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# Gospels

*2NT508*



Reformed Theological Seminary

Orlando Campus

*Spring 2008*

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# NT508 – Gospels

*Spring 2008*

*If you are viewing this syllabus on a computer, the blue underlined text provides internal and external hyperlinks which may be used by holding down the “Ctrl” key and clicking on the link.*

*Instructor:* Professor Michael Glodo ([mglodo@rts.edu](mailto:mglodo@rts.edu) or 407/366-9493)

Administrative Assistant: Joyce Sisler ([jsisler@rts.edu](mailto:jsisler@rts.edu))

IQ Web address: <https://iqweb.rts.edu/iqweb/Secure/Logon.asp>

*Office hours:* Generally available during the summer Monday through Thursday on campus, but best to check ahead given vacation and professional absences.

*Class meeting:* Mon.-Thurs., 8:30-11:30 a.m., 1:00-3:00 p.m.; Fri. 8:30-11:30 a.m.

This summer course will meet forty-six hours in class. (A regular fall/spring semester class meets fifty-two hours, including time spent in class for testing. No class time will be spent for testing in the summer course.)

## **Communications.**

Course assignments are to be submitted electronically unless otherwise instructed or the student does not have the available technology. Submission of assignments should be as e-mail attachments in either MS-Word or Rich Text Format, not as e-mail texts.

Course announcements and updates will be made through e-mail. Any students without regular e-mail access must notify me of this limitation.

Course materials are available at the above IQ Web address. Grades will be posted there as well. Any student who has not yet registered for IQ Web access should [click here](#) and follow the online instructions.

Besides via telephone, students are encouraged to communicate with me via e-mail at [mglodo@rts.edu](mailto:mglodo@rts.edu). Please do not use the e-mail function on the IQ Web site.

## **Course Description.**

Attention is given to each writer’s literary art, theological teaching, pastoral purpose, and message for today’s church and world. (4 hours)

## **Course Objectives.**

Students meeting the course objectives will have attained...

**Knowing.**

- A foundational knowledge of the content of the canonical gospels, including the distinctive emphases of each gospel within its historical, cultural, literary and canonical context.
- An awareness of the fundamental issues in the history of gospels criticism and their continuing relevance for life and ministry.

**Being.**

- Greater confidence (faith) in the good news of the coming of the kingdom of God/heaven in Jesus Christ.
- Growth in the kingdom virtues of the Sermon on the Mount.

**Doing.**

- Skills in analyzing passages within the canonical gospels according to their various contexts and particular sub-genres.
- Progress in habits of spiritual formation.

**Required Reading.**

While the course schedule enclosed delineates portions of the reading, it is unlikely students will be able to complete all of the reading during the two week class meeting period. Therefore, students should attempt to complete most, if not all, of the Carson/Moo, Ridderbos and Ferguson readings before the course begins.

Carson, D. A. and Douglas J. Moo. *An Introduction to the New Testament*, 2<sup>nd</sup> ed. Grand Rapids: Zondervan, 2005. Pp. 23-284. ISBN-10 0310238595, ISBN-13 978-0310238591.

Clowney, Edmund P. "The Final Temple." *Westminster Theological Journal* 35.2 (1973): 156-89.

Dorani, Daniel M. *The Sermon on the Mount: The Character of a Disciple*. Phillipsburg, NJ: Presbyterian & Reformed, 2006. Pp. 1-214. ISBN-10 1596380039, ISBN-13 978-1596380035.

Ferguson, Everett. *Backgrounds of Early Christianity*, 3<sup>rd</sup> ed. Grand Rapids: Eerdmans, 2003. Pp. 1-47, 396-582. ISBN-10 0802822215, ISBN-13 978-0802822215.

Ridderbos, Herman. *The Coming of the Kingdom*. Phillipsburg, NJ: Presbyterian & Reformed, 1962. Pp. ix-xxxii, 3-539. ISBN-10 0875524087, ISBN-13 978-0875524085.

Strimple, Robert B. *The Modern Search for the Real Jesus*. Phillipsburg, NJ: Presbyterian & Reformed, 1995. Pp. 1-154. ISBN-10 0875524559, ISBN-13 978-0875524559.


Reading questions are provided for all or portions of Carson & Moo, Ferguson, Ridderbos and Strimple. Sections not covered by reading review questions should still be read.

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Other articles and brief selections may be assigned at various times during the course. The materials listed, along with additional assigned readings, will be available on the course reserve reading shelf in the library and/or on the [Gospels IQ.web](#) page.

### **Course Requirements.**

Following is a summary of the course requirements with percentage of final grade indicated. Further explanation of each follows. Assignment due dates are indicated in the course schedule. (Ctrl-click on each requirement to read the explanation following.

Ctrl-click on the  icon next to each explanation to return to this summary.)

<a href="#">Gospels reading quizzes</a>	12%
<a href="#">Gospel outline memorization</a>	8
<a href="#">Sermon on the Mount participation &amp; reflection</a>	15
<a href="#">New Testament backgrounds assignment</a>	10
<a href="#">Exegetical assignment</a>	10
<a href="#">Reading review questions</a>	20
<a href="#">Final examination</a>	25
	<hr/>
Total	100%



### **Gospels Reading Quizzes.**

Familiarity with the data of the biblical material is important in achieving the course objectives. On the days indicated, brief quizzes of 8-12 objective questions will test students' basic knowledge of the respective gospels.



### **Gospels Outline Memorization.**

Outlines of Bible books provide overviews of biblical books and help locate the context of specific passage of scriptures. Each student is to memorize the outlines of the gospels contained in this syllabus (including chapter numbers, but not verses) and recite it to a fellow student. If you do not succeed in three successive attempts, you must take at least an hour break before attempting to recite again. The student to whom you recite the outline is to sign and date the form enclosed in this syllabus. Only half credit will be given for each outline recited successfully after the deadline on the sheet. ([Click here to view outlines.](#))



### **Sermon on the Mount Participation & Reflection.**

The objective of this assignment is to reflect personal growth in the Christian life in light of the examining power of the Sermon on the Mount, one of the classic texts of scripture throughout the history of the church, through meditation, reflection and community.

Students will be assigned to a discussion group on the first day of class. Those groups will meet daily from 11:00-11:30 (except the last day) with members of the group taking turns leading.

Students are to prepare for these discussions by reading the assigned passage from the Sermon on the Mount and the accompanying section of Doriani and then reflect upon those readings using the group discussion questions below.

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- Students will meet in their assigned groups to discuss the readings and may use the following questions to stimulate discussion:
  - ◆ “How does this passage show that the “better righteousness” of the kingdom of heaven penetrates beyond the righteousness I tend to put forward?”
  - ◆ “How do the Beatitudes give me hope that I can grow in conformity to this rule of faith?”
- Groups will conclude each meeting with a minimum of ten minutes spent in group prayer cultivating and seeking God’s grace in areas which have been discussed.

After the last group meeting, write a 1-2 page paper on your overall reflections or one particular reflection that came through the group meetings. In order to assist your completion of this assignment, you will want to write brief notes during or following each day’s meeting. *Assignment is due Monday, July 23. Since this activity is in keeping with the Sabbath commandment, it might make for a valuable activity on the day before.*



### **New Testament Backgrounds Assignment.**

1) explain broader significance; 2) connect with study of gospels; 3) provide link to further info.

Each student will write a brief (500-1,000 word) summary of an assigned topic related to gospels backgrounds (e.g. “Pharisees,” “Herod,” “Roman soldiers,” etc.). Student submissions will be inserted into a backgrounds resource which will be provided to all students. This resource will be going through continual development over the next few years, so future revisions can be obtained by contacting me.

Topics will be assigned to each student on the first day of class. The following works should be consulted in completing this assignment:

Evans, Craig A. and Stanley E. Porter. *Dictionary of New Testament Background*. Downer’s Grove, IL: InterVarsity Press, 2000.

Ferguson, Everett. *Backgrounds of Early Christianity, 3<sup>rd</sup> ed.* Grand Rapids: Eerdmans, 2003.

Green, Joel B. and Scott R. McKnight, eds. *Dictionary of Jesus and the Gospels*. Downer’s Grove, IL: InterVarsity Press, 1992. ISBN-10 0830817778; ISBN-13 978-0830817771.

Wood, D. R. W., *et al*, *New Bible Dictionary, 3<sup>rd</sup> ed.* Downer’s Grove, IL: InterVarsity Press, 1996.



### **Exegetical Assignment.**

An assignment using tools developed in the class to interpret an assigned passage of scripture will be made progressively during the class. There will be a series of several steps which will be explained along the way. Each of the three or four steps will take approximately half an hour each. Due dates for the individual steps will be announced during the class.

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**Reading Review Questions.**

Review questions are supplied for the assigned reading from [Carson and Moo](#), [Ferguson](#), [Ridderbos](#) and [Strimple](#) in order to assist reading comprehension. Each student must submit his/her answers to the reading review questions within three weeks of the conclusion of the course.

**Final Examination.**

A take-home examination will be distributed at the end of the class. Due date and format will be announced at the time.

**Course Materials & Lecture Outlines.**

Handouts, some supplemental readings and lecture outlines will be available on the [IQ.web](#) page for the course. Each week's handout will be available for downloading on the morning of class days. Limited quantities of printed copies will be distributed to those preferring or requiring hard copies.

**Bibliography.**

A course bibliography is under development. Each lecture handout will include sources related to the particular lecture topic. A very useful resource regarding commentaries is D. A. Carson's *New Testament Commentary Survey*, 5<sup>th</sup> ed. (Grand Rapids: Baker Academic, 2001).

**Course submissions & communications.**

All assignment should be submitted electronically via e-mail unless you are providentially hindered or technologically limited. All submissions should use a subject line that begins with "Gospels."

**Class attendance & conduct.**

Unless providentially hindered, students are expected to attend class in a manner that aspires toward the second great commandment of neighbor love, bearing in mind that fellow students and the professor are your neighbors. This would include removal of hats, setting mobile phones to vibrate or silent and other inherent or socially-constructed acts of love. Wireless internet access is not to be used for purposes outside the scope of the course while in class except for urgent (professional or personal) matters. Students who are missiologically-challenged and unsure of behavioral connotations may consult with the professor for cosmopolitan perspectives.

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**Course Schedule.**

Day	Date	Topics	Assignments due
1	Monday, July 9		
	8:30-1:00	Introduction & overview Interpreting the Gospels	
	11:00-11:30	Sermon on the Mount Groups	Doriani, ch. 1
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	The context of the kingdom	
	3:30-?	Optional reading review groups	
2	Tuesday, July 10		
	8:30-11:00	Matthew quiz The synoptic problem	Matthew outline
	11:00-11:30	SoM Groups	Doriani, chs. 2-3
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Overview of the kingdom	
	3:30-?	Optional reading review groups	
3	Wednesday, July 11		
	8:30-11:00	Introduction & overview of Matthew Sermon on the Mount Matthew & the gospel of the kingdom Matthew & interpreting miracles	
	11:00-11:30	SoM Groups	Doriani, chs. 4-5
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
4	Thursday, July 12		
	8:30-11:00	Mark quiz Lecture & discussion	Mark outline  NT backgrounds assignment due
	11:00-11:30	SoM Groups	Doriani, chs. 6-7
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
5	Friday, July 13		
	8:30-11:00	Lecture & discussion	
	11:00-11:30	SoM Groups	Doriani, chs. 8-9
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
6	Monday, July 16		

	8:30-11:00	Luke quiz Lecture & discussion	Luke outline
	11:00-11:30	SoM Groups	Doriani, chs. 10-11
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
7	Tuesday, July 17		
	8:30-11:00	Lecture & discussion	
	11:00-11:30	SoM Groups	Doriani, chs. 12-13
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
8	Wednesday, July 18		
	8:30-11:00	John quiz Lecture & discussion	John outline Clowney, "The Final Temple"
	11:00-11:30	SoM Groups	Doriani, chs. 14-15
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
9	Thursday, July 19		
	8:30-11:00	Lecture & discussion	
	11:00-11:30	SoM Groups	Doriani, chs. 17-18
	11:30-1:00	<i>Lunch break</i>	
	1:00-3:00	Lecture & discussion	
	3:30-?	Optional reading review groups	
10	Friday, July 20		
	8:30-12:00	Lecture & discussion	Turn in Bible book outline signature sheets



## **Outlines.**

The following outlines are to be memorized in advance of the quiz on each respective book, and will be included on the quiz. Only description and chapter numbers (not verse number) must be memorized.

### ***Matthew's gospel.***

- Prologue (1—2)
- The Gospel of the Kingdom (3-7)
- The Kingdom extended under Jesus' authority (8-10)
- Teaching and preaching the gospel of the kingdom: rising opposition (11-13)
- The glory and the shadow: progressive polarization (14-18)
- Opposition and eschatology: the triumph of grace (19-25)
- The passion and resurrection of Jesus (26-28)

### ***Mark's gospel.***

- Prologue (1:1-13)
- The Public Ministry of Jesus in Galilee (1:14—6:44)
- Ministry to Gentile Regions (6:45—9:32)
- Return to Capernaum (9:33-50)
- Final Journey to Judea and Jerusalem (10:1-45)
- Passion and Resurrection (11—16)

### ***Luke's gospel.***

- Prologue and Birth Narrative (1:1—2:52)
- The Ministry of John the Baptist (3:1-20)
- Introduction to Jesus' Ministry (3:21—4:13)
- Jesus in Galilee (4:14—9:50)
- Jesus' Journey from Galilee to Jerusalem (9:51—19:44)
- Jesus in Jerusalem (19:45—21:38)
- Passion and Resurrection (22:1—24:53)

### ***John's gospel.***

- Prologue (1)
- The light progressively shines (1-11)
  - Jesus' early ministry: signs, works and words (2-4)
  - Signs, works and words amidst rising opposition (5-7)
  - Climactic signs, works and words leading to radical confrontation (8-11)
- The hour for glorification arrives (12)
- The light in pitched battle against the darkness (13-20)
- Epilogue (21)

[\(Click here to return to syllabus requirements.\)](#)

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**Outline Memorization Sign-Off Sheet**

You may make three attempts to recite your outline to your partner before having to wait a minimum of 30 minutes before trying again. Once you have successfully recited each outline, have your partner sign in the appropriate space. This sheet is to be turned in at the conclusion of the course.

Your name .....

*Outline memorized*    *Successfully recited to...*                      *Date recited*

Matthew .....

Mark .....

Luke .....

John .....

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**Reading Questions** *An Introduction to the New Testament, 2<sup>nd</sup> ed.*  
NT508 Gospels by D. A. Carson & Douglas J. Moo

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Assignment: pages 23-284

*These reading questions are subject to examination, both in their form and/or substance. I.e., these exact questions may not appear, but if you know how to answer them you will know how to answer the questions that will be asked on this reading.*

**Thinking about the Study of the New Testament**

1. Identify the following terms and briefly explain their significance for New Testament study: Erasmus, *textus receptus*, textual criticism, Alexandria, Antioch, *analogia fidei*.
2. How did the Renaissance relate to the Reformation?
3. In a phrase each, characterize the contribution made by each of the following in the attempt to bridge the gap between history and theology: Adolf Schlatter, Karl Barth, Rudolf Bultmann, Oscar Cullman. (50-52)
4. Explain the primary reason for the development of Biblical Theology as a particular discipline. How was it vulnerable to the negative impact of Higher Criticism?
5. What was the impact of the rise of Biblical Theology as a discipline upon the role of systematic theology in biblical studies? (51-53)
6. What are the four major types of historical criticism that have been applied to study of the Gospels? How does literary criticism undermine the results of higher criticism?
7. According to Vanhoozer, what is the real aim of deconstruction as an approach to the reading of texts? Where does deconstruction locate the meaning of a text?
8. What are the potential helps and limitations that the study of background materials presents for studying the gospels? (66-69)

**The Synoptic Gospels**

1. What are the three criteria that serve to distinguish the Synoptic Gospels from John's Gospel? (77)
  2. What are the questions that the "synoptic problem" seek to address? (78)
  3. Describe the six assumptions and beliefs that the pioneers of gospels form criticism shared, then summarize the cautions that Carson and Moo issue toward this approach. (80-85)
  4. What are the "main solutions" described by Carson and Moo to account for the overwhelming similarity, yet certain amount of dissimilarity, between the synoptic
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gospels? Provide the name for each and a brief description. (85-91) Which one do the authors believe is the only one capable of explaining the data? (92)

5. What is "Q" and how is it proposed as a solution to the "synoptic problem?" (98-101)
6. Of the various proposals for interdependence of the synoptic gospels, which one do Carson and Moo find the best overall explanation? (103)
7. What is redaction criticism's purpose? Do Carson and Moo share the negative assessment redaction critics often have with respect to the historical accuracy of the gospels? (103-104, 110-111)
8. In general terms, how has the "quest for the historical Jesus" seen the relationship of the descriptions of Jesus in the gospels and the Jesus of history? (118ff. More in depth study questions on this topic will be given from Strimple's book.)

### **Matthew**

1. What is the most prominent literary feature of Matthew's gospel? (134-36)
2. What are some of the distinctive contributions Matthew's gospel makes to the picture painted by all of the gospels? (162-64)

### **Mark**

1. What are the two general concerns which emerge from a variety of scholars' speculations about Mark's purpose? How does the idea of suffering fit into the overall purpose of Mark? (185-86)
2. Summarize the discussion of Mark 16:9-20 and the question of its originality. (187-90)
3. What is meant by the "kerygmatic structure" of Mark? What is that basic structure? (193)

### **Luke**

1. How does the unity of Luke-Acts inform the centrality of Jerusalem in Luke's writings? (200-202)
2. Assuming Markan priority, what is characteristic about how Luke uses Mark's gospel as a source? (214)

### **John**

1. Explain the classic approach to evaluating the internal evidence for John's authorship of the gospel. On what phrase does the majority of discussion lie concerning the author's identity? (236)
  2. In what ways do events in the book of John explain events in the synoptics and vice versa? (258-9)
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3. Explain the 'hina' clause in 20:31 and how the two manuscripts variations influence the reading of John's purpose.
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**Reading Review Questions** *Backgrounds of Early Christianity, 3<sup>rd</sup> ed.*  
NT508 Gospels by Everett Ferguson

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Assignment: pages 1-47, 396-582

These reading review questions are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

**“Jewish History”**

1. List the four “periods” of Jewish history between 538 BC and AD 200 and give their general dates.
2. What notable events occurred during the Persian period?
3. Briefly explain the influence of Alexander on Palestine.
4. Who was Antiochus IV?
5. Without necessarily giving individual names, briefly discuss the rulers of Judea during the Hasmonean period, including mention of the family name by which they are commonly known.
6. Who was Herod the Great? What are some key events associated with his life?

**“Jewish Literature”**

7. What is the LXX and why is it important for NT studies?
  8. Explain the difference/overlap between apocrypha, pseudepigrapha, and deuterocanonical. Give several book names as examples.
  9. Give an overview of the Dead Sea Scrolls. Choose one book and give a summary of it.
  10. Compare and contrast Philo and Josephus.
  11. Compare and contrast the *Mishnah* and *Targumim*.
  12. Define the following: halakah, midrash.
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**“Parties and Sects”**

13. Compare and contrast Sadducees and Pharisees.
14. According to Ferguson, where did the Samaritans come from?

**“Beliefs and Practices”**

15. What is the difference between proselytes and God-fearers?

**“Organization and Institutions”**

16. What was the Sanhedrin?

**Identification**

*Be able to identify briefly the following and understand their relevance to New Testament backgrounds:*

Alexander, Antiochus IV, Apocrypha, Augustus, Cyrus, Darius, Dead Sea Scrolls, Essenes, Herod Agrippa I & II, Herod the Great, Josephus, Maccabeans (Hasmoneans), Mishnah, Nero, *pax romana*, Philo, Pontius Pilate, Pseudepigrapha, Ptolemies, Qumran, Rabbinic literature, Samaritans, Sanhedrin, Seleucids, Septuagint, Synagogue, Zealots

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## Reading Review Questions

NT508 Gospels

*The Coming of the Kingdom*  
by Herman Ridderbos

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Assignment: pages ix-xxxii, 3-539

These reading review questions are intended to highlight important aspects of the reading assignment and to assist in preparation for other course assignments. In order to maximize comprehension, review the questions before reading but answer the questions only after having completed the assigned chapter.

Note that questions are provided only through chapter four of ten assigned. Additional questions will be available through chapter seven within a few weeks of the class. Students should check back on the IQ Web site near that time in order to obtain those additional questions.

### **Introduction.**

1. Does the New Testament allow for thinking of the Kingdom of God in supra-historical terms? (xxiii)
2. Can the preaching of Jesus be completely explained in terms of eschatological expectations? (xxv)
3. How do the ethical and eschatological aspects of the Kingdom of God present a tension? How does “presence” or “fulfillment” contribute to the resolution of this tension? (xxvii-xxviii)

### **Chapter I – The General Character of the Kingdom of Heaven (the Background)**

4. Does the phrase “kingdom of heaven” occur in the Old Testament? If not, does the concept appear?
  5. What are God’s universal and special kingships in the Old Testament?
  6. How are the concept of the Kingdom of God and Messiah related in the Old Testament?
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7. What general guidance does Ridderbos give as to understanding the contemporary background of John's/Jesus' announcement of the Kingdom of God?

### **Chapter II - The General Character of the Kingdom of Heaven (John the Baptist and Jesus)**

8. How do such concepts as judgment, covenant, the value of the human soul, salvation and the Gospel relate to what Ridderbos consider the central of fundamental nature of the kingdom of God? (19-22)
9. What does it mean to say that the kingdom of God is dynamic? (25-27, esp. 27)
10. How do Daniel 7 and Psalm 110 combine to shape the messianic identity of the kingdom of God? (27-36)
11. List several expressions or concepts from Jesus' proclamation of the kingdom of God which demonstrate a decidedly eschatological character of the kingdom (e.g. "the coming of the Son of Man"). How does this eschatological character relate to other views of the kingdom which see it in strictly religious-ethical terms? (37-38)
12. What is the significance change in the status of the kingdom between the ministry of John the Baptist and that of Jesus? (49ff.)

### **Chapter III – The Kingdom Has Come - Fulfillment**

13. How do the responses of demon-possessed people to Jesus indicate the presence of the kingdom? (63)
  14. In healing episodes in the gospels, what is the most important aspect? Why? (70)
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15. Ridderbos frequently points out that the preaching of the kingdom occurred frequently in the same context as miracle and that it is no less a sign of the kingdom. What Old Testament background to the “gospel” makes its preaching as much of a proof of the presence of the kingdom as miracles do? (71ff.)
16. Is “salvation” a present or future concept in Jesus’ preaching of the kingdom? (79ff.)

**Chapter IV – The Kingdom Has Come – The Provisional Character**

17. Has Satan’s power been ended in the coming of the kingdom? (106ff.)
18. Do Jesus’ miracles have an eschatological purpose? (115ff.) How does this help explain the role between healing and faith in Jesus’ ministry? (117ff.)
19. What is the two-fold effect of Jesus using parables to announce the kingdom? (125ff.)
20. How does the parable of the sower help answer the question about the delay of judgment? (136ff.)
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9. Give three elements of F.C. Baur's theology.

### **Chapter 3**

10. Briefly explain the Marcan hypothesis. Who first proposed all its elements?

11. Comment on Ritschl and value judgments.

12. What three points did Harnack use to summarize Jesus' message?

13. Do you agree or disagree with Harnack's views? Why?

### **Chapter 4**

14. Discuss Wrede's view of the Messianic Secret.

15. How would you respond to Wrede's claim that the disciples only thought Jesus was the Messiah *after* his resurrection?

16. How did Jesus first acquire the title *kyrios* ("lord") according to Bousset? How would you respond to his view?

### **Chapter 5**

17. According to Weiss, why did Jesus die?

18. What did Schweitzer believe happened at Jesus' baptism? How did that affect his mission?

19. Explain the "crisis" of Matthew 10:23 according to Schweitzer.

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**Chapter 6**

20. What did Martin Kähler intend by the term “historical Jesus?”
21. What was Martin Kähler’s view of Scripture? What sort of impact has this view had in scholarship since his day?

**Chapter 7**

22. What is form criticism? What does it presuppose?
23. Summarize the three steps of form criticism.
24. What did Bultmann understand to be the three primary needs of the early church?
25. What are the three major criteria of authenticity in the opinion of form critics?
26. Comment on the criterion of dissimilarity. Include how this may relate to the Jewish roots of the New Testament.
27. Briefly summarize Bultmann’s existentialist theology.
28. What is Bultmann’s view of demythologization? Why did he think it is necessary?

**Chapter 8**

29. Who are some who might be considered “Left-Wing Bultmann-ians”?
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30. Who might be considered “Right-Wing Bultmann-ians”?

31. What is redaction criticism? Who were some of its earliest exponents?

32. How might we benefit from the perspective of redaction criticism? What are its dangers?

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**Bibliography.**

Longenecker, Richard N., ed. *Contours Of Christology In The New Testament*. McMaster New Testament Studies. Grand Rapids: Eerdmans, 2005.

Vos, Geerhardus. *The Self-Disclosure of Jesus*. Grand Rapids: Eerdmans, 1954.

----- . "The Kingdom of God" in *Redemptive History and Biblical Interpretation*.

Warfield, Benjamin Breckenridge. *The Person and Work of Christ*.

----- . "The Emotional Life of Our Lord."

Neill, Stephen and Tom Wright. *The Interpretation of the New Testament 1861-1986*, 2<sup>nd</sup> ed. Oxford: Oxford University Press, 1988.

Machen, J. Gresham. *The Origin of Paul's Religion*.

*The Messianic Self-Consciousness of Jesus*.

Kummel.

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*History of Interpretation of the Sermon on the Mount*.

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Synoptic problem, harmonization.

History of interp.

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**Gospels Outline Memorization.**

*This sheet is to be turned in when fully completed or on the last day of class, whichever comes first.*

**Student name** .....

Outline for...	Due on...	Recited successfully to...	Recited successfully on...
Matthew		(signed)	(date)
Mark		(signed)	(date)
Luke		(signed)	(date)
John		(signed)	(date)