



Course Syllabus
WYB2660HS – Introduction to the New Testament II: *Who is Jesus? Kerygma, Cross, and Community from Paul to Revelation*
Wycliffe College
Toronto School of Theology
Winter 2025

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number:	WYB2660HS
Course Name:	Introduction to the New Testament II: <i>Who is Jesus? Kerygma, Cross and Community from Paul to Revelation.</i>
Campus:	St. George
Class Meetings	Tuesday: 9am-11am
Room:	West Lecture Room

Instructor Information

Instructor:	Stephen Chester, PhD
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Office Location:	Room 225, Wycliffe College, 5 Hoskin Ave.
Office Telephone:	(416)-946-3544
<u>Office Hours:</u>	Wednesdays, 10am-1pm; by appointment at other times
Teaching Assistant:	Jeff Yaneff (jeff.yaneff@mail.utoronto.ca)

Course Prerequisites or Requisites

None

Course Description

An introduction to a portion of the New Testament: Acts, 1 Thessalonians, 1 and 2 Corinthians, Galatians, Romans, Philippians, Colossians, 1 Peter, Hebrews and Revelation. The guiding question of the course is: 'Who is Jesus?' with significant emphasis placed on the New Testament authors' understanding of Jesus as the one who saves. The course approaches the question through a variety of optics: a close reading of the biblical texts, attention to historical context, especially as revealed through

art and artifacts, and the reception of the texts in the art and life of the church. This course functions as the second half of the Wycliffe introduction to the New Testament, or it can be taken on its own.

Course Methodology

Lectures, readings, inductive paper, exegetical paper, student presentations, weekly questions.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will identify historical context of various New Testament books studied	lectures; papers	MTS: 1.1, 1.3 MDiv: 1.1
• will analyze NT letters in relation to their historical context	lectures; papers.	MTS: 1.1, 1.3 MDiv: 1.1, 1.2
• will be able to express, restate and recognize the Christological particularities of the various New Testament books studied	presentations	MTS: 1.1 MDiv: 1.1, 1.2
• will analyze and compare particular christologies	inductive paper comparative exegetical paper	MTS: 1.1, 1.2 MDiv: 1.1, 1.2, 2.2

Course Resources

Required Course Texts

- *The New Revised Standard Version.*
- David G. Horrell, *An Introduction to the Study of Paul*. 3rd edition. New York: Bloomsbury T&T Clark, 2015.

Course Website

- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN

gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar for further help (jhocking@wycliffe.utoronto.ca).

Class Schedule

Week 1 (January 7): Syllabus Review, the Nature of the Exegetical Task, 1 Thessalonians

Readings: 1 Thessalonians, *Horrell 153-80 (7: "Perspectives on the Pauline Assemblies"); *Nijay K. Gupta, *1 and 2 Thessalonians* (ZCINT; Grand Rapids: Zondervan, 2019), 47-89.

PLEASE NOTE: (i) The readings are to be done ahead of class. That is, the readings listed under Jan. 7 should be done prior to coming to class. (ii) All students are required each to read the biblical texts specified for each week and any readings marked *. Any further readings will be divided ahead of time between the different members of the class. (iii) When readings not from the Bible or the required text (Horrell) cannot be accessed through the library in electronic form they will be posted in Quercus.

Week 2 (January 14): Introduction to Greco-Roman Society I (empire, economy, and religion) and II (social status, gender, and ethnicity), 1 and 2 Corinthians

Readings: 1 Corinthians; *John M.G. Barclay, "Thessalonica and Corinth: Social Contrasts in Pauline Christianity," in *Journal for the Study of the New Testament* 47 (1992), 49-74 (**see ATLA database for full text**); Seyoon Kim, *Christ and Caesar: The Gospel and Empire in the Writings of Paul and Luke* (Grand Rapids: Eerdmans, 2008), 3-10, 34-64.

Week 3 (January 21): The Book of Acts; Introduction to Paul's Life and Mission

Readings: Acts 1:1-11; Acts 2:42-47; Acts 4:32-37; Acts 15; Gal 1:11-24, Phil 3:4b-11; *Horrell, 17-59 (2: "From Jesus to Paul," 3: "Paul's Life"); Lisa M. Bowens, *African-American Readings of Paul: Reception, Resistance, and Transformation* (Grand Rapids: Eerdmans, 2020), 83-96 (**available as e-book**).

Week 4 (January 28): Galatians

Readings: Galatians; *Horrell, 125-52 (6: "Paul, Israel and the Jewish Law"); Stephen Westerholm, *Justification Reconsidered* (Grand Rapids: Eerdmans), 75-86 (**available as e-book**).

Week 5 (February 4): Romans *Inductive Study Due February 7*

Readings: Romans 1-8; *Horrell 79-124 (5: "Paul the Theologian: The Central Elements of Paul's Gospel"); Jackson Wu, *Reading Romans with Eastern Eyes* (Downer's Grove, IVP, 2019), 83-99 (**available as e-book**); Morna D. Hooker, *From Adam to Christ: Essays on Paul* (Eugene, Or: Wipf & Stock, 1990), 13-41

Week 6 (February 11): Romans.

Readings: Romans 9-16; *Beverly Roberts Gaventa, *When in Romans: An Invitation to Linger with the Gospel according to Paul* (1-21); J. Ross Wagner, "'Enemies' yet 'Beloved' Still: Election and the Love of God in Romans 9-11," in Todd Still ed. *God and Israel: Providence and Purpose in Romans 9-11* (Waco, TX: Baylor University Press, 2017), 95-114.

Week 7 (February 18): Reading Week: No Class

Week 8 (February 25): Philippians

Readings: Philippians; *Wesley Hill, *Paul and the Trinity* (Grand Rapids: Eerdmans, 2015), 1-48.

Week 9 (March 4): Colossians **Tutorial Presentation Due March 10**

Readings: Colossians; *Horrell 181-205 (8: "Paul's Legacy in the New Testament and Beyond"); Marianne Meye Thompson, *Colossians and Philemon* (Grand Rapids: Eerdmans, 2005), 1-12.

Week 10 (March 11): Hebrews

Readings: Hebrews; *Madison N. Pierce, "Hebrews 1 and the Son Begotten 'Today,'" in F. Sanders and S.R. Swain eds. *Retrieving Eternal Generation* (Grand Rapids: Zondervan, 2017), 117-31.

Week 11 (March 18): 1 Peter

Readings: 1 Peter; *Shively T.J. Smith, *Strangers to Family: Diaspora and 1 Peter's Invention of God's Household* (Waco, TX: Baylor University Press, 2016), 17-44, 163-69 (**available as e-book**).

Week 12 (March 25): Revelation

Readings: *R. Bauckham, *The Theology of the Book of Revelation* (Cambridge: CUP, 1996), 1-22 (**available as e-book**).

Week 13 (April 1) Revelation continued; closing discussion; **Comparative Exegetical Paper Due April 4.**

Readings: *Brian K. Blount, "Reading Revelation Today: Witness as Active Resistance," *Interpretation* 54.4 (2000), 398-412 (**see ATLA database for full text**).

Evaluation

Requirements

1. Attendance at class and active participation (10%). It is expected that students will attend every class. If there is an urgent reason why you cannot be in attendance, you must contact the professor to explain. The class participation grade is worth a significant amount of the final grade and will be allotted on the basis of class attendance and participation.

2. Inductive Exegesis Paper: DUE Feb. 7 (see "Assignments" in Quercus to submit). Worth 25%.

Read 1 Thess 1:5-10 and 1 Cor 1:18-2:1 in light of what you have learned about Paul's life and gospel proclamation. Address the questions: 1. Who is Jesus in Paul's proclamation (kerygma) in this passage? 2. What does this passage suggest about the implications for the community of who Jesus is (the kerygma) in Paul's theology?

Choose one of these two passages (i.e. either 1 Thess 1:5-10 or 1 Cor 1:18-2:1) on which to write your paper.

Instructions: Write a 1200-1500 word paper and include the following sections: (As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Context of Passage (15%)

Observe where this passage fits in the letter, what has gone before it, what comes after it, and what function this passage serves in the letter. You will rely first on reading the letter several times without the help of commentaries, and then use commentaries to help you understand.

NOTE: Use primarily commentaries in major series, such as Anchor Bible Commentary Series, Hermeneia, Word Biblical Commentary Series, The International Critical Commentary Series, The New International Greek Testament Commentary Series, The New International Commentary on the New Testament, etc.

2. Observations and Your Opinion (65%)

Articulate what the issues are in interpreting this particular passage (i.e. what questions does it raise that you have to answer in order to analyze it) and offer your analysis of what Paul was saying. Be sure to give reasons for what you think Paul is saying.

Preparation: Preparation for the presentation of your ideas for this second part of the paper requires you asking yourself: what words and phrases are difficult to understand, and/or what concepts and events are difficult to make sense of? What words or ideas are unusual in a 21st century context? As with the first step, prior to consulting secondary sources, read the passage over several times with these questions in mind. Make notes on the challenges you have for understanding what Paul is saying, then refer to scholarly aids such as commentaries, Bible dictionaries, Theological Dictionary of the New Testament (TDNT), books, or articles.

NOTE: This preparatory work is not meant to be documented in your paper. It is, however, essential that you do it in order to properly present your observations and opinions.

After this preparation: Present in cogent and concise form your observations and opinions about what Paul is saying and why you think this.

You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th edition (Chicago: University of Chicago Press, 2018).

Note: The bibliography and footnotes should indicate that you have consulted at least four secondary sources.

3. The Passage's Contribution to Christology (15%)

Suggest what Paul may be saying about the work of Christ and the significance of Christ's work for God's creation. That is, how does this passage contribute to an understanding of Paul's Christology?

4. Practical Use and/or Questions that Remain (5%)

Ideas for preaching or teaching, or questions for further study.

Please Note:

- a. Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft. All papers must include a word count.
- b. Plagiarism is a serious offence. *The minimum penalty for a plagiarized paper is the grade of zero.* If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you must acknowledge your sources.

3. Comparative Exegetical Paper: DUE April 4 (see "Assignments" in Quercus to submit). Worth 35%.

Instructions: A 3000-3500 word paper describing and comparing the identity and significance of Jesus Christ in the following passages: Hebrews 1:1–4 and Phil 2:5–11.

Preparation: For each of Hebrews 1:1–4 and Phil 2:5–11 follow the steps (except for #4) outlined above for the Inductive Exegesis Paper. Following these steps is the preparatory work for writing the paper. That is, the paper you hand in will not describe in detail, or in order, the essential work you do in the preparatory inductive study of the passages. Evidence of your having done this work, however, will be clear in the observations and footnotes you include in your final product.

The paper must include the following sections. As with the Inductive Exegesis Paper, there is a value attached to each section. Be sure the amount of space and effort you devote to each section reflects the value assigned.

1. Interaction between the Two Passages (80%)

The paper will put Hebrews 1:1–4 and Phil 2:5–11 in interaction with each other, looking at the similarities and differences between their views of the significance of Christ's identity. This section must evidence the preparatory work described above.

2. Relevance for Proclamation (20%)

Discuss how the similarities and differences you have noted affect presenting, teaching and proclaiming Christ today.

Note: Consult at least four secondary sources (commentaries, monographs and/or articles). See above (under instructions for Inductive Exegesis Paper) regarding recommended commentaries, warnings about plagiarism and the importance of style.

4. Presentation 20%

Each student will select one of the New Testament books studied and prepare one of the two types of presentation outlined below. The presentation should be prepared as if the goal is to establish a helpful framework for subsequent seminar discussion. Further guidance about options for the format of the presentation is available on the class home page in Quercus. The presentation is DUE on March 7.

Presentation #1: Present the main points made by the NT book assigned for that week about how Jesus saves human beings. Write a brief profile of Jesus as savior on the basis of the evidence of the assigned NT book.

An excellent presentation will evidence careful study of the NT book and will focus on what God has done for the world in and through Jesus. One way to do this (even for non-narrative texts) is to try to get inside the mind of the NT author you are reading and imagine the story of Jesus that (consciously or unconsciously) informed what the author wrote to the original audience. However, in some cases it may be that a NT book concentrates on particular aspects of God's actions in Christ and that rather than telling a story of Jesus it is more appropriate to present a set of key concepts that are emphasized with that particular book. You need to decide which approach fits best the nature of the text on which you are presenting. Either way, remember that in order accurately to reflect what a NT book says about how Jesus saves it may be necessary to include characters other than Jesus, such as God, Satan, humanity, creation, the author of the book on which you are working, etc. Please note, however, that the figure of Jesus must remain the main focus of the presentation.

Your presentation should be 10-15 minutes in length. *It should conclude with directive questions designed to stimulate discussion.* The questions should centre on interesting aspects of the presentation of Jesus which you have found embedded in the NT book with which you worked and which you tried to highlight by means of your presentation. A bibliography of items consulted in preparing the presentation should be included. It must contain a minimum of **two** items in addition to the biblical text.

Worth 20%.

OR

Presentation #2: Prepare a 10-15 minute sermon based on a key passage (chosen in consultation with the professor or TA) from your selected NT book. The sermon should arise from the passage and speak to the question of who Jesus is, and what that means for the life of *this* community. Your sermon should seek to uncover the kerygma – the gospel proclamation -- that is contained in the book, and to re-present it for this 21st-century ‘ekklesia’ (the class!). Keep at the centre of your preparation the question of who Jesus is for Paul/Hebrews/1 Peter/Revelation, and what that means for the life of the people to whom you are speaking the “good news about Jesus” (kerygma) today. Pay attention to how the passage works in its context in the NT book – what comes before it, what comes after it, what part does it play in the structure of the book? Use your literary/theological imagination to investigate OT echoes and ask how they illuminate and add depth to the passage and its proclamation. Use your historical imagination to recreate how the first listeners would have heard Paul’s or 1 Peter’s or Hebrews’ or Revelations’ words (remember, as a first-century listener you are a brand new believer and many of the claims about Jesus are unprecedented or, at the very least, unusual!). You may also want to ask how people have heard this book’s words in the life of the church (this is a question about “reception,” and you can find the answer not just in commentaries and sermons but in art, music, poetry, etc.). Then speak the gospel as you have uncovered it in this NT passage. A bibliography of items consulted in preparing the presentation should be included. It must contain a minimum of **two** items in addition to the biblical text.

Worth 20%.

5. Weekly Questions: 10%.

For 10 of the weeks for which readings are assigned (beginning week 2), each student shall submit one question on the reading assigned from the secondary sources (not the Biblical reading). The question must demonstrate that students have read and grappled with the secondary source material. Each question is worth 1%. *They are due at the beginning of class (i.e., before the lecture begins). Late submission on the same day only will be permitted, but such late submissions will not score more than 0.5%.*

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Exceptional
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Acceptable
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment and Course Extensions

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g., a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The form used to apply for an extension (Basic Degree Request for Extension) can be found at <https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf>

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Attendance: Missing 2 or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto*

email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.