

# Preaching Hebrews & the General Epistles

DM8281– Charlotte

July 20–24, 2026

## Professor:

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Professor of New Testament

Westminster Theological Seminary

Office Hours: n/a

## Class Dates & Times:

Mon., July 20: 1:00 PM–6:00 PM

Thurs., July 23: 9:00 AM–5:00 PM

Tues., July 21: 9:00 AM–5:00 PM

Fri., July 24: 9:00AM–1:00 PM

Wed., July 22: 9:00 AM–5:00 PM

## I. Purpose & Content

Hebrews and the General (or Catholic) Epistles (James–Jude) contain some of the most neglected books in the New Testament. Yet these epistles have an important, relevant word for the church today. The purpose of this class is to equip you to grasp the message of these epistles more fully, with an eye to contemporary application. We will thus consider both exegetical and practical issues arising from these texts.

Class time will consist of both lecture and discussion. Students should come prepared to discuss the primary and secondary texts; the more prepared you are, the more fruitful our class discussions will be.

## II. Assignments

### **→40%: Required Readings (approx. 2,000 pages)**

#### *1. Pre-Class Readings (30%)*

By the first day of class, you should have read and be prepared to discuss in class the required readings labeled “Pre-Class Required Readings” below. You must also write a short assessment of between 400–600 words for each book / essay in the pre-class readings [unless otherwise noted below]. Each of these summaries should do two things: 1) concisely summarize the thesis, argument, and contribution of the book; 2) comment on practical implications for ministry derived from the book. You should bring this first reading report and all your summaries to class the first day.

#### *2. Post-Class Readings (10%)*

Additional readings are required after our class meetings (“Post-Class Meeting Required Readings” below). The pre-class readings constitute 1,406 pages of reading. The remainder of the 2,000 pages of required readings will come from the following readings along with additional research you do toward your final paper. Works that count toward this page number include: a) commentaries on the relevant letter; b) monographs or specialized books on the relevant letter; c) academic articles on the relevant letter; d) theological or pastoral works that are directly relevant to your research. You are thus responsible for reading 594 additional pages of your choice.

Note that no summaries are necessary for these post-class readings; only the reading report is required. The deadline for this second reading report is Oct. 31, 2026.

**→10%: Participation in Class Discussions**

You should come to class prepared to discuss both the biblical texts and the relevant secondary literature in the pre-class reading. Class time will consist of some lecture, but much discussion and integration. The success of the course will depend upon the level of your interaction. The more prepared you are, the more we will have to discuss.

**→50%: Final Paper**

You should identify an area of interest in Hebrews–Jude on which to focus for your final paper. This could be a matter of exegesis, a pertinent theme, an historical issue, an issue of special introduction, reception history, pastoral issue, etc. The options are numerous, and you are encouraged to think of how this project might interface with your research focus in the D.Min. program.

These papers must be no more than 8,000 words, inclusive of footnotes (no endnotes, please). **Include the word count and a Works Cited at the end of your paper.** Unless otherwise indicated by RTS policy, you should use either Chicago/Turabian or SBL. Each paper should be double-spaced, with appropriate margins and at least a 12-point font. A useful guide can be found here: <http://rts.libguides.com/DMin-resources>

This paper is due Oct. 31, 2026

**III. Required Texts (ca. 2,000 pages total)**

*1. Pre-Class Meeting Required Readings: 1,406 pp. (Reading Report due by July 20, 2026)*

1. **Biblical texts.** Read the letters of Hebrews–Jude twice in the translation of your choice. (You should also familiarize yourself as much as possible with the Greek texts of these writings). [ca. **34 pages**] [*the biblical books do not require a 400–600 word summary*]
2. **Bass, Christopher D.** *That You May Know: Assurance of Salvation in 1 John*. NACSBT 5. Nashville: B&H Academic, 2008. [**202 pp.**]
3. **Crowe, Brandon D.** *James Revisited: Christology and Biblical Theology in the Letter of James*. Grand Rapids: Baker Academic, 2026 [ca **180 pp.**; *either hard copies will be available for purchase or an electronic copy of this book will be made available to students of the class.*]
4. \_\_\_\_\_. *The Message of the General Epistles in the History of Redemption*. Phillipsburg, NJ: P&R Publishing, 2015. [**chapters 1–7; ca. 154 pp.**]
5. \_\_\_\_\_. “Son and Priest, Then and Now: Christology and Redemptive History in Hebrews in Light of the History of Interpretation.” *WTJ* 84 (2022): 19–38. [**20 pp.**] [*this essay does not require a 400–600 word summary*]
6. **Elliott, John H.** *Conflict, Community, and Honor: 1 Peter in Social-Scientific Perspective*. Eugene, OR: Cascade, 2007. [**85 pp.**]
7. **Hurtado, Larry W.** *Destroyer of the gods: Early Christian Distinctiveness in the Roman World*. Waco: Baylor University Press, 2016. [**271 pp.**]

8. **Jamieson, R. B.** *The Paradox of Sonship: Christology in the Epistle to the Hebrews*. Studies in Christian Doctrine and Scripture. Downers Grove: IVP Academic, 2021. [169 pp.]
9. **Johnson, Dennis E.** *Perfect Priest for Weary Pilgrims: A Theology of Hebrews*. New Testament Theology. Wheaton: Crossway, 2024. [166 pp.]
10. **Kruger, Michael J., ed.** *A Biblical-Theological Introduction to the New Testament: The Gospel Realized*. Wheaton: Crossway, 2016, 411–516. [106 pp.] [these essays do not require 400–600 word summaries]
11. **Moffitt, David M.** “It is Not Finished: Jesus’s Perpetual Atoning Work as the Heavenly High Priest in Hebrews.” Pages 157–75 in *So Great a Salvation: A Dialogue on the Atonement in Hebrews*. Edited by Jon C. Laansma, George H. Guthrie, and Cynthia Long Westfall. LNTS 516. London, T&T Clark, 2019. [19 pp.] [this essay does not require a 400–600 word summary]

2. *Post-Class Meeting Required Readings: 594 pages. (Reading Report due by Oct. 31, 2026)*  
 Choose 594 additional pages of relevant material, to be documented on a reading report, as indicated above (more details listed above, under “Assignments”).

#### IV. Probable Course Schedule for July 2026

Date	Probable Topic
Mon., 7/20 1:00–6:00	Introductory Issues Hebrews <b>Reading Report, Part 1 Due</b>
Tues., 7/21 9:00–5:00	Hebrews James
Wed., 7/22 9:00–5:00	James 1 Peter
Thurs., 7/23 9:00–5:00	2 Peter Jude 1–3 John
Fri., 7/24 9:00–1:00	1–3 John Concluding Issues
<b>Oct. 31, 2026</b>	<b>Final Paper Due</b> <b>Reading Report, Part 2 Due</b>

## DMin SLOs Chart

Course: DM8281  
 Professor: Brandon Crowe  
 Campus: Charlotte  
 Date: July 20–24, 2026

<b><u>DMin Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the DMin curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the DMin outcomes.</i></p> <p><i><u>NOTE:</u> DMin Emphases are:</i></p> <ol style="list-style-type: none"> <li>1. <i>Reformed Expository Preaching (REP), and</i></li> <li>2. <i>Reformed Theology and Ministry (RTM)</i></li> </ol>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Biblical/ Theological Foundations:</b>	Significant knowledge of biblical and theological foundations for pastoral ministry. (This includes interaction with Biblical texts, as well as awareness of Reformed Theology.)	Strong	Course focuses on exegesis of Hebrews–Jude
<b>Historical/ Contemporary Practices:</b>	Significant knowledge of historical and contemporary practices of pastoral ministry.	Minimal	Only covered in class discussions in <i>ad hoc</i> manner.
<b>Integration:</b>	Ability to reflect upon and integrate theology and practice, as well as implementation in a contemporary pastoral setting.	Moderate	Discussions will focus to a significant degree on application and integration.
<b>Sanctification:</b>	Demonstrates a love for the Triune God that aids in the student’s sanctification.	Moderate	These letters speak directly to Christian discipleship in the present age.
<b>Hermeneutical/ Homiletical Analysis</b>	Demonstrates ability to interpret a text and apply homiletical principles to the text.	None	

