I. COURSE DESCRIPTION:
This is a course on the thirteen letters in the New Testament that are attributed to Paul. Students will attend specifically to the history, culture, and literature of the early church and the ways in which these came to bear on New Testament writings.

Course Rationale.

Next to Jesus himself, probably no figure has had more impact on the Christian world than the Apostle Paul. The Pauline corpus consists of 13 letters by Paul or his adherents, and represents some one half of the new Testament. Yet, for all the discussion of Paul, especially since the Reformation, he remains controversial, if not obscure. What did he really think about “salvation by faith.” Is the Reformation slogan “salvation by faith alone,” which occurs nowhere in the Pauline corpus, an accurate description of his thought? How was his thought influenced by the eschatological ramifications of Jesus’ resurrection? Was he a rebel against Judaism, or a loyal, although messianic, Jew? These are just a few of the questions we will examine as we pursue our study of the thirteen letters that bear Paul’s name.

II. TEXTBOOKS:

Required Reading: (30% or more of the text is read for course work)


In addition to the texts, students will be assigned articles on a regular basis. The articles will be linked to the ATLA Serials (ATLAS) via United’s EBSCO Host Data Base.

In order to complete papers, several electronic resources are available to United student. Journal articles may be accessed via ATLA (American Theological Library Association) Serials (ATLAS), which is available via the EBSCO database. EBSCO databases may be accessed via Virtual United web site. Dictionary articles are from the *New Interpreters’ Dictionary of the Bible* and the *Dictionary of Biblical Interpretation*. Both of these dictionaries can be accessed via Ministry Matters, through the Virtual United web site. For information about how to access Virtual United and where to find help if you need it may be found on the seminary website at [http://www.united.edu](http://www.united.edu). Help guides are also in the student computer lab and in the Student Handbook.

Please note: For students who are at a distance from an academic library, I suggest purchasing a subscription to Questia ([www.questia.com](http://www.questia.com)). There are a number of helpful scholarly works related to biblical studies on this site.

Students may also utilize interlibrary loan resources from their public libraries. All libraries perform interlibrary loans, so this is a good resource to learn to use.

**III. GOALS:**

This course is required.

The core objectives for United Theological Seminary are as follows.

1. Demonstrate an understanding of the Bible’s foundational role in the formation of Christian identity and Christian witness.
2. Demonstrate an appropriation of the Christian heritage through an understanding of major theological loci.
3. Exhibit an understanding of the church and its mission in both local and global contexts.
4. Show an awareness of their (student’s) own spiritual development characterized by mature self acceptance and self direction.
5. Demonstrate competence in the skills and perspectives necessary for leadership in the formation of disciples.

Not all of these core objectives apply to a Bible course. Thus, only core objective number 1, Demonstrate an understanding of the Bible’s foundational role in the formation of Christian identity and witness, will be assessed. This assessment will correspond with the specific course objectives.

**IV. SPECIFIC OBJECTIVES:**

With regard to more specific competencies, students will:
1) develop the skills of critical biblical interpretation (quizzes, bibliography, exegetical exercises, paper, book review.),
2) learn to communicate the results of their interpretation in a clear and coherent manner (forums, book review, paper)
In order to demonstrate mastery of these two objectives, students will be able to:
1) use the tools of critical biblical scholarship effectively, including concordances, commentaries, study Bibles, and other resources that the professor may deem appropriate for the class (exegetical exercises.).
2) read texts with reference to their historical and cultural contexts (quizzes, paper, forums, readings).
3) give consideration to various interpretations to which a text may lend itself (paper, lectures, forums, exegetical exercises).
4) produce a paper that is grammatically and stylistically correct, well organized, and topical; and which reflects the student’s original work (paper, bibliography).

V. TEACHING STRATEGIES:

This course is an online course, utilizing asynchronous instruction. The delivery methods will be internet videos, participation in weekly forums, quizzes, and papers. Students will not only need to view videos, complete readings and take quizzes, but also to participate in the weekly forums. These interactions are an important part of the learning process. Specific requirements are listed below under evaluation.

VI. CALENDAR OF TOPICS AND READINGS:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
</table>
| 1    | September 22-28, 2014 | Introduction to Paul. | deSilva, 111-44, 475-92  
 Witherington, 1-9  
 Goreman, ch. 1  
 Brendan Byrne,  
 “Interpreting Romans Theologically.” HTR 94 (2001), 227-41  
 Quiz 1 |
| 2    | September 29- October 5, 2014 | Galatians   | deSilva, 493-526  
 Witherington, 10-22.  
 Goreman, ch. 2 |
<table>
<thead>
<tr>
<th>Quiz</th>
<th>Dates</th>
<th>Course &amp; Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>October 6–12, 2014</td>
<td>Thessalonian Correspondence: Historical and Literary Analysis Due</td>
<td>deSilva, pp. 527-54. Witherington, 44-93. Goreman, chs. 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P. Oakes, “Remaping the Universe” <em>JSNT</em> 27 (2005) 301-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 2</td>
</tr>
<tr>
<td>3</td>
<td>October 13–19, 2014</td>
<td>Corinth and 1 Corinthians</td>
<td>deSilva, pp. 555-75. Witherington, 94-120. Goreman, ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 4</td>
</tr>
<tr>
<td>5</td>
<td>October 27–November 2, Q2014</td>
<td>Romans 1</td>
<td>deSilva, 598-611. Gorman, ch. 6.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>J. Godsey, “History of Interpretation of...”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal Analysis Due</td>
<td>Romans,” Int. 34 (1980), 3-16.</td>
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</tr>
<tr>
<td>9</td>
<td>November 17–23, 2014</td>
<td>Ephesians and Colossians</td>
<td>deSilva, pp. 690-732</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Reading/Assignment</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>December 1-7, 2014</td>
<td>Philippians and Philemon</td>
<td>deSilva, 640-689</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 10</td>
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<td></td>
<td></td>
<td></td>
<td>Quiz 11</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Quiz 12</td>
</tr>
</tbody>
</table>

VII: SEMINARY STANDARDS:
A. Inclusive language
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Online Confidentiality
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

VIII: USING ONLINE RESOURCES:
For information about how to access VirtualUnited and where to find help if you need it may be found on the seminary website at http://www.united.edu. Help guides are also in the student computer lab and in the Student Handbook.

IX. EVALUATION:
A. Method of Determining Grade:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>5%</td>
</tr>
<tr>
<td>Book Review and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Exegetical Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>Exegetical paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Assignments
1. Students will be evaluated on the following basis.
   i. Class Participation – (15%) -- Weekly
   Class participation in an online environment requires all students to post on discussion questions. Questions will be posted each week to which students are required to discuss. The answers must be at least one paragraph (4-5 sentences) in length. Students are required to interact with at least one other student’s posting. Responses must be
considerate. Any student who fails to interact in a courteous manner will be withdrawn from the course.

### Rubric for Evaluating Forums

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content</th>
<th>Presentation</th>
<th>Dialog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Detailed answer, showing considerable reflection on the questions. Each question is answered by a one extensive paragraph. The forums are also written in an open ended fashion, inviting the contributions of other students</td>
<td>Forums are written clearly, with concise, grammatical sentences.</td>
<td>The initial postings are presented early enough each week to encourage dialog. Dialog with other students is courteous, and detailed. Answers are written in dialogical fashion, so as to encourage further dialog and interaction.</td>
</tr>
<tr>
<td>Superior</td>
<td>Detailed answer, demonstrating reflection on questions. Each question is answered by one average paragraph of at least 4-5 sentences. The answers generally advance discussion, and are somewhat open ended.</td>
<td>The forums are clearly written, although may include some obtuse language.</td>
<td>Initial postings are presented by the middle of the week. The answers are courteous, and generally dialogical, although not necessarily leading to further interaction.</td>
</tr>
<tr>
<td>Average</td>
<td>Forum demonstrates some consideration of the questions. Each question answered by one short paragraph answers of some 3 sentences. The forums do not generally encourage further reflection.</td>
<td>The forums are written in colloquial English, but communicate clearly.</td>
<td>Postings are presented by mid week. The postings give some opportunity for dialog. The replies demonstrate courtesy toward other students.</td>
</tr>
<tr>
<td>Below Average</td>
<td>Short answers of 2 sentences per question. Forums show little connection with the context of the discussion, and do not</td>
<td>Postings are both written in colloquial English and are hard to follow. The forums reflect less concern for interacting with</td>
<td>Initial postings and answers come later in the week. The initial postings allow only limited opportunity for dialog. Responses</td>
</tr>
</tbody>
</table>
Poor

Single sentence answers, shows little interaction with questions or with readings. Answers do not further the interaction of the dialog.

Poorly written, showing little concern for dialog with fellow students.

Initial postings and answers come at end of the week, are brief. Demonstrate discourtesy toward other students.

ii. **Quizzes** – (15%) -- Weekly.

Weekly questions will be given in Angel. The quizzes will be objective, multiple choice or true/false questions. Students will have 30 minutes to complete each quiz. Quizzes will cover readings, lectures, podcasts and videos.

iii. **Bibliography** – (5%) – Week 7 of class.

A bibliography for the exegetical paper will be submitted in the fifth week of class. The bibliography will contain a minimum of ten items, of which at least will be three scholarly commentaries and at least and three will be academic journal articles. Popular magazine articles, such as from *Christianity Century* and popular/dated commentaries (i.e. Matthew Henry) are unacceptable. The bibliography will be in Turabian format. See course bibliography for acceptable resources.

iv. **Book Review & Discussion** – (20%) – Week 11 of class

Read Magnus Zetterholm, *Approaches to Paul*. Students will write a 5-7 page review of the book. They will also participate in an online discussion in class. The discussion will include responding to specific questions, and responding to at least one other student’s posting.

**Rubric for Evaluating Book Review**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Content (80%)</th>
<th>Style (10%)</th>
<th>Presentation (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Demonstrates exceptional interaction with the reading. Gives details about the positions.</td>
<td>Begins with title page, which gives full bibliographic information. Page citations are in</td>
<td>Free from typographical and grammatical errors. Is</td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td>Demonstrates interaction with the text. Documents positions. Begins to focus on major arguments.</td>
<td>Opens with title page with full bibliographic information. Shows confusion in documentation style, giving documentation in footnotes.</td>
<td>Occasional spelling or grammatical errors. Occasional contractions.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Focuses on major positions. Gives a few examples of positions. Moderate documentation.</td>
<td>Title page lacks full bibliographic information. Documentation in footnotes.</td>
<td>Some spelling or grammatical errors. Some contractions or slang.</td>
</tr>
<tr>
<td><strong>Below Average</strong></td>
<td>Focuses on one major position. Does not give adequate documentation.</td>
<td>Title page lacks full bibliographic information. No documentation</td>
<td>Multiple spelling or grammatical errors. Numerous contractions. Several examples of slang.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>Gives only generalities. Little or no documentation.</td>
<td>Lacks title page. Does not give title with full bibliographic information. Lacks parenthetical references to citations.</td>
<td>Non-grammatical English. Multiple spelling and grammatical errors. Numerous contractions or slang.</td>
</tr>
</tbody>
</table>

v. **Reading Report (5%) – Week 15 of class**
Students are expected to complete all the readings for the course, and/or keep a record of the percentage of readings completed. In the last week of the course, the students will give a percentage of the materials read.
vi. 3 Exegetical Exercises – (15%, 5% each), Weeks, 3, 6, 9 of class.
There will be power point presentations on the following topics from Gorman: Historical Analysis (Week), Formal Analysis (Week 3) and Detailed Analysis (Week 6). The students will then demonstrate competence in these methods by applying them to their selected passages.

vii Reading Report (5%) – Week 12 of class
Students are expected to complete all the readings for the course, and/or keep a record of the percentage of readings completed. In the last week of the course, the students will give a percentage of the materials read.

viii. Exegetical paper – (25%) - Week 11 of class.

Requirements for paper (10-12 Pages)

<table>
<thead>
<tr>
<th>Step</th>
<th>Choose one of the following passages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romans 12:3-8 or 1 Corinthians 12:12-31, The Body of Christ.</td>
<td></td>
</tr>
<tr>
<td>1 Corinthians 8:1-13, First Discussion on Idol Meat.</td>
<td></td>
</tr>
<tr>
<td>1 Corinthians 11:2-16, Women in Worship.</td>
<td></td>
</tr>
<tr>
<td>Galatians 3:19-4:7, Before and After Adoption.</td>
<td></td>
</tr>
<tr>
<td>Philippians 2:1-11: Be of one Mind in Christ.</td>
<td></td>
</tr>
<tr>
<td>Colossians 2:6-15, As You Received Christ, So Walk in Him.</td>
<td></td>
</tr>
<tr>
<td>1 Thessalonians 4:13-5:11, True Eschatology.</td>
<td></td>
</tr>
<tr>
<td>Romans 3:21-31 Apart from works of the Law.</td>
<td></td>
</tr>
<tr>
<td>Romans 5:12-21 Old and New Adam.</td>
<td></td>
</tr>
</tbody>
</table>

Step 2 Write the Survey (1 page) (Worth 2.5% of the Paper)
Include - Nature and purpose of the book as a whole.
Its genre or type.
Its distinctives (what sets it apart from other literature of this genre).

Step 3 Contextual Analysis (1 page) (Worth 2.5% of the Paper)
Setting of the text (Historical background.)
Author
To whom is the work addressed?
What is the form of the text (letter, narrative, apocalypse)?

Step 4 Detailed analysis (6-8 pages) (Worth 20% of the Paper)
Be sure to make your own observations.
Original outline.
Discuss key words in the text
Discuss the literary relationships within the text
What are the main arguments points?
What subordinate arguments or points support the main argument?
How do these combine to make the author’s case?

Step 5 Reflection (2 pages) (Worth 5% of the Paper)
These are the conclusions drawn out as the result of your study.
What did the text mean then?
What does it mean now?
From the social location of your community (Church in America? Church in the Two-Thirds’ World? From a minority perspective?)
From your social location?
What implications does your study have:
For the life of the church?
For your ministry context?
For the individual’s Christian life?

C. Grading Rubric.

New Testament Exegesis Paper

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Exegetical outline See Gorman</td>
<td>Close adherence to exegetical paper outline</td>
<td>Mostly adheres to exegetical paper outline</td>
<td>Some adherence to exegetical paper outline</td>
<td>Does not adhere to exegetical paper outline</td>
<td></td>
</tr>
<tr>
<td><strong>Support for Position</strong></td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence and Examples</strong></td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the main concerns that the text seems to address.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the main concerns that the text seems to address.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the main concerns that the text seems to address.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the literary content.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the literary content.</td>
<td>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Many of the support details or arguments are not in an expected or logical order; distracting the reader and making the essay seem very confusing.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Words</strong></td>
<td>All identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Almost all identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Most identifying key words in the passage that is relevant to the meaning is addressed accurately.</td>
<td>Most identifying key words in the passage that is relevant to the meaning is addressed were inaccurately reported.</td>
<td></td>
</tr>
<tr>
<td>Cultural and Historical data</td>
<td>All cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Almost all cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Most cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td>Most cultural and/or historical data that is relevant to the meaning is addressed accurately.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Gender-Inclusive Language</td>
<td>All of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Almost all of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Most all of the examples are using gender-inclusive language and is addressed accurately.</td>
<td>Most all of the examples are not using gender-inclusive language and were inaccurately reported.</td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td>All sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>All sources used for quotes, statistics and facts are credible and most are cited correctly.</td>
<td>Most sources used for quotes, statistics and facts are credible and cited correctly.</td>
<td>Many sources are suspect (not credible) AND/OR are not cited correctly.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>The application is strong and leaves the reader solidly understanding its relationship to the exegetical discussion.</td>
<td>The application is strong, mostly adhering to the exegetical discussion.</td>
<td>The application bears only tangential relationship to the exegetical discussion.</td>
<td>The application is not related to the exegetical discussion.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed and there is some varied sentence structure in the essay.</td>
<td>Most sentences are well-constructed, but there is no variation in structure.</td>
<td>Most sentences are not well-constructed or varied.</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Author makes no errors in grammar or spelling that distracts the reader from the content.</td>
<td>Author makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Author makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.</td>
<td>Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td>Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.</td>
<td></td>
</tr>
</tbody>
</table>

**X. STUDENT COURSE EVALUATIONS:**

It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

**XI. REFERENCES:**

*Journals that are acceptable as sources of articles include:*

- Biblica
- Biblical Interpretation
- Biblical Research
- Biblical Theology Bulletin
- Bibliotheca Sacra
- Biblische Zeitschrift (Has articles in English as well as French and German)
- Bulletin for Biblical Research
- Catholic Biblical Quarterly
- Evangelical Quarterly
- Expository Times
- Harvard Theological Review
- Horizons in Biblical Theology
- Interpretation
- Journal for the Study of Judaism
- Journal for the Study of the New Testament
- Journal for the Study of the Pseudepigrapha
- Journal of Bible and Religion
- Journal of Biblical Research
- New Testament Studies
- Novum Testamentum
- Revue Biblique
- Semeia
- Vox Evangelica
- Zeitschrift für die neutestamentliche Wissenschaft und die Kunde des Urchristentums

(articles in French and English as well as German).
Students may access articles through United’s EBSCOhost subscription, which they can access from UnitedOnline, the same way they sign in to connect to their online class.

**Dictionaries**

- Anchor Bible Dictionary
- Dictionary of New Testament Background
- Dictionary of Paul and His Letters
- Interpreter’s Dictionary of the Bible
- New Interpreter’s Dictionary of the Bible.

**Paul: Studies**

The Bibliography on Paul is massive, and this bibliography will be restricted to studies on various topics. For commentaries, see note below. Also see the note on the New Testament Theology series by Cambridge University Press.


Richardson, Peter and David Granskou, eds. *Anti-Judaism in Early Christianity*. Waterloo, Ont., Canada: Published for the Canadian Corporation for Studies in Religion by Wilfrid Laurier University Press, 1986-


*For commentaries on specific books of the Bible, the following commentary series are recommended:*

- Abingdon New Testament Commentaries
- Anchor Bible Commentaries
- Augsburg Commentary on the New Testament
- Black’s New Testament Commentaries
- Feminist Companion
- Hermeneia (requires biblical languages)
- New Cambridge Bible Commentary
- Sacra Pagina
- New International Commentary on the New Testament
- New Interpreter’s Bible (a recent edition)
- New Testament Readings
- Westminster Bible Companion
- Word Biblical Commentary