

**ACTS / ROMANS**  
 NT516  
 Reformed Theological Seminary  
 May 2008

**I. Details**

- A. Date: May 7–9, 2008
- B. Time: 9–5
- C. Professor: Dieter T. Roth
- D. Contact: dieter\_t\_roth@yahoo.com

**II. Course Goals**

- A. To understand Acts and Romans within their historical settings (including issues of date, authorship, addressee, and context), as well as their contemporary relevance and significance.
- B. To understand the overall structure and theology of Acts, including a particular emphasis on the ministry of Peter and Paul.
- C. To gain a deeper understanding of Acts in the light of Redemptive History.
- D. To grow in the understanding of Pauline theology through key passages in Romans.
- E. To understand key issues in the history of interpreting Paul, including recent debates concerning the “New Perspective(s) on Paul” and the “Federal Vision.”

In considering these five course goals it is crucial to emphasize that the ultimate goal of this course is not simply to accumulate information; rather, the goal is that your *faith* be encouraged and that you may be *better equipped* to interpret God’s word for yourself, the church, and the world. Among other things, growing in Christian faith requires a careful listening to the triune God’s revealed word in Scripture, serious methodological study, a Christological focus, the illumination of the Spirit, and prayer. Though this course is taught from behind a lectern and not from behind a pulpit, in this classroom we faithfully will seek, by the Lord’s grace, to embody the RTS motto: *A mind for truth, and a heart for God.*

If any of you have taken one of these intensive courses, you know that these three days will require a great deal of hard work by student and professor alike. What’s the key to surviving hour after hour of lectures? (No, “gallons of coffee” is not the answer I’m looking for!) The key is not to lose sight of *why* you are doing this. In this course on Acts and Romans you are learning biblical theology, systematic theology, and elements of critical views so that ultimately you will be able to minister God’s Word more effectively. Recognizing the vital connection between *learning and ministering* is something RTS takes very seriously. Part of my job is to keep you focused on your task of glorifying and enjoying God *in your learning*. A major aim of this seminary is to help you learn to connect loving God with your mind to loving your neighbor and to leading the church to worship in Spirit and Truth. May I gently remind you that to receive an “A” in this class while losing sight of Christ and His church is to fail in seminary.

If tiredness during these long days sets in, or if in the upcoming months you are overwhelmed with exam preparation or writing your research paper, then I encourage you to set your books aside (momentarily) and *pray for your fellow students*. Remember that your

classmates are facing exactly what you are! It is far too easy to isolate ourselves in our seminary experience, when in reality, student and professor alike are co-laborers in the common task of building one another up in Christ. Indeed, each one of us needs the grace of Christ to persevere, and it is of tremendous spiritual benefit for us all if we remember to lift each other up in prayer.

### III. Course Requirements

- A. Faithful and focused class attendance.
- B. Read Acts and Romans through *twice* in English.
- C. Complete the required textbook reading.
- D. Final Exam
  - i. The exam will cover both lectures and required readings.
  - ii. As the pedagogical purpose in preparing for and taking an exam is to master the key content of a course, you will receive an exam study guide with 25 identifications and 10 essay questions. On the final exam you will be asked 10 identification questions (40% of exam grade) and 3 essay questions (60% of exam grade), *which will be drawn primarily from the exam study guide*. In other words, the exam study guide will be extremely valuable in your preparation, though I reserve the right to ask something not found on the study guide.
  - iii. On the final exam you will be asked a “yes/no” question on whether you completed 100% of the required bible and textbook reading for the course.
  - iv. The exam must be proctored by an RTS employee, an ordained minister or elder, or an employee of a testing center that offers proctoring services. Your proctor must mail your exam to the RTS-DC campus, postmarked no later than **Monday, June 9, 2008**. Late exams will be penalized one full letter grade per day late.
- E. Research Paper
  - i. The research paper should be approximately 15 (typed) pages in length, excluding bibliography.
  - ii. The format of your paper must conform to *SBL* style as outlined in Patrick H. Alexander et al., eds., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody: Hendrickson, 1999). The paper should have footnotes (not endnotes) and resemble articles found in *JBL*, though it must include a properly formatted bibliography of works cited at the end.
  - iii. The resources utilized in your paper must contain *at least* two journal articles.
  - iv. Paper Options
    1. Exegesis of a text or pericope in Acts or Romans. An exegetical paper will focus on the meaning, significance, and distinctive contribution of a passage. In addition, the paper must take into account both the immediate and larger historical context of the passage.
    2. Redemptive-historical study of the use of the OT in a passage in Acts or Romans. A redemptive-historical paper will focus on the

manner in which an OT text is used, incorporated, or fulfilled in a particular pericope or argument.

3. Biblical-theological study of a theme in Acts or Romans. A biblical-theological paper will focus on a major or minor theme as expressed in multiple passages in order to highlight how that theme is distinctively employed and enriched (N.B., this is *not* a “word study” or simply a listing of passages expressing similar concepts, but a theological engagement with the thematic shape of the book).
4. Historical study of a “disputed issue” related to Acts or Romans. A historical study will focus on the debate surrounding, for example, date, historical reliability, etc. of Acts or, audience, textual integrity, etc. of Romans.
- v. You must submit a paper proposal to me for approval before beginning your paper. The proposal should be about half a page in which you indicate your proposed topic and argument, e-mailed to me no later than **Friday, May 23, 2008**.
- vi. You must mail your completed paper to the RTS-DC campus, postmarked no later than **Monday, July 7, 2008**. Late papers will be penalized one full letter grade per day late.

#### IV. Grading

- A. Research Paper: 45%
- B. Final Exam: 50%
- C. Required bible and textbook reading: 5%

#### V. Textbooks

- A. D. A. Carson and Douglas J. Moo, *An Introduction to the New Testament* (2d ed.; Grand Rapids: Zondervan, 2005), 285–330, 354–414
- B. George Eldon Ladd, *A Theology of the New Testament* (rev. ed.; Grand Rapids: Eerdmans, 1993), 347–93
- C. Dennis E. Johnson, *The Message of Acts in the History of Redemption* (Philipsburg: P&R, 1997)
- D. Guy Prentiss Waters, *Justification and the New Perspectives on Paul: A Review and Response* (Philipsburg: P&R, 2004)
- E. Martin Luther, “Preface to the Epistle to the Romans.” Available on-line at [www.newcreation.org.au/books/pdf/295\\_Luther\\_Romans.pdf](http://www.newcreation.org.au/books/pdf/295_Luther_Romans.pdf)
- F. Read the comments in **one** of the following commentaries on the “KEY PASSAGES” verses for the Romans Lectures 4–8 (see the Course Outline):
  - i. C. E. B. Cranfield, *Romans* (2 vols.; 6<sup>th</sup> ed.; ICC; Edinburgh: T & T Clark International, 1975–1979) [N.B., requires good grasp of Greek]
  - ii. Douglas J. Moo, *The Epistle to the Romans* (NICNT; Grand Rapids: Eerdmans, 1996)
  - iii. John Murray, *The Epistle to the Romans* (2 vols.; NICNT; Grand Rapids: Eerdmans, 1960–1965)
  - iv. Thomas R. Schreiner, *Romans* (Baker Exegetical Commentary on the New Testament; Grand Rapids: Baker, 1998)

## VI. Course Outline

### Course Introduction

- Syllabus (May 7, 9:00–9:50)

### Acts

- Lecture 1 (May 7, 10:00–10:50)
  - Introduction to Acts
  - READING: *An Introduction to the New Testament*, 285–330
- Lecture 2 (May 7, 11:00–11:50)
  - Structure, Overview, Theology
  - READING: *An Introduction to the New Testament*, 354–75; *A Theology of the New Testament*, 347–93; *The Message of Acts in the History of Redemption*
- Lecture 3 (May 7, 1:00–2:15)
  - Acts 1:1–6:7
  - KEY PASSAGES: 2:14–36; 4:23–31; 5:27–42
- Lecture 4 (May 7, 2:30–3:45)
  - Acts 6:8–12:24
  - KEY PASSAGES: 7:1–60; 9:1–19; 11:1–18
- Lecture 5 (May 7, 4:00–5:00)
  - Acts 12:25–16:5
  - KEY PASSAGES: 12:25–13:12; 15:1–29
- Lecture 6 (May 8, 9:00–9:50)
  - Acts 16:6–19:20
  - KEY PASSAGES: 17:16–34; 18:24–19:7
- Lecture 7 (May 8, 10:00–10:50)
  - Acts 19:21–28:31
  - KEY PASSAGES: 20:18–38; 21:17–26; 28:17–31
- Lecture 8 (May 8, 11:00–11:50)
  - Preaching and Teaching Acts

### Romans

- Lecture 1 (May 8, 1:00–2:15)
  - Introduction to Romans
  - READING: *An Introduction to the New Testament*, 391–414
- Lecture 2 (May 8, 2:30–3:45)
  - New Perspective(s) on Paul (NPP) and Federal Vision (FV)
  - READING: *An Introduction to the New Testament*, 375–90; *Justification and the New Perspectives on Paul*
- Lecture 3 (May 8, 4:00–5:00)
  - Structure, Overview, Theology
  - READING: “Preface to the Epistle to the Romans”
- Lecture 4 (May 9, 9:00–9:50)
  - Rom 1:1–3:20
  - KEY PASSAGES: 1:16–17; 2:12–16; 3:19–20
  - READING: One of the four commentaries listed above

- **Lecture 5 (May 9, 10:00–10:50)**
  - Rom 3:21–6:23
  - KEY PASSAGES: 3:21–26; 4:1–8; 5:12–21
  - READING: One of the four commentaries listed above
- **Lecture 6 (May 9, 11:00–11:50)**
  - Rom 7:1–8:39
  - KEY PASSAGES: 7:7–13; 8:1–8; 8:31–39
  - READING: One of the four commentaries listed above
- **Lecture 7 (May 9, 1:00–2:15)**
  - Rom 9:1–11:36
  - KEY PASSAGES: 9:6–13; 9:30–10:4; 11:1–8; 11:25–32
  - READING: One of the four commentaries listed above
- **Lecture 8 (May 9, 2:30–3:45)**
  - Rom 12:1–16:27
  - KEY PASSAGES: 12:1–8; 13:1–7; 14:13–23; 15:14–21
  - READING: One of the four commentaries listed above
- **Lecture 9 (May 9, 4:00–5:00)**
  - Preaching and Teaching Romans