



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

## NTL675 – Christological Epistles Block - Spring 2011

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at [http://support.nts.edu/index.php/Essential\\_Information](http://support.nts.edu/index.php/Essential_Information). Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Roger L.Hahn, Ph.D.  
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Office Hours: By appointment

Email: [rlhahn@nts.edu](mailto:rlhahn@nts.edu)

### ***Catalog Description***

Particular attention will be given to the Christology of Ephesians, Philippians, and Colossians. Problems of authenticity will be considered. Recommended Prior Coursework: BIB550 or equivalent.

This course will consist of a careful study of the major passages in these epistles in their socio-historical, literary/rhetorical, and theological dimensions. Special attention will be paid to the way Paul uses his Christological convictions to shape the audiences into ecclesial communities whose life together reflects these convictions.

### ***Course Narrative & Rationale***

Christological Epistles is a middler-level, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are the presumed prior course work. The course will meet the requirement for a New Testament course or a New Testament exegesis course in the M.Div. program tracks. It may also serve as a Biblical elective in the M.Div. and MA programs. It may be taken as an elective without regulation.

### ***Course Vision***

If God were to really bless this course students would be transformed by the vision of Christ, the church, and Christian life presented in the Christological epistles. As they learn how the Christian life and the nature of the church flow from the meaning of Christian union with Christ

individualistic and institutional perceptions of Christian life and the church will give way to corporate and grace-filled perceptions. As they incorporate these biblical realities into their lives their passion for Christ and the church will be formed and disciplined in ways that lead to constant renewal rather than frustration, cynicism, and burnout. As **students** begin to minister out of this Christological vision of church and Christian life the **church** will experience the renewing power of authenticity in her life as the body of Christ. As self-consciousness fades and Christ-consciousness grows in the life of the **church** her witness to the **world** will be transformed. The **world** will encounter authentic Christianity and be forced to choose for or against Christ on the basis of truth rather than of shadow and sham.

## ***Degree Objectives***

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, “The articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments.”
- MACE Objective 1, “Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.
- MAICS Objective 4, “Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.
- MA(TS) General Academic Track Objective 1, “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

## ***Course Outcomes***

By the completion of this course the student should have:

1. Demonstrated a grasp of the basic content, flow of thought/argument, and theology of Philippians, Colossians, and Ephesians, (Accomplished by Assignments 1, 2, 4, 7)
2. Demonstrated a basic understanding of the socio-historical background of the first century Greco-Roman world and how that background influences understanding of each of the three Christological epistles, (Accomplished by Assignments 2, 3, 4, 6, 7)
3. Demonstrated an ability to explain the integration of the Christological affirmations, the ecclesiological claims, and the soteriological declarations of these three letters, (Accomplished by Assignments 5, 6, 7)
4. Demonstrated the capacity to engage the Christological hymns of Phil. 2:6-11 and Col. 1:15-20 in terms of their theological implications, (Accomplished by Assignments 2, 7)
5. Demonstrated the ability to apply the learning from this class with reference to a specific text of the Christological epistles in a ministry context (Accomplished by Assignments 4, 5), and
6. Demonstrated a love for and joy in engaging these letters as part of the Word of God that is formative in the student’s and others’ lives. (Accomplished by Assignments 5, 7)

## ***Church of the Nazarene COSAC Competencies***

**CN 9** Ability to identify the genre and basic thrust of each New Testament book (Accomplished by Assignments 1, 2)

**CN 11** Ability to identify the significant elements in the message of Jesus and Paul (Accomplished by Assignments 4, 5, 6, 7)

**CN 12** Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (Accomplished by Assignments 2, 3, 4, 7)

**CN 14** Ability to identify and describe the major theological concepts of the New Testament (Accomplished by Assignments 2, 7)

## **Required Texts & Course Materials**

*The Bible.* It is important that if you do not read the Hebrew and Greek texts, that in all Bible classes at NTS you use an ‘essentially literal’ translation of the Bible such as the NRSV, the NASB (or NASB95), the ESV, or the RSV, and not a ‘dynamic equivalence’ translation such as the NIV, TNIV, NLT, etc. You must use one of these ‘essentially literal’ translations for the Inductive Studies required in this course. If possible you should have an ‘essentially literal’ translation of the Apocrypha such as can be found in certain editions of the NRSV or the RSV.

Fleming, Dean. *Philippians: A Commentary in the Wesleyan Tradition.* New Beacon Bible Commentary. Kansas City, MO: Beacon Hill Press, 2009. ISBN 978-0-8341-2411-0

Hubbard, Moyer V. *Christianity in the Greco-Roman World: A Narrative Introduction.* Peabody, MA: Hendrickson Publishers, 2010. ISBN 978-1-56563-663-7

Talbert, Charles H. *Ephesians and Colossians.* Paideia Commentaries on the New Testament. Grand Rapids, MI: Baker Academic, 2007. ISBN 978-0-8010-3128-1

Thompson, Marianne Meye. *Colossians & Philemon.* The Two Horizons New Testament Commentary. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2005. ISBN 978-0-8028-2715-9

Walsh, Brian J. and Sylvia C. Keesmat. *Colossians Remixed: Subverting the Empire.* Downers Grove, IL: InterVarsity Press, 2004. ISBN 978-0-8308-2738-1

## **Course Outline**

- I. Prolegomena
- II. A Study of Philippians
  - A. Introductory Material
  - B. Exegetical Study
- III. A Study of Colossians
  - A. Introductory Material
  - B. Exegetical Study
  - C. Application
- IV. A Study of Ephesians
  - A. Introductory Material
  - B. Exegetical Study
- V. Conclusion

## **Course Assignments & Requirements**

1. Inductive Studies - An Inductive Study will be required for each of the three Christological epistles. More detailed instructions are attached as an appendix to this syllabus, but February 8 the Inductive Study of Philippians will be due, March 1 the Inductive Study of Colossians will be due, and April 12 the Inductive Study of Ephesians will be due. Each Inductive Study should have four parts, 1) the Results of Reading One (see Inductive Study in the Appendix) - usually brief notes, and key words, 2) the Chapter titles from Reading 2 (see Inductive Study in the Appendix), 3) the color-coded text of the book from Reading 3 (see Inductive Study in the Appendix), and 4) the results of Reading 4 with a Book Title, Major Section Titles, and Paragraph Titles. Digital copies of the NRSV text of each of the epistles will be available in the Moodle site for the course to use for Reading 3. \*\*Each reading should be done on a different day, so you will need to begin the process at least four days - perhaps five or six

day prior to the due date. The results of all four readings should be combined into a single electronic file that you will submit via the Course Moodle site. (Course Outcome 1, CN 9)

2. Textbook Reading - You should read the pertinent material from the commentaries by Flemming, Thompson, and Talbert prior to coming to class when that portion of the epistle will be discussed. The required pages are indicated in the Course Calendar. You should be prepared to reflect something of your reading each day in class discussion. The evaluation of your textbook reading will be included in the Attendance and Participation section of the grading scale. (Course Outcomes 1, 2, 4, CN 9, CN 12, CN 14)
3. Hubbard Essays - The Reading of the textbook by Hubbard will be assessed over four assignments. The Course Calendar indicates the date by which each of the four sections of Hubbard is to be read. On that same day an essay of approximately 500 words will be due. Each essay should include 1) what you found most interesting in the assigned reading from Hubbard, 2) what you think was most important in the assigned reading for understanding the New Testament, and 3) what insights the assigned reading provided you for understanding one or two or all of the Christological Epistles. Hubbard Essay 1 is due February 15; Hubbard Essay 2 is due February 22; Hubbard Essay 3 is due March 15; and Hubbard Essay 4 is due April 26. (Course Outcome 2, CN 12)
4. Walsh/Keesmaat Forums - The week of March 28-April 3 the class will participate in four forums engaging the textbook by Walsh and Keesmaat. Forum 1 will engage the question of the main thesis or purpose of the book, Forum 2 will discuss the question of how the authors argue their case, Forum 3 will engage the question of the ramifications for Christian theology (especially Christology and Ecclesiology) if the authors' arguments are taken seriously, and Forum 4 will discuss the pastoral ramifications of the authors' argument(s) for Christian formation in the church in your context. An initial post of at least 250 words giving your response to the question under discussion in the forum will be due first; two days later you should have responded to the initial posts of 3 of your classmates.
  - Forum 1 - Initial post is due March 28; 3 Responding posts due March 30
  - Forum 2 - Initial post is due March 30; 3 Responding posts due April 1
  - Forum 3 - Initial post is due April 1; 3 Responding posts due April 3
  - Forum 4 - Initial post is due April 1; 3 Responding posts due April 4The class will not meet in face to face session on March 29. (Course Outcomes 1, 2, 3, 4, 5, CN 11, 12)
5. Ministry Application Assignment - Each student will arrange to teach or preach from a passage from one of the Christological epistles. This can be done in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at the Kansas City Rescue Mission, leading a Bible Study at the KC Urban Youth Center, etc.). The audience should be adults or youth. The presentation should not be less than 15 minutes and probably not more than about 30 minutes. The student must ask someone (preferably a pastor or someone with theological training or someone with professional training (teacher, lawyer, nurse, doctor, etc.)) to observe the presentation, fill out an evaluation form, sign it, and send it to the course instructor. If you have any questions about the kind of person who could do your evaluation, ask the course instructor. You must provide the evaluator a copy of the evaluation form (found in the appendix and on the Moodle course site) and a stamped envelope addressed to Dr. Roger L. Hahn, Nazarene Theological Seminary, 1700 E. Meyer Blvd., Kansas City, MO 64131 in which they can mail in the evaluation. You may ask several persons to evaluate you if you so desire. You must provide each of them the evaluation form and the stamped, addressed envelope. On April 19 this assignment will be due. You should submit your preparation notes, your presentation notes, and a one page personal description and evaluation of what

you did, how it went, and what you learned. If your preparation (or presentation) notes are handwritten, please make a pdf file of them to turn in. Your presentation and preparation notes and your one page personal description and evaluation should be combined into a single electronic file to submit. Your evaluator(s) mailed in form(s) should arrive within that week. (Course Outcomes 3, 5, 6, CN 11)

6. Major Research Project - On May 3, the Major Research Project will be due. It should be an exegesis paper of approximately 4000 words over a passage selected from one of the Christological Epistles. Instruction regarding the Exegesis paper will be posted on the Course Moodle site. Students who are anticipating doctoral work and teaching in higher education may request permission to do a topical paper over an approved issue related to one (or two) of the Christological Epistles. (Course Outcomes 2, 3, CN 11)
7. Final Exam - An exam will be given on May 3 offering students an opportunity to reflect over the learning of the whole course in light of the course outcomes listed above. (Course Outcomes 1-4, 6, CN 11, CN 12, CN 14)

### ***Distribution of Student Learning Hours***

	hours
Face-to-face Class Sessions	35
Online Participation in forums, groups, etc.	7
Reading	44
Writing	40
Other Assignments and Learning Activities	25
Exams & Quizzes	8
TOTAL	159

### ***Method for Submitting Assignments***

All assignments except the In-Ministry Assignments Evaluations should be uploaded to the appropriate Assignments spot in the Course Moodle site. The In-Ministry Assignment Evaluations should be mailed to the instructor.

### ***Form and Style Expectations***

The Major Research Project should be written in conformity with the form and style instructions of the most recent edition (7<sup>th</sup>) of Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. You may use either MLA or APA style for other assignments.

### ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### ***Policy Regarding Late Work & Missed Exams***

Assignments submitted late may be reduced in their grade by 10% per day late.

### ***Additional Costs***

There are no additional costs for this course beyond the tuition and books. The class on Feb. 22 will begin at 8:00 am Central Time and dismiss at 10:00 am.

## Course Grading

Each of the following assignments will be assigned a grade between 100 and 0 inclusive and the final grade will be calculated according to the following weighting:

3 Inductive Studies @ 5% each	15%
4 Hubbard Essays @ 4% each	16%
4 Walsh/Keesmaat Forums @ 3% each	12%
1 Ministry Application Assignment	10%
1 Major Research Project	25%
1 Final Exam	10%
Attendance, Participation, and Evidence of Textbook Reading	12%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies, which have been beneficial for the student in the past.

The following rubric for the Major Research Paper will be adapted for other writing assignments:

LANGUAGE SKILLS 0-10 points	STRUCTURE 0-10 points	INFORMATIONAL CONTENT 0-60 points	ARGUMENT 0-20 points
Excellent grammar, spelling and punctuation; artistic but not florid use of vocabulary, fluent, creative, expressive, even imaginative, well developed sentences (9-10 points)	Highly organized in sections and paragraphs (and headings) with introduction & conclusion; page numbers, proper footnote form, bibliography (9-10 points)	Wide and deep knowledge from careful reading of all the expected bibliography, appropriate treatment of all the critical issues for the subject/text, clear evidence of appropriate and widely ranging research, significant insight into the importance or value of the text/subject (54-60 points)	A clear thesis, a clear and coherent line of argument from introduction to conclusion, paragraphs following a clear and logical sequence of thought; awareness of the wider significance (18-20 points)
Good grammar, spelling, punctuation (few mistakes), good vocabulary, clear expression, occasional poorly developed sentences (7-8 points)	Organized in sections and paragraphs with introduction and conclusion, occasional improper form in headings, footnotes, bibliography, or other elements from the style manual (7-8 points)	Extensive reading in the expected bibliography (plus some wider knowledge), treatment of most of the critical issues, significant bibliographic sources not evident, some lack of clarity about the significance of the subject/text (47-53 points)	An identifiable thesis, a clear case for the conclusion, clear sequence of thought, coherent, some awareness of the wider significance of the question (16-17 points)
Acceptable grammar, spelling and punctuation (a number of mistakes); limited vocabulary; meaning perhaps not always clear, frequent poorly developed sentences (5-6 points)	Some organization into developed paragraphs but no sections with headings, introduction and conclusion, but could be more clear and coherent, a number of missing elements of proper form (5-6 points)	Some knowledge but little beyond a few basic resources, other superficial references not really assimilated; may omit some significant issues or points, over-reliance on outdated or uncritical resources, hardly grasping the significance of the subject or text (38-46 points)	A vague thesis, has tried to present an argument; does not wander too much into irrelevancy, comes to a defensible conclusion on the subject or text, a vague awareness of the wider significance of the subject/text (13-15 points)

Unacceptable: too many mistakes in spelling grammar, and punctuation; poor vocabulary, deficient in sentence development and prose (3-4 points)	Lack of organization or poor organization; lack of introduction or concluding paragraph, lack of many other elements of proper form (3-4 points)	Poor knowledge of relevant information, repeating points from basic sources without understanding, too much redundant information. Little understanding of the question/topic or its significance (28-37 points)	Confused or inadequate line of argument; lack of clear conclusion or no conclusion at all; <i>non sequiturs</i> ; irrelevant argument. Little awareness of significance (10-12 points)
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Students should also refer to the sections on “Quality of Work” and “Plagiarism” in the *Student Handbook*.

### **Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. By policy of the NTS *Student Handbook*, “If a student is absent four or more weeks of the semester or 2 ½ or more days in a summer session, the professor may automatically fail the student.” Consistent attendance will be rewarded in the course grade (though failure to participate and give evidence of textbook reading will lower that score).

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If are hoping to receive V.A. and Department of Education benefits, you must notify the professor of your need to have your daily attendance report submitted to the Dean’s Office.

### **Course Calendar**

Date	Week	Class Content and Assignments due
Feb. 1	1	Syllabus, Introduction to Philippians, Phil. 1
Feb. 8	2	Phil. 1, Phil. 2 Inductive Study of Philippians Read Flemming, pp. 21-127
Feb. 15	3	Phil 2, 3 Read Flemming, pp. 127-189 Read Hubbard, pp. 1-56, Hubbard Essay 1
Feb. 22	4	Class will begin at 8:00 a.m.; Phil. 3, Phil. 4 Read Flemming, pp. 189-255 Read Hubbard, pp. 61-106, Hubbard Essay 2
Mar. 1	5	Intro to Colossians, Col. 1 Inductive Study of Colossians Read Thompson, pp 1-46 Read Talbert, pp. 174-197
Mar. 8	6	Colossians 1:15-20, Col. 2 Read Thompson, pp. 47-68, 111-191 (Theology) Read Talbert, pp. 198-224
Mar. 15	7	Col. 2-3, Col. 3 Read Thompson, pp. 68-97 Read Talbert, pp. 225-239 Read Hubbard, pp. 111-166, Hubbard Essay 3
Mar. 22	8	Reading and Research Week
Mar. 29	9	No class meeting Read Walsh & Keesmaat, Participate in the Forums
Apr. 5	10	Col. 4, Intro to Ephesians Read Thompson, pp. 97-109

		Read Talbert, pp. 240-247, 3-28
Apr. 12	11	Ephesians 1, Ephesians 2 Inductive Study of Ephesians Read Talbert, pp. 31-94
Apr. 19	12	Ephesians 3, Ephesians 4 Read Talbert, pp. 95-135 In Ministry Assignment is due
Apr. 26	13	Ephesians 5, Ephesians 6 Read Talbert, pp. 136-172 Read Hubbard, pp. 171-235, Hubbard Essay 4
May 3	14	Final Exam Major Research Project Due

## ***Bibliography***

### **Dictionaries:**

Prior to research in the monographs it is often profitable to consult dictionary articles that provide summations of scholarship. The following dictionaries may be helpful in this regard.

Aune, David E. *The Westminster Dictionary of New Testament & Early Christian Literature & Rhetoric*. Louisville, KY: Westminster John Knox Press, 2003.

Bromiley, Geoffrey W. et. al. eds. *International Standard Bible Encyclopedia*. Rev. Ed. 4 vols. Grand Rapids: William B. Eerdmans Publishing Company, 1988.

Buttrick, George Arthur, et. al. eds. *Interpreter's Dictionary of the Bible* 4 vols. + supplement. Nashville: Abingdon Press, 1962, 1976.

Elwell, Walter A. ed. *Evangelical Dictionary of Biblical Theology*. Grand Rapids: Baker Books, 1996.

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

Freedman, David Noel, et. al. eds. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

Hawthorne, Gerald F.; Martin, Ralph P.; and Reid, Daniel G. eds. *Dictionary of Paul and His Letters: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: InterVarsity Press, 1993.

Neusner, Jacob and Green, William Scott, eds. *Dictionary of Judaism in the Biblical Period*. Peabody, MA: Hendrickson Publishers, 1996.

Pilch, John J. and Malina, Bruce J. eds. *Biblical Social Values and Their Meaning: A Handbook*. Peabody, MA: Hendrickson Publishers, 1993.

Sakenfeld, Katharine Doob, gen.ed. *The New Interpreter's Dictionary of the Bible*, 5 vols. Nashville, TN: Abingdon Press, 2006-2009.

Vanhoozer, Kevin J. gen.ed. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids, MI: Baker Academic, 2005.

### **New Testament and Pauline Theology:**

Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.

Dunn, James D.G. *The Theology of Paul the Apostle*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1998.

Goppelt, Leonhard. *Theology of the New Testament*, 2 vols, E.T. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1981, 1982.

Guthrie, Donald. *New Testament Theology: A Thematic Study*, Downers Grove: InterVarsity Press, 1981.

Hay, David M. *Pauline Theology Vol II: 1 & 2 Corinthians*. Minneapolis: Fortress Press, 1991.

Howard, Richard. *New of Life: A Study in the Thought of Paul*, Kansas City: Beacon Hill Press, 1975.

Ladd, George Elton. *A Theology of the New Testament*, Revised Edition. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1993.

Marshall, I. Howard. *New Testament Theology*. Downers Grove: InterVarsity Press, 2004.

Witherington, Ben III. *Paul's Narrative Thought World*. Louisville: Westminster/John Knox Press, 1994.

### Other General Resources

Achtemeier, Paul J., Green, Joel B., and Thompson, Marianne Meye. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2001.

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody, MA: Hendrickson Publishers, 2003.

Beale, G.K. and Carson, D.A., eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids, MI: Baker Academic, 2007.

Boring, M. Eugene; Berger, Klaus; Colpe, Carsten, eds. *Hellenistic Commentary to the New Testament*. Nashville, TN; Abingdon Press, 1995.

Brown, Raymond E. *An Introduction to the New Testament*. Anchor Bible Reference Library. New York: Doubleday, 1997.

Childs, Brevard S. *The New Testament as Canon: An Introduction*. Philadelphia, PA: Fortress Press, 1985.

deSilva, David A. *Honor, Patronage, Kinship, and Purity*. Downers Grove, IL: InterVarsity Press, 2000.

\_\_\_\_\_. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Downers Grove, IL: InterVarsity Press, 2004.

Gorman, Michael J. *Cruciformity: Paul's Narrative Spirituality of the Cross*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2001.

\_\_\_\_\_. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2004.

Guthrie, Donald. *New Testament Introduction*. Fourth Edition. Downers Grove, IL: InterVarsity Press, 1990.

Keener, Craig, S. *The IVP Bible Background Commentary: New Testament*. Downers Grove, IL: InterVarsity Press, 1994.

Koester, Helmut. *Introduction to the New Testament*. I. *History, Culture, and Religion of the Hellenistic Age*. II. *History and Literature of Early Christianity*. Revised edition. Philadelphia, PA: Fortress Press, 1994-95.

Kümmel, Werner G. *Introduction to the New Testament*. Revised English Version. Trans. Howard C. Kee. Nashville, TN: Abingdon Press, 1975.

### Standard Commentaries on Philipians

Beare, F.W. *The Epistle to the Philipians*. Black's New Testament Commentaries. London: Adam & Charles Black, 1973.

Bockmuehl, Markus. *The Epistle to the Philipians*. Black's New Testament Commentary. Peabody, MA: Hendrickson Publishers, 1998.

Bruce, F.F. *Philippians*. New International Biblical Commentary. Peabody, MA: Hendrickson Publishers, 1983.

Craddock, Fred. *Philippians*. Interpretation: A Bible Commentary for Teaching and Preaching. Atlanta: John Knox Press, 1985.

Collange, Jean-Francois. *The Epistle of Saint Paul to the Philipians*. Trans. A.W. Heathcote. London: Epworth Press, 1979.

- Deasley, Alex, R.G. "Philippians," *Galatians, Philippians, Colossians: A Commentary for Bible Students*. Wesleyan Bible Commentary. Indianapolis, IN: Wesleyan Publishing House, 2007, 147-240.
- Fee, Gordon D. *Paul's Letter to the Philippians*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1995.
- \_\_\_\_\_. *Philippians*. The IVP New Testament Commentary Series. Downers Grove, IL: InterVarsity Press, 1999.
- Fowl, Stephen E. *Philippians*. Two Horizons New Testament Commentary. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2005.
- Hawthorne, Gerald F., and Ralph P. Martin. *Philippians*. Rev. ed. Vol. 43. Word Biblical Commentary. Nashville, TN: Thomas Nelson Publisher, 2004.
- Hooker, Morna D. "The Letter to the Philippians: Introduction, Commentary, and Reflections," *The New Interpreter's Bible*, Vol. XI. ed. Leander E. Keck, et. al. Nashville: Abingdon Press, 2000.
- Lightfoot, J.B. *St. Paul's Epistle to the Philippians*. London: Macmillan & Company, 1913, reprinted, Grand Rapids: Zondervan Publishing House, 1953.
- Marshall, Howard. *The Epistle to the Philippians*. Epworth Commentaries. London: Epworth Press, 1992.
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- \_\_\_\_\_. *Philippians*. New Century Bible. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1976.
- Muller, Jac J. *The Epistles of Paul to the Philippians and to Philemon*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1955.
- O'Brien, Peter T. *The Epistle to the Philippians: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1991.
- Osiek, Carolyn. *Philippians, Philemon*. Abingdon New Testament Commentaries. Nashville: Abingdon Press, 2000.
- Silva, Moises. *Philippians*. Baker Exegetical Commentary on the New Testament. 2nd ed. Grand Rapids: Baker Book House, 2005
- Thielman, Frank. *Philippians*. TheNIV Application Commentary. Grand Rapids, MI: Zondervan, 1995.
- Thurston, Bonnie B., and Judith M. Ryan. *Philippians and Philemon*. Sacra Pagina. . Collegeville, MN: Liturgical Press, 2005.
- Vincent, Marvin. *The Epistles to the Philippians and to Philemon*. International Critical Commentary. Edinburgh: T. & T. Clark, 1897.
- Witherington, Ben III. *Friendship and Finances in Philippi: The Letter of Paul to the Philippians*. The New Testament in Context. Valley Forge, PA: Trinity Press International, 1994.

## Standard Commentaries on Colossians

- Abbott, T.K. *A Critical and Exegetical Commentary on The Epistle to the Ephesians and to the Colossians*. International Critical Commentary. Edinburgh, T. & T. Clark Ltd., 1897.
- Barth, Markus, and Blanke, Helmut. *Colossians: A New Translation with Introduction and Commentary*, trans. Astrid B. Beck, Vol. 34B. The Anchor Bible. New York: Doubleday, 1994.
- Bruce, F.F. *The Epistles to the Colossians, to Philemon and to the Ephesians*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1984.
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# THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much:  
And what thou readest, thou canst not read too well;  
And what thou readest well, thou canst not too well understand;  
And what thou understandest well, thou canst not too well teach;  
And what thou teachest well, thou canst not too well live."

--Martin Luther

It is the privilege and responsibility of every student of the Bible to go directly to the Scriptures and discover there the message of the biblical text. The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to one's thinking which may lead to conclusions never intended by either the biblical author or the Holy Spirit. Further, that individual deprives himself or herself of the blessing of discovering eternal truths personally. After all, those who write the commentaries have to get their material in the same way any Bible student can get it. It should not be necessary for the student of Scripture to depend only on the research of another. This inductive method is one way to enable one to develop rapidly in the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

## Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It seeks to discover the individuality of the book as a whole.
3. It is intensive, unwilling to exchange extent for depth and accuracy.
4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
5. It is literary, recognizing that the content is cradled in literary forms.
6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

## Procedure for Inductive Study

Gather your basic tools:

1. Bible - NRSV, RSV, or NASB
2. Set of colored pencils or a computer generated text with color marking capacity
3. Organized space for notes

## STEP One: First Reading

This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.

Don't slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

## STEP Two: Second Reading

The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The major purpose of your second reading is the creation of chapter titles, which should serve not as an outline of the book, but as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

Do not move to reading the next chapter of the book until you have a satisfactory title for the chapter you have read.

## STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. This may be done on a paper copy using colored pencils or highlighters or you may use an electronic copy with color highlighting. Different books will produce different subjects to be marked. The following scheme is a generic suggestion. You will need to modify it to fit the book you are studying.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.

Record further observations as you read the book.

## STEP Four: Fourth Reading

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter.

During this reading you should check the chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, develop a theme or title for the whole book that you are studying. This should be related very definitely to the major divisions of the book.

Record the book title, the book divisions and titles, the chapter titles, and the paragraph titles on a rough worksheet or chart. Be sure you identify the book divisions by chapter and verse and the paragraphs by verse numbers.

## STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems.

Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

## STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color.

## Evaluation Form of a Bible Presentation by A Nazarene Theological Seminary Student

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(Student Name) \_\_\_\_\_

**Date of Presentation** \_\_\_\_\_ **Church** \_\_\_\_\_

**Pastor** \_\_\_\_\_ **Church Phone** \_\_\_\_\_

**Biblical Passage** \_\_\_\_\_ **Setting** \_\_\_\_\_

(Sunday School class (children, teen, adult), Worship (children, teen, adult), Other)

.....

Answer the following questions using this system:   5 = excellent, positive, very true  
  4 = good, generally true, well-done  
  3 = average, acceptable, okay  
  2 = poor, weak, generally not true  
  1 = terrible, not at all true

The student demonstrated the ability to speak clearly and in a grammatically correct manner. \_\_\_\_\_

The student demonstrated the ability to communicate logically and meaningfully. \_\_\_\_\_

The student demonstrated knowledge of the biblical content of the passage. \_\_\_\_\_

It was clear the student loved God and the scripture passage being taught. \_\_\_\_\_

The student made the biblical passage “come alive” to me. \_\_\_\_\_

The student communicated in a way I could understand clearly. \_\_\_\_\_

The student communicated so everyone present could understand. \_\_\_\_\_

I would like to hear more teaching of Scripture like this presentation. \_\_\_\_\_

The student applied the biblical passage to life today. \_\_\_\_\_

Other comments you would like to make:

Your suggestions for improvement (or this assignment or of the student’s presentation)

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(Name)

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(Occupation)