

SPRING · 2010

SYLLABUS · V · 10  
COURSE · NUMBER ·  
ZNTS18/01

# ACTS · PAUL · RTS/O

## ACTS · AND · THE · PAULINE · EPISTLES PAUL'S · PERSON, · THEOLOGY, · AND · PASTORAL · GENIUS

Of Paul the Apostle, Robert Frost once said: "He is the fellow who theologized Christ almost out of Christianity. Look out for him." In fact, no name is more associated with the emergence of Christianity and the shaping of the Christian church than this man who called himself apostle to the nations.

In this course, we will trace the outlines of Paul's thought and practice, as they are available to us in his letters and in the book of Acts. Against the backdrop of the

social world of the Roman Empire of the first century, we will try to understand the nature of the good news Paul proclaimed, and the way he thought his gospel should transform lives and build communities.

Consistent with the goals of RTS – to wit: to shape the character, understanding, and skills of servants of Christ's church – we will pay particular attention to the way Paul's person, theology, and pastoral genius can equip us for the service of King Jesus.

### INSTRUCTOR

Reggie M. Kidd, MDiv, PhD  
Professor of New Testament  
Reformed Theological Seminary/Orlando

rkidd@rts.edu • reggiekidd.com  
h) 407.539.1670 • m) 407.415.4317  
Office hours by appointment

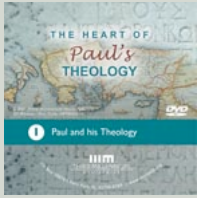


**Handouts** available online before class each Monday:

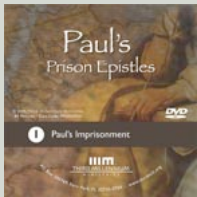
Navigate from either  
<http://reggiekidd.com> • rts  
or

<http://www.rts.edu/Site/Staff/rkidd/default.aspx>  
course materials

## REQUIRED · RESOURCES

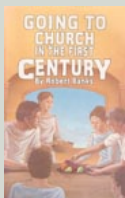


R. Kidd, *The Heart of Paul's Theology*, 4 mov's or mp3's, covering Introduction, Galatians, 1 & 2 Thessalonians, and 1 & 2 Corinthians

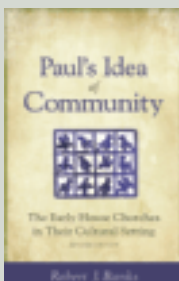


R. Kidd, *The Prison Epistles*, 5 mov's or mp3's, covering Introduction, Colossians, Ephesians, Colossians, and Philippians

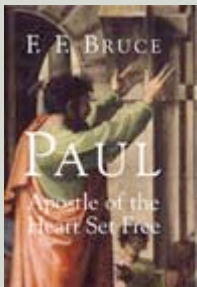
All 9 mov's or mp3's are downloadable from Third Millennium <http://thirdmill.org/seminary/download.asp/site/iiim/category/download> ... Third Mill suggests a \$1.99 donation per item (all proceeds to Third Mill)



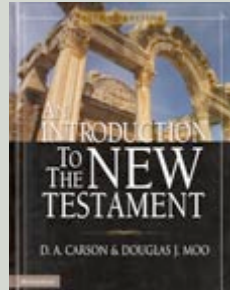
Robert Banks, *Going to Church in the First Century*, 2<sup>nd</sup> ed. (Seedsowers, 1990) (ISBN 978-0940232372)



Robert Banks, *Paul's Idea of Community: The Early House Churches in Their Historical Setting*, revised ed. (Hendrickson, 1994) (ISBN 978-1565630505)

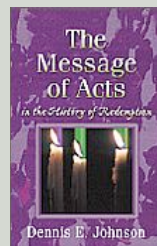


F.F. Bruce, *Paul: Apostle of the Heart Set Free* (Eerdmans, 1977, 2000) (ISBN 978-0802847782)



Carson, Moo, & Morris, *An Introduction to the NT*, 2<sup>nd</sup> ed. (Zondervan, 2005) – relevant chapters only (ISBN 978-0310519409)

(hereafter = CMM)



Dennis Johnson, *The Message of Acts in the History of Redemption* (P&R, 1997) (ISBN 978-0875522357)



N. T. Wright, *Paul in Fresh Perspective* (Fortress, 2005, 2009) (ISBN 978-0800663575)

## RESERVE READINGS

- Herman Ridderbos, "The Redemptive-Historical Character of Paul's Preaching" and "The Law of God in Paul's Doctrine of Salvation," Chaps. 3 & 4 of his *When the Time Had Fully Come*, pp. 44-60, 61-77
- Geerhardus Vos, *The Pauline Eschatology*, pp. 1-71.
- Richard Gaffin, "The Usefulness of the Cross," in *Westminster Theological Journal* 41 (1978-79): 228-246.
- Richard Hays, "Homosexuality," in his *The Moral Vision of the NT* (HarperSanFrancisco, 1996), pp. 379-406.
- Herman Ridderbos, "Romans 7," from his commentary on Romans.
- Herman Ridderbos on Romans 11 (Richard Gaffin, trans., unpublished)
- N.T. Wright, "Christ, the Law and the People of God: The Problem of Romans 9-11," in *The Climax of the Covenant: Christ and the Law in Pauline Theology* (Fortress, 1993), pp. 231-257.
- Reggie M. Kidd, "Notes on Colossians & Ephesians," prepared for *New Geneva Study Bible* (alternatively, you may read the notes in the *NGSB*, the *Spirit of the Reformation Study Bible*, or the *Reformation Study Bible*).
- Kevin Vanhoozer, "Imprisoned or Free? Text, Status, and Theological Interpretation in the Master/Slave Discourse of Philemon," in *Reading Scripture with the Church*, ed., Adam, Fowl, Vanhoozer, Watson (BakerAcademic, 2006), pp. 51-93.
- Gordon Fee, "Review of R. Kidd's *Wealth and Beneficence*" in *Journal of Biblical Literature* 1992/2, pp. 352-354.
- Reggie M. Kidd, "Titus as *Apologia*: Grace for Liars, Beasts, and Bellies" in *Horizons in Biblical Theology* 21.2, pp. 185-209.
- "The Acts of Paul and Thecla" (from Hennecke & Schneemelcher, *New Testament Apochrypha*, Vol. 2 [Westminster Press, 1964]), pp. 352-364.

# ASSIGNMENTS

5% Class Attendance

5% Overall Reading/Viewing

40% Two Take-Home, Closed Book Midterms – Objective Questions & Short-essay: content of designated epistles and sections of Acts; assigned sections of CMM; lectures; Dennis Johnson's *Message of Acts*; DVD's

## **TWO** OF THE FOLLOWING FIVE OPTIONS (EACH WORTH 25%)

**Option A.** Take a **Final Exam on Pastoral Scenarios** (take-home, open-book)

**Option B.** Complete **Study Questions for All 9 DVDs**

**Option C.** Write an **Exegesis Paper** on a passage from Galatians (based on your Exegetical Notebook from C. E. Hill's Gk. Exegesis class)

**Option D.** Write a **Topical/Research Paper** (topic to be approved by your instructor – possibilities: N. T. Wright vs. John Piper; "Faith of Jesus"; House Churches Today?; Women in Paul's Ministry)

**Option E.** Read Through and Write a **Critical Review of a Major Commentary** (commentary to be approved by your instructor – suggestions:

- Romans: Cranfield (both vols. of ICC), N. T. Wright (NIB), Jewett (Hermeneia); Moo (NICNT)
- 1 Corinthians: Fee (NICNT)
- 2 Corinthians: Hughes (old NICNT), Hafemann (NIV Applic.)
- Ephesians: M. Barth (Anchor), Lincoln (Word)
- Pastorals: Towner (NICNT), Witherington (IVP)

## Midterms

**Bible Content:** Read, re-read, re-re-read, re-re-re-read the biblical materials. Know what's in them! I reserve the right to ask any question that lets me know you know what's actually in Paul's letters and the Acts – that's what ordination exams cover. And we lose more evangelical students in college because their professors simply know more Bible than they do. One thing I will expect is that you are able to "bullet point" the letters and Acts (e.g., "Use bullet points to walk me through 1 Corinthians" or "Give me bullet points for what's in ch. 3 of each of Paul's letters") ... I will post my own bullet points for you ... you may use them ... or you may use your own, if they are clearer and more specific than mine.

**Introductory Matters:** We will spend little class time on introductory matters (e.g., authorship, date, occasion). In the lectures I will be assuming acquaintance with the issues as treated by CMM; instead, there will be a component of the midterms devoted to this material. Sample question on introductory matters:

According to CMM, there is strong, direct textual evidence for the circulation of a fifteen-chapter form of the letter to the Romans (True or False)

**Dennis Johnson:** objective questions &/or short essay – this is nice stuff!

**Midterm One – CMM:** Acts, Paul Intro, Gal, Thess, Cor; **Content:** Acts 1:1-21:17 (includes 3 Miss Journeys as treated in class), Gal, Thess, Cor; **Dennis Johnson,** chs. 1-6; **DVD Series:** HPT

**Midterm Two – CMM:** Rom, Php, Col, Phm, Eph, Pastorals; **Content:** Acts 21:18-28:31 (following the 3 Miss Journeys), plus Rom, Php, Col, Phm, Eph, Pastorals; **Dennis Johnson,** chs. 7-12; **DVD Series:** PPE

**Optional Final Exam** – The final exam will be open-Bible essays. The exam will give you an opportunity to reflect on the lectures, videos, and readings. I have included sample essay questions from past exams to give you a flavor of my questions. In addition to those that follow, you can expect some questions that call upon you to interact with the secondary readings:

How does the genius of Paul's social ethic come to expression in the revolutionary sounding Gal 3:28? in the more conservative sounding 1 Co 7:17-24? Are these passages in conflict with each other? Do they complement each other? How?

What if Paul (after Crete) had been taken to Rome and was executed before he had the opportunity to write the epistle of 2 Timothy? What would we be missing? What contribution (if any) does this letter make to the Pauline corpus?

**Optional Greek Exegesis Paper** – This will be an especially handy option if you are on an ordination track with one of the Presbyterian denominations – you may elect to use the "notebook" you developed in Chuck Hill's Greek Exegesis course to write a smooth, elegant, clear, concise, and cogent exegesis paper on your passage (ca. 20 pp., minus endnotes, bibliography & any appendices). I have a couple of samples I can share with you.

Students exercising this option will meet with me in a group during the Monday lunch slot – we will meet every week until we have gone through everybody's passage in the Greek, and I am satisfied that each student understands the significant syntactical issues his or her paper must address.

ActsPaul Schedule Spring, 2010	Topic	Pre-class Reading/Viewing (always include the appropriate chaps. in CCM)	Pre- or Post-Class Readings	• Due •
Wk 1 2/8	Intro	HPT 1; Bruce, chs. 1-6	D. Johnson, chs. 1-3	
Wk 2 2/15	<b>Acts</b>	Bruce, chs. 7-14	D. Johnson, chs. 4-6	
Wk 3 2/22	Off — get ahead!	HPT 2; Bruce, chs. 15-19	Banks, <i>Going...</i> ; Wright 1.1-2; D. Johnson, chs. 7-8	
Wk 4 3/1	1 <sup>st</sup> Missionary Journey & <b>Galatians</b>	HPT 3; Bruce, chs. 20-22	Banks, <i>Comm'y</i> , chs. 1-2; Wright 2.1-4	
Wk 5 3/8	2 <sup>nd</sup> Missionary Journey & <b>Thessalonians</b>	HPT 4; Bruce, chs. 23-24	Banks, <i>Comm'y</i> , chs. 3-4; Wright 3.1-3	
Wk 6 3/15	3 <sup>rd</sup> Missionary Journey & <b>Corinthians</b>	Bruce, chs. 25-27; Gaffin, "Usefulness"	Banks, <i>Comm'y</i> , chs. 5-6; Wright 4.1-5	
Spring Break 3/22				
Wk 7 3/29	<b>Corinthians</b>	Bruce, chs. 28-33; Hays, "Homosexuality"	Banks, <i>Comm'y</i> , chs. 7-8; Wright 5.1-6; D. Johnson, chs. 9-10	<b>Midterm One</b> (See p. 5 for material covered)
Wk 8 4/5	<b>Romans</b>	Vos, pp. 1-71; Ridderbos, "Romans 7"	Banks, <i>Comm'y</i> , chs. 9-10; Wright 6.1-6; D. Johnson, chs. 11-12	
Wk 9 4/12	<b>Romans</b>	Ridderbos, <i>When Time</i> , chs. 3-4; Ridderbos, "Romans 11"; Wright, "Christ, Law, People"	Banks, <i>Comm'y</i> , chs. 11-12; Wright 7.1-6	
Wk 10 4/21	<b>Romans</b>	PPE 1-3	Banks, <i>Comm'y</i> , chs. 13-14; Wright 8.1-4	
Wk 11 4/26	<b>Romans</b>	PPE 4	Banks, <i>Comm'y</i> , chs. 15-16	
Wk 12 5/3	Journey to Rome & <b>Prison Epistles</b>	PPE 5; Bruce 34-36; Kidd, "Notes on Col/Eph"; Vanhoozer, "Imprisoned?"	Banks, <i>Comm'y</i> , chs. 17-18	
Wk 13 5/10	Release & <b>Pastorals</b> (with Re-Arrest)	Bruce, chs. 37-38; Fee, "Review"; Kidd, "Titus as <i>Apologia</i> "; "Acts of Paul & Thecla"		<b>Midterm Two</b> (See p. 4 for material covered)
Term Paper Deadline 5/14				<b>Options B-E Projects Due</b>
Exam Week 5/17-20				<b>Final Exam (Option A)</b>

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

Course: Acts & Pauline Epistles  
 Professor: Reggie Kidd  
 Campus: Orlando  
 Date: Spring 2010

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>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.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Understanding Paul's theology is critical to a Reformed theological education.
<b>Scripture</b>	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	In the text as much as possible — challenging those w/ Greek to us it.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Paul has largely shaped Reformed thinking — frequent class reflections on interplay between Paul and the tradition.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Lectures and readings often point in this direction.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Paul is about conforming life to the Word.
<b>Winsomely Reformed</b>	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	Paul is exemplar.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Paul is exemplar.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	Some attention to Paul's instruction on worship.
<b>Shepherd</b>	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	Paul is exemplar.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Paul is exemplar