Note: This syllabus is the “mini-syllabus” and is not to be confused w/ the large syllabus that contains all the class-lecture notes, biblio, various articles, etc. This large syllabus will be posted later on IQWeb and is needed for all the class lectures. For the first class, the student should be prepared w/ either a hard-copy of the large syllabus or have it downloaded to his laptop.

PROFESSOR

* Dr. Bob Cara (technically, Dr. Robert J. Cara).

PURPOSE OF COURSE

* The over arching aim is to provide tools to the student in order that one might better interpret Acts and Romans to one’s self, the church, and the world.
  
  * Learn outlines and basic content of Acts and Romans.
  
  * Learn major biblical-theological (BT) categories in Acts and Romans along w/ methodology to do further BT interpretation.
  
  * Compare and contrast various systematic theology (ST) categories (e.g., Calvinism, RC) and various current church methodologies (e.g., “church growth”) w/ Acts and Romans.
  
  * Learn enough about critical views to:
  
    1) Utilize common grace insights in critical commentaries.
    2) Provide an intelligent global critique of critical theories.

COURSE REQUIREMENTS

1. Reading

* Ladd, A Theology of the NT, rev. ed., 347-93
* Luther, “Preface,” xii-xxvi. (Included in IQWeb.)
* Ridderbos, When the Time Had Fully Come, 44-77
* Acts, Romans (read twice)

2. Reading Questions for C-M, Ladd, and Ridderbos.

  * See “Reading Questions and Paper Assignment” below.
* Do not hand in but will be on final exam.
* Cara will not answer these questions directly. You may / should enquire of a fellow student in this class.

3. Lecture Review Questions (LRQ)

* Located at the beginning of each lecture.
* Do not hand in but will be on final exam.
* Cara will not answer these questions directly (except as part of class lecture). You may / should enquire of a fellow student in this class.

4. Daily Quizzes on outlines and chapter identification

* Possible quiz questions given in advance and located at the beginning of each lecture.
* Covers Bible content.
* Quizzes are cumulative.
* May have up to two quizzes a day.
* May drop one quiz.

5. Paper

* See “‘Real’ paper” comments at of this syllabus.
* Severe penalty for lateness (32.2 f/s/s).

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**GRADES**

1. Final Exam

* There will be only one test.
* ≈ 85% of test will be verbatim questions from LRQ’s and Reading Questions.
* Remaining 15% will be misc questions from lectures and all readings.
* Test may be taken any time up through the Friday, four weeks after the last day of class, and at RTS library (32.2 f/s/s). Test will be 1 ½ hours long and completely closed book. (If you live outside the Carolinas, I may consider setting up a proctor.)
* 50% of grade

2. Daily Quizzes

* 10% of grade

3. Paper
* Must be submitted to Tari Williamson by the Friday, four weeks after the last day of class.
* 30% of grade

4. Read Luther’s “Preface” once and both Acts and Romans twice.
* Must have read 100% to get any credit.
* Only reading Acts and Romans between Dec and February counts.
* On test you will be asked if you read 100% of these.
* 10% of grade

5. *Trinity Psalter*
* Loose points if you do not bring and sing.

**READING QUESTIONS AND PAPER ASSIGNMENT**

**ACTS / ROMANS**

**CM, *An Introduction to the NT***

**Acts**
1. Give two of Vielhauer’s four arguments against the Paul of Acts being authentic and C-M’s rebuttals.

2. Critical scholars assign a late date to Acts based on 1) Luke 21 relates to destruction of Jerusalem in 70 AD and 2) date of Mark. Explain hidden assumptions.

3. What is the Western text? According to C-M, what is its usefulness for determining the original reading? (Note, read carefully.)

4. How does the famous Thucydides quote affect the critics’ view of the speeches in Acts?

**Romans**
1. Explain how the Roman church was started by Jewish Xns, but by the time of the writing of Romans, Gentile Xns were dominant.

2. Do C-M agree with Melanchthon that Romans is a timeless treatise? Give a nuanced answer.

3. What is Romans’ central theme according to C-M?

**Ladd, *A Theology of the NT, rev. ed.***
Chapter 24
1. If Luke was with Paul at his Caesarean imprisonment as Acts 21:18 claims, How does this solve many of the supposed problems concerning historical sources?

Chapter 25
2. Explain the “vision” theory of the resurrection that most critics believe.

3. Explain Ladd’s comment on p 362, “The resurrection of Jesus ... ought not to be described simply as a supernatural event—a miracle —as though God had interfered with the ‘laws of nature.’”

Chapter 26
4. What is Ladd’s “best guess” as to why the Son of Man title is virtually dropped in Acts?

5. How does maranatha (1 Cor 16:22) argue against Bultmann’s view of the rise of the expression “Lord” for Jesus?

Chapter 27
6. According to Ladd, What is the relationship between the “tongues of fire” in Acts 2:3 and “[Jesus] will baptize you with the Holy Spirit and with fire” in Matt 3:11?

Ridderbos, When the Time Had Fully Come, 44-77

Chapter 3
1. Contrast Luther and Ridderbos as to their view of the theological “entrance” to understanding Paul’s theology.

2. According to Ridderbos, How does Paul’s R-H view relate to the “Kingdom” from the Gospels?

3. Explain the “X for us” and “we in X” ideas.

Chapter 4
1. In simplistic terms, What is the difference between the Lutheran and Reformed views concerning the “law” in Paul?

2. According to Ridderbos, How does Paul relate the demands of the law and love (related to 3rd use)?

4. At the beginning of the chapter, Ridderbos asks about the unity of Jesus’ (Sermon on the Mount) and Paul’s use of the law. What component of X’s teaching and Paul’s teaching match?

“Real” Paper

* This should be a serious research paper of at least six to eight serious commentaries (including both critical and conservative) and a few BT’s. Must also footnote at least one journal article. Note helpful annotated biblio at end of Cara syllabus.
* Must theologize!
* 10-15 typed pages.
* Paper may concern either Acts or Romans. If one has not had any Greek, must do paper on Acts.

* Acts Options:
  1) BT study on any major or minor theme in Acts or Luke-Acts.
  2) Exegesis of a pericope highlighting (in a BT way) its (or one aspect in the pericope) relationship to the rest of Acts or Luke-Acts.
  3) Compare and contrast two similar pericopes of which one is in Luke, and the other, Acts.

* Romans Options
  1) Exegesis of a pericope within the intro (1:1-15) and hortatory (12:1-16:27) sections highlighting its relationship to any or all of the doctrinal section (1:16-11:36).
  2) Hermeneutical study on any OT quote or allusion in Romans. Must look at LXX and MT. (If you don’t know Hebrew, see Cara for possible fudge room.)