt 8:18-22 ties into Matt 8:23-27. 2) In 4 sentences write how Matt 8:28-34 ties into Matt 8:23-27. 3) In 8 sentences describe the “hermeneutical use” of Ps 89:9 in Matt 8:26. 4) In 8 sentences, compare Matthew and Mark’s telling of the story. 5) In 6 sentences, how does Matt 8:23-27 relate to Matthew’s overall purpose of his gospel?

**Quiz 4:**Beale/Gladd, *Story Retold*, 40-68 (chapter 4)

February 25- **Lecture Overview:** Matthew

**Reading**: Carson & Moo, *Introduction to the New Testament*, 134-165

**Weekly Assignment #5**: D.A./Synoptic Comparison/Translation of Matt 21:1-9 (The Triumphal Entry #269; Matt 21:1-9; Mark 11:1-10; Luke 19:28-40)

**Short Essay Questions:** 1) In 4 sentences write how Matt 20:29-34 ties into Matt 21:1-9; 2) In 10 sentences write on how Matt 21:1-9 ties into Matt 21:12-27. 3) In 8 sentences describe the “hermeneutical use” of Zech 9:9 in Matt 21:5. 4) In 6 sentences, how does Matt 21:1-11 relate to Matthew’s overall purpose of his gospel?

March 4- **Lecture Overview:** Matthew

**Weekly Assignment #6**: D.A./Synoptic Comparison/Translation of Matt 24:29-31 (The Coming of the Son of Man #292; Matt 24:29-31; Mark 13:24-27; Luke 21:25-28)

**Short Essay Questions:** 1) In 4 sentences write how Matt 24:29-35 tie into Matt 24:36-41. 2) In 8 sentences describe the “hermeneutical use” of Dan 7:13 in Matt 24:30. 3) In 8 sentences compare and contrast the three Synoptic accounts of Matt 24:29-31. 4) In 6 sentences write on how Matt 24:29-31 fits into Matthew’s overall purpose of his gospel.

March 11- **Lecture Overview:** Introduction to Mark

**Reading**: Beale/Gladd, Story Retold, 69-98 (chapter 5)

**Bible Project Video**: <https://thebibleproject.com/explore/mark/>

**Weekly Assignment #7**: Synoptic comparison of the Transfiguration #161 (Matt 17:1-6; Mark 9:2-10; Luke 9:28-35)

**Short Essay Questions:** 1) In 6 sentences, describe how Mark 8:34-9:1 relates to Transfiguration in Mark 9:2-8. 2) In 8 sentences, give an overview of Mark’s unique emphases in his version of the Transfiguration. 3) In 8 sentences describe the “hermeneutical use” of Exod 24:15-18 in Mark 9:2-8. 4) In 6 sentences, how does Mark 9:2-8 relate to Mark’s overall purpose of his gospel?

**Quiz 3:**Beale/Gladd, *Story Retold*, 69-98 (chapter 5)

March 18- Spring Break

March 25- **Lecture Overview:** Mark

**Reading**: Carson & Moo, *Introduction to the New Testament*, 169-194

**Weekly Assignment #8**: D.A./Synoptic Comparison/Translation of Mark 4:10-12 (Reason for Speaking in Parables #123; Matt 13:10-17; Mark 4:10-12; Luke 8:9-10)

**Non-Greek**: Reading: Strauss, *Four Portraits*, 399-408

**Short Essay Questions:** 1) In 4 sentences write how Mark uses the Old Testament quotation differently from Matthew and Luke. 2) In 8 sentences describe the “hermeneutical use” of Isa 6:9-10 in Mark 4:12. 3) In 4 sentences writing about how the Old Testament quotation functions in 4:10-34. 4) In 6 sentences, how does Mark 4:10-12 relate to Mark’s overall purpose of his gospel?

April 1- **Lecture Overview:** Mark

**Weekly Assignment #9**: D.A./Synoptic Comparison/Translation of Mark 15:33-39 (The Death of Jesus #347; Matt 27:45-54; Mark 15:33-39; Luke 23:44-48)

**Short Essay Questions:** 1) Write 8 sentences on how Mark 15:33-37 relates to Mark 15:38-39. 2) In 8 sentences describe the “hermeneutical use” of Ps 22:1 in Mark 15:34. 3) Write 8 sentences on how Mark 15:33-39 fits into Mark’s overall purpose.

April 8- **Lecture Overview:** Introduction to Luke

**Reading**: Beale/Gladd, *Story Retold*, 99-125 (chapter 6)

**Bible Project Video:** <https://thebibleproject.com/explore/luke/>

**Weekly Assignment #10**: D.A./Synoptic Comparison/Translation of Luke 11:1-4 (The Lord’s Prayer #185; Matt 6:9-13; Luke 11:1-4)

**Short Essay Questions:** 1) In 6 sentences write how Luke 11:1-4 tie into Luke 11:5-13. 2) In 8 sentences write on the OT background of God as “Father.” 3) In 8 sentences compare and contrast Matthew and Luke’s version of this event. 4) In 8 sentences write on how Luke 11:1-4 fits into Luke’s overall purpose of his gospel.

**Quiz 5:**Beale/Gladd, *Story Retold*, 99-125 (chapter 6)

April 15- **Lecture Overview:** Luke

**Reading**: Carson & Moo, *Introduction to the New Testament*, 198-221

**Weekly Assignment #11**: D.A. and Translation of Luke 24:25-27 (No Synoptic Comparison)

**Short Essay Questions:** 1) Write 8 sentences on how Luke 24:25-27 relates to Luke 24:1-24; 2) Write 8 sentences on the OT conception of the messiah suffering (use a dictionary if you need to); 3) Write 8 sentences on how Luke 24:25-27 fits into Luke’s overall purpose.

April 22- **Lecture Overview:** Introduction to John

**Reading**: Beale/Gladd, *Story Retold*, 126-151 (chapter 7)

**Bible Project Video:** <https://thebibleproject.com/explore/john/>

**Weekly Assignment #12**: D.A. and Translation of John 1:29-34

**Short Essay Questions:** 1)Write 8 sentences on how John 1:29-34 relates to John 1:19-28; 2) Write 8 sentences on the OT background of a sacrificial lamb (use a dictionary if you need to); 3) Write 8 sentences on how John 1:29-34 fits into John’s overall purpose.

**Quiz 6:**Beale/Gladd, *Story Retold*, 126-151 (chapter 7)

April 29- **Lecture Overview:** John

**Reading**: Carson & Moo, *Introduction to the New Testament*, 225-278

**Weekly Assignment #13**: D.A. and Translation of John 12:37-41

**Short Essay Questions:** 1) Write8 sentences on how John 12:37-41 relates to John 12:20-50; 2) In 8 sentences describe the “hermeneutical use” of Isa 6:10 in John 12:40-41; 3) Write 8 sentences on how John 12:37-41 fits into John’s overall purpose.

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Gospels (NT5200)

Professor: Ben Gladd

Campus: Jackson

Date: Spring 2020

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| **MDiv\* Student Learning Outcomes**  *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.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **Articulation**  **(oral & written)** | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | The course strongly engages Scripture and the Jewish milieu of the first century, furnishing students with knowledge of a variety of topics. |
| **Scripture** | 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.) | Strong | With their nose in the text, students will spend a significant amount of time studying and mediating upon Scripture. The class requires students to research and write on topics pertaining to the Synoptics. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | Central to this class is the exaltation of Christ and his role in redemptive history. |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Moderate | Since students are exposed to the various facets of the Synoptics and Acts, a love for Christ will inevitably grow as they continually look upon his character. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | Key to this course is living in light of Jesus’ kingdom message. Jesus taught that his kingdom inverts the world’s ideals. |
| **Winsomely Reformed** | 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.) | Strong | Though most Synoptic scholars are not evangelicals, there is much to be gained by their insights. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Moderate | Throughout the course, attention will be given to how students are to preach the Synoptics. We will often seek to answer “what difference does it make?” |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | As a result of this course, students will be wiser in how they worship Jesus by having a more concrete picture of who he is. |
| **Shepherd** | 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. | Moderate | Having a right view of Jesus and his ministry is central to pastoring. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | As a net result of studying this Synoptics, students will have the ability to discern whether or not a teaching or movement is faithful to Jesus’ message. |