

Exploring the New Testament Final Exam Review

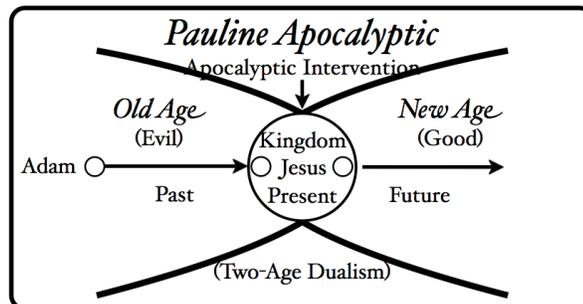
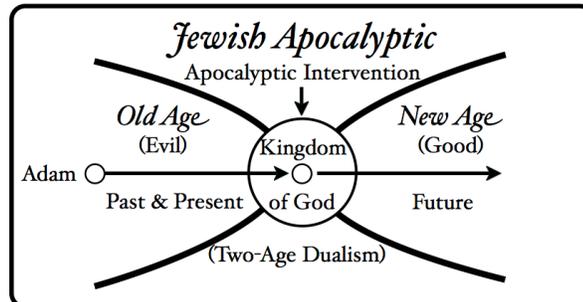
Areas of Focus:

Paul's Journeys: Acts 13–28

1. Describe Luke's three paradigm sermons that Luke uses to illustrate Paul's preaching to his three major types of audiences, and specify on which missionary journey each sermon occurs.
2. What is the significance of the first stop of the 1MJ at the synagogue at Salamis for revealing Paul's mission strategy?
3. Be able to use the "Journey Talking Points" to summarize each missionary journey, as well as the Jerusalem Conference, either by way of discussion or objective questions (listing, true/false, blank).

Paul's Apostleship

1. What conclusions do we need to draw after reviewing the impact of the "Tübingen" school on understanding the sources used for Pauline studies such as Acts?
2. Briefly describe the four main periods of Paul's life.
3. What inscription is one of our best foundations for an absolute chronology of Paul? What date does this "set" for us in our study of Paul and his missionary journeys?
4. Use 1 Corinthians as an example for showing the typical format of a Greco-Roman letter. Which letter part becomes very helpful toward understanding Paul's letter themes and central ideas?
5. Describe Jewish apocalyptic and the Pauline adaptation either in narrative form or by being able to fill in the following graphic.



6. Be able to fill out a table with information on Paul's correspondence related to the context in Acts for the background for each epistle, the correspondence, the origin and the date for Galatians through Philipians. (*Memorize* the table.)

Galatians

1. What is the “North Galatia” theory? What is the “South Galatia” theory? How do these theories affect the date of Galatians in Paul’s ministry?
2. Discuss the occasion and purpose of Galatians. What is the theme, and how does the theme coordinate with the occasion and purpose?
3. Give an outline to Galatians.

1–2 Thessalonians

1. Describe the story that provides the occasion and purpose of 1–2 Thessalonians as given by Luke in Acts and by Paul himself in 1 Thessalonians.
2. Briefly explain the three key phrases for interpreting 2 Thess. 2:1–12.

Romans

1. Discuss the occasion and purpose of Romans. What is Dr. Stevens’s summary statement?
2. Identify the three areas that involve the question of the integrity of the epistle, and briefly explain the situation with the possible editions of Romans.
3. Use Paul’s summary statement of 11:32 to develop an outline of Romans.

1, 2 Corinthians

1. Discuss the occasion and purpose of 1 Corinthians.
2. Be familiar with the general topics addressed in 1 Corinthians.
3. Discuss the critical problem related to the question of the unity of 2 Corinthians. Illustrate.
4. Discuss the critical problem related to the question of the identity of Paul’s opponents at Corinth as revealed in 2 Corinthians.
5. Give an outline to 2 Corinthians.

Prison Epistles

1. Identify the Prison Epistles. Discuss the general background of the Prison Epistles: demonstrate by verse references what context is evident for their grouping, overview common similarities, point out links in personal references and literary content.
2. What are the three main proposals for the origin of these epistles, and the twin consideration of when they are written connected to these three proposals? Why is Philippians usually dated later than the other three Prison Epistles?
3. Who is Paul’s coworker in Colossians? What is evident about the expansion of Paul’s mission work at Ephesus due to the facts related to this coworker?
4. State the theme of each Prison Epistle.
5. Briefly identify the nature of the heresy in Colossians.
6. Describe the story that provides the occasion and purpose of Philemon. For what reasons is Paul in a most difficult situation in attempting to write this letter?
7. What is the problem of the destination for the letter traditionally called “Ephesians”? What is the most common solution, if Paul is assumed as author?
8. Describe the problem of the literary relationship between Ephesians and Colossians. What was Dr. Stevens’s solution to this problem?
9. What historical events explain the Roman character of the city of Philippi? What sociological factors explain the obvious leadership of women in the Philippian congregation? Name three women leaders known from Acts and Philippians.
10. Summarize the story of Epaphroditus as best can be determined from within the letter of Philippians that provides the occasion and purpose of Philippians.

Pastoral Epistles

1. Authorship is disputed greatly for the Pastoral Epistles. Identify the arguments against and for Paul as author. What are the points of agreement about all three epistles in general? What are the main proposals on authorship? What are the problems with both authorial and pseudonymity proposals? What conclusions can be drawn from the discussion of authorship?
2. What general biographical data can we surmise about the historical occasion that surrounds each epistle?

Hebrews

1. Authorship is unknown, but what can we infer about the author from the nature of the material in the document?
2. How do references to two different persecutions seem to affect the attempt to date the book?
3. What two chapters particularly are a problem of interpretation in Hebrews? Why?
4. What are the purpose, theme, and outline of Hebrews?
5. How do the two distinctives of the wandering people of God and the high priesthood of Christ play into the presentation of Hebrews? How would these distinctives be important for the original readers?

James

1. Give three specific examples showing how the teachings of Jesus, even if not quoted explicitly, still seem to be implicit in James.
2. Give three evidences that suggest that the book of James seems to have an early Palestinian background in the question of the date of the book.
3. Summarize a brief biography of James.
4. Show why James is difficult to outline due to the ambiguity of its genre. Review the three major suggestions about the genre.
5. How does James not contradict Paul on the question of faith and works?

1, 2, 3 John

1. What are C. H. Dodd's objections to common authorship between the Gospel and the epistles? How does Papias "muddy the waters" on the question of Johannine authorship? What summary observations could be made about authorship?
2. Why do scholars tend to date the epistles later in the first century? Which church father makes a distinctive contribution to the question of authorship that connects the issue to longevity and a ministry based in Ephesus?
3. What is the occasion of 1 John internally and externally?
4. Identify the three main errors in the heresy dealt with in 1 John, and 1 John's response to these errors.
5. How do 2 and 3 John seem to document the worsening of the crisis over time? That is, use the textbook discussion to describe the context of 2 and 3 John. For 3 John's context, be sure to identify the elder, Demetrius, Diotrephes, and Gaius and the probable story behind the scene. What is the issue of church hierarchy related to this crisis pointed out by Stephen Travis in the textbook?
6. Describe Docetic Gnosticism and why some very early form of this second-century heresy is usually thought to be the heresy lurking behind the pages of the Johannine epistles.

1 Peter

1. What arguments are brought against Petrine authorship of 1 Peter? What are the typical solutions proposed about authorship?
2. What is the nature of the persecution in 1 Peter?
3. What is the purpose and theme of 1 Peter?

4. What is the issue of “Christ’s descent into hell” taken from 1 Pet. 3:19? What is the general opinion today regarding an exegesis of this passage?

2 Peter

1. What are the arguments against and for Petrine authorship of 2 Peter?
2. What is the occasion and purpose of the document?
3. What identity is given in the textbook to the false teachers? How does this identity put a context on the two major false teachings?
4. What is the literary problem of 2 Peter connected to the letter of Jude? What are the two areas of historical possibilities to explain this connection? Outline the majority opinion today and the reasons given for this opinion.

Jude

1. What is the likely reason why the brothers of Jesus lost their “voice” in early Christianity, and the reason for their writings being ignored or forgotten for a time (explaining the slow canonical process for both James and Jude)?
2. Show how Jude could be considered a “midrash” type interpretation by showing the two-part sequence played out four times in the body in 5–23.
3. What is Jude’s characterization of the false teachers?

Revelation

1. What are the two main options for the historical context of Revelation? Why does the eight kings sequence in chapter 17 not really help in the question of date?
2. What is the occasion and purpose of Revelation?
3. Describe Revelation’s “hybrid” genre and how this mixed genre affects interpretation with six interpretive corollaries, two corollaries related to each genre.
4. What are the four major interpretations related to the fulfillment of the prophecies in Revelation?
5. List and explain the three major millennial approaches to Rev. 20:4.
6. Give the overall structure of Revelation by chapter (the “big picture”).
7. The bulk of the body of Revelation is material that could be described as the “Judgment Cycle.” What are the three major interpretive options for this Judgment Cycle?
8. What function do the visions have that are given in chapter 1 and then in chapters 4–5 related to the judgment material that follows each vision?
9. Describe the canonical problems the book of Revelation had, and still has today. How are we going to go about “recanonicalizing” the book, as Dr. Stevens says?