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NT 520, NEW TESTAMENT INTRODUCTION

Spring 2003

Class Meeting: Thursdays 2:30-5:15

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Final (updated) Version: February 5, 2003

1. COURSE DESCRIPTION

1.1 Catalog Description

An introduction to (1) the literature of the New Testament in its socio-historical, literary and canonical contexts; and (2) critical study of the New Testament.

1.2 Course Description

The course has four areas of focus: (1) the *literature* of the New Testament canon, its content and message; (2) the *social and historical contexts* out of which this literature emerged and to which it is a response; (3) the *critical methods* which have been developed for the study of the NT literature and the emergence of the early Christian movement; (4) the variety of *hermeneutical issues* which concern readers of the New Testament for whom these texts are Scripture. The particular pedagogical goal of this course is to demonstrate the interrelationship of these four concerns and the relevance of the collateral issues, (2)-(4), for the study of the NT text itself, (1).

1.3 Learning Objectives for Students. Having completed this course, students should be able

- 1.3.1 to give a broad account of the content of the individual New Testament writings and identify resources for further study of these writings;
- 1.3.2 to articulate the social and historical background out of which the New Testament arose;
- 1.3.3 to articulate how one's beliefs about Scripture impinge on how one engages biblical texts in interpretation;
- 1.3.4 to identify a range of questions (e.g., historical, literary, canonical) that might be addressed to particular New Testament texts and explore those questions in the process of interpreting particular New Testament texts
- 1.3.5 to identify significant, critical resources for New Testament study and deploy those sources critically in New Testament study;
- 1.3.6 to probe the interplay of theology and ethics in the various New Testament writers;
- 1.3.7 to demonstrate awareness of the significance of the original languages for understanding and interpreting the New Testament; and
- 1.3.8 to integrate these concerns and methodologies in a sound hermeneutical method.

2. COURSE MATERIALS AND TEXTS

2.1 Required Texts

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson, *Introducing the New Testament: Its Literature and Message*. Grand Rapids, Mich.: Eerdmans, 2001 [hereafter abbreviated *INT*].
Witherington, Ben, *New Testament History: A Narrative Account*. Grand Rapids, Mich.: Baker, 2001 [hereafter abbreviated *NTH*].

2.2 Biblical Texts

2.2.1 Assumed

Access to at least two contemporary translations of the Bible, preferably the New Revised Standard Version (NRSV), Revised Standard Version (RSV), New International Version (NIV), or New American Standard (NAS). The Living

Bible, New Living Translation, *The Message*, the King James, and New King James, whatever their other merits, do not serve the objectives of this course.

2.2.2 Recommended

- A Greek-English interlinear NT such as Robert K. Brown, Philip Comfort, and J.D. Douglas, eds., *The New Greek-English Interlinear New Testament* (Wheaton, Ill.: Tyndale, 1993) or, for more advanced or ambitious readers of Greek, The United Bible Society's *The Greek New Testament*, 4th ed. or the Nestle-Aland, *Novum Testamentum Graece*, 27th ed. Students may also wish to consider *Greek-English New Testament* in which the full NA²⁷ Greek text including apparatus is interfaced with the RSV translation.
- *The HarperCollins Study Bible, New Revised Standard Version with Apocryphal/Deuterocanonical Books* (ed. Wayne A. Meeks et al.; New York: HarperCollins, 1993).

2.3 Recommended Supplemental Texts

2.3.1 Representative and Complementary New Testament Introductions (cf. INT above)

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

Carson, Donald A., Douglas J. Moo and Leon Morris. *An Introduction to the New Testament*. Grand Rapids, Mich.: Zondervan, 1992.

Childs, Brevard. *New Testament as Canon: An Introduction*. Minneapolis: Fortress, 1984.

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. 2d ed. New York: Oxford, 2000.

Guthrie, Donald. *New Testament Introduction*. 4th ed. Downers Grove, Ill.: InterVarsity Press, 1990.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Rev. ed. Minneapolis: Fortress, 2002.

Koester, Helmut. *Introduction to the New Testament, Volume 2: History and Literature of Early Christianity*. 2d ed. New York: de Gruyter, 2000.

Kümmel, Werner Georg. *Introduction to the New Testament*. Rev. Eng. ed. of 17th ed. of *Einführung in das Neue Testament*. Translated by Howard C. Kee. Nashville: Abingdon, 1975.

Moule, C. F. D. *The Birth of the New Testament*. 3d. ed. London: Black, 1981.

2.3.2 Representative, Recommended and Mostly Recent Studies in NT History, Backgrounds, Criticism, and Interpretation. Students will choose one from among these and write a reflection essay. (For the meaning of the numbers in parentheses see 3.3 below.)

Aune, David E. *The New Testament in its Literary Environment*. LEC 8. Philadelphia: Westminster, 1987. (14)

Bauckham, Richard, ed. *The Gospel for All Christians: Rethinking the Gospel Audiences*. Grand Rapids, Mich.: Eerdmans, 1998. (13)

Black, David Alan and David R. Beck, eds. *Rethinking the Synoptic Problem*. Grand Rapids, Mich.: Baker, 2001. (11)

Bruce, F. F. *Paul, Apostle of the Heart Set Free*. Grand Rapids, Mich.: Eerdmans, 1977. (14)

deSilva, David A. *Honor, Patronage, Kinship and Purity: Unlocking New Testament Culture*. Downers Grove, Ill.: InterVarsity, 2000. (13)

Elliott, Mark Adam. *The Survivors of Israel: A Reconsideration of the Theology of Pre-Christian Judaism*. Grand Rapids, Mich.: Eerdmans, 2000. (15)

Ferguson, Everett. *Backgrounds of Early Christianity*. 2d. ed. Grand Rapids, Mich.: Eerdmans, 1993. (15)

Green, Joel B., ed. *Hearing the New Testament: Strategies for Interpretation*. Grand Rapids, Mich.: Eerdmans, 1995. (15)

Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation; A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996. (15)

_____. *Echoes of Scripture*, New Haven, Ct.: Yale University Press, 1989. (13)

Helyer, Larry R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, Ill.: InterVarsity Press, 2002. (15)

Hengel, Martin. *The Four Gospels and the One Gospel of Jesus Christ*. Translated by John Bowden. Valley Forge, Pa.: Trinity, 2000. (13)

Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove, Ill.: InterVarsity Press, 1999. (13)

Johnson, Luke Timothy. *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels*. New York: HarperCollins, 1996. (11)

Malina, Bruce J. *The New Testament World*. Rev. ed. Louisville: Westminster/John Knox, 1993. (12)

Meeks, Wayne. *The First Urban Christians*. New Haven, Conn.: Yale University Press, 1982. (13)

- Murphy-O'Connor, Jerome. *Paul: A Critical Life*. New York: Oxford University Press, 1996 (14)
- Neill, Stephen C. and Tom Wright. *The Interpretation of the New Testament 1861-1986*. Oxford: Oxford University Press, 1987. (13)
- Pate, C. Marvin. *Communities of the Last Days: The Dead Sea Scrolls, the New Testament, and the Story of Israel*. Downers Grove, Ill.: InterVarsity Press, 2000. (13)
- Patzia, Arthur G. *The Making of the New Testament: Origin, Collection, Text and Canon*. Downers Grove, Ill.: InterVarsity, 1995. (11)
- Powell, Mark Allan. *Jesus as a Figure in History: How Modern Historians View the Man from Galilee*. Louisville: Westminster/John Knox, 1998. (12)
- Stanton, Graham. *Gospel Truth? New Light on Jesus and the Gospels*. Valley Forge, Penn.: Trinity, 1995. (11)
- Theissen, Gerd. *The Shadow of the Galilean: The Quest of the Historical Jesus in Narrative Form*. Translated by John Bowden. Philadelphia: Fortress, 1987. (12)
- VanderKam, James C. *An Introduction to Early Judaism*. Grand Rapids, Mich.: Eerdmans, 2001. (12)
- Veyne, Paul. *The Roman Empire*. Cambridge, Massachusetts: Harvard University Press, 1997. (13)
- Westerholm, Stephen. *Israel's Law and the Church's Faith: Paul and His Recent Interpreters*. Grand Rapids, Mich.: Eerdmans, 1988. (13)
- Wright, N. T. *The New Testament and the People of God*. Minneapolis: Fortress, 1993. (15)
- _____. *What Saint Paul Really Said*. Grand Rapids, Mich.: Eerdmans, 1997. (12)

2.4 Recommended Supplemental Reference Works:

- Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove, Ill.: InterVarsity, 2000.
- Green, Joel B., and Scot McKnight, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, Ill.: InterVarsity, 1992.
- Martin, Ralph P., Gerald Hawthorne, and Daniel G. Reid, eds. *Dictionary of Paul and His Letters*. Downers Grove, Ill.: InterVarsity, 1993.
- Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove, Ill.: InterVarsity, 1997.
- [Note: These four dictionaries are bundled together with other reference works from InterVarsity Press in *The Essential IVP Reference Collection: The Complete Electronic Bible Reference Library*, available from InterVarsity Press.]
- Freedman, David N., ed. *Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.

2.5 Extra-Biblical Texts

2.5.1 Primary Sources: Translations and Editions

Apocrypha

- Metzger, Bruce M. and R. E. Murphy, eds. *The New Oxford Annotated Apocrypha: The Apocryphal/Deuterocanonical Books of the Old Testament of the Old Testament*. New York: Oxford University Press, 1977.
- Meeks, Wayne A., ed. *The HarperCollins Study Bible, New Revised Standard Version with Apocryphal/Deuterocanonical Books*. New York: HarperCollins, 1993.

OT Pseudepigrapha

- Charlesworth, James H., ed. *The Old Testament Pseudepigrapha*. 2 vols. New York: Doubleday, 1983.
- Charles, R. H., ed. *The Apocrypha and Pseudepigrapha of the Old Testament in English: with introductions and critical and explanatory notes to the several books*. 2 vols. Oxford: Clarendon, 1913.

Dead Sea Scrolls

- Martínez, Florentino García. *The Dead Sea Scrolls Translated: The Qumran Texts in English*. 2d ed. Grand Rapids, Mich.: Eerdmans, 1996.
- Vermes, Geza. *The Dead Sea Scroll in English*. 3d ed. Sheffield: JSOT Press, 1987.

Josephus

- Loeb Classical Library [LCL]. 10 vols. Cambridge, Mass.: Harvard University Press.
- The Works of Josephus*. William Whiston, trans. (numerous publishers, the LCL edition is preferable).

Philo

- LCL. 10 vols. and 2 sup. vols.
- The Works of Philo*. C. D. Yonge, trans. (numerous publishers, again the LCL edition is preferable).

2.5.2 Guides to the Sources

deSilva, David A. *Introducing the Apocrypha: Message, Context, and Significance*. Grand Rapids, Mich.: Baker, 2002.
Evans, Craig A. *Noncanonical Writings and New Testament Interpretation*. Peabody, Mass.: Hendrickson, 1992.
Harrington, Daniel J. *Imitation to the Apocrypha*. Grand Rapids, Mich.: Eerdmans, 1999.
Helyer, *Exploring* (see 2.3.2 above).
Mason, Steve. *Josephus and the New Testament*. Peabody, Mass.: Hendrickson, 1992.
Nickelsburg, George W. E. *Jewish Literature Between the Bible and the Mishnah*. Philadelphia: Fortress, 1981.
VanderKam, James. *The Dead Sea Scrolls Today*. Grand Rapids, Mich.: Eerdmans, 1994.

All of the above (2.3-2.5) will be on reserve in the library except for those shelved in the Reference section (which should not leave the library, in any case).

3. COURSE REQUIREMENTS

3.1 Attendance

Regular attendance and participation is a basic expectation. Students needing to miss class should make arrangements with the professor for making up for the missed material.

3.2 Required Reading (10%, due 5/22/03)

Students will be *required* to read *INT* and *NTH* (see 2.1.) in their entirety. This comes to about 1,000 pages of reading of moderate difficulty (though with many illustrations as well). To receive credit for reading, students will write a very brief (not to exceed one page) reflection on each of the assigned texts. The “report” shall consist of (1) a clear statement of what portion of the assigned text was read (honor system, indicate percentage), (2) a couple of paragraphs reflection on what was learned that will enhance future study of the NT, and (3) a short paragraph of advice for the instructor: Would you recommend that this text be used in future NT520 courses? Why or why not? Students will receive full credit provided they have read all that was assigned and turn in a report on each book. In other words, the reports themselves are not a graded assignment.

3.3 Required Elective Reading and Critical Reflection (15%, due 5/22/03)

Students will choose from among the recommended books above (see 2.3.2) a book that they think might be of interest to them (e.g., backgrounds, Jesus, gospels, Paul, history of interpretation, methods). These books vary both in length and in difficulty, from introductory and basic to relatively advanced. This differential is intentional, and I expect you to choose your book according to your interests, your present abilities, and your life circumstances. This is your chance to customize the course just a little bit. At the same time, I am reserving the right to weight your grade relative to the book you choose, its length and difficulty. This means that between 10 to 15 points will be *possible* (not guaranteed) on the basis of the book selected. The total *possible* points are indicated in the parenthesis following the book. Grade-conscious or highly motivated students may want to choose a more ambitious text, while students who are in more of survival mode may elect a less taxing alternative. There is no particular shame or honor in either, although in order to be fair, my grading will need to reflect the varying degrees of length and difficulty. Students are welcome and encouraged to consult with the professor before settling on a book. Alternatives are possible pending the consent of the professor.

Students will write a five-page (1,250-1,500 word) reflection on the book. Although, the nature of the book will determine the format of the reflection somewhat, the following is expected of all reflection essays. (1) Introduction: What is the aim of the book? If the book advances an argument, what is its thesis? (2) Survey: Summarize the contents of the book, and if there is an argument, trace its development. (3) Evaluation: What about the book did you find helpful? How will having read it influence you as an interpreter of the NT? If an argument was advanced, were you persuaded by it? What persuades you? What do you find unpersuasive?

3.4 A Background Exercise (15%, up to 18%, due 2/27/03)

So much of what we know or presume to know about the context of the “world of the New Testament” is so very second hand (or worse). This exercise will allow students to read a significant selection from a non- (or Deutero-) canonical primary source. Students may select a substantial excerpt from Josephus, Philo, from the deutero-canonical books of the OT (i.e., the Apocrypha), from the Old Testament Pseudepigrapha, or the Dead Sea Scrolls (non-biblical). By “special arrangement” with the instructor, a rabbinic text or a Greco-Roman selection could be arranged instead. But our focus will be non-biblical Jewish literature generally antecedent to or contemporary with the NT. Students will write a two-page, single-spaced paper reflecting on the following: (1) Very briefly, what is the original language, the

basic genre(s), and primary content of this writing? When do scholars date it? Is this disputed? (2) What parallels in language and especially thought and worldview did you note between your excerpt and texts in the New Testament? Or alternatively, what is antithetical to the NT? (3) How might this background shed some light on the NT in general or certain texts in particular? Preferably students will propose a possibility or two to the instructor for approval, but this is not strictly necessary. An easy place to start would be your textbooks. Note that in *INT* there are numerous shaded text boxes; perhaps one of those catches your interest and you would like to read a larger portion. The length of the selection should be roughly equivalent to a NT gospel or Acts. All students are expected to have at least thumbed through (actually physically touch!) at least the Apocrypha; Charlesworth, *OTP*; Martinez, *DSS* as well as some Josephus and Philo (cf. 2.5.1 above).

Students who are prepared and willing to present their findings to the rest of the class will earn up to 20% extra credit on the assignment (i.e., 3% of class total). To qualify, students must request permission to present when they turn in the assignment and be approved by the professor when the assignment is graded. Approval is not guaranteed! An “approved” assignment is one for which the grade is not lower than an A-. The student will bring copies for each student and give a five to ten-minute presentation for the class (possibly including friendly dialogue with the instructor) at the appropriate time in our course meetings.

For helpful supplementary bibliography see 2.4 and 2.5.2 above.

3.5 A Critical Exercise (15%, up to 18%, due 3/6/03)

Students will engage one of the following categories of critical questions having to do with the historical issues surrounding particular NT texts. The papers should be written clearly but economically (skip the niceties and fluff and get right to the issues) and should not exceed two pages single-spaced (absolute maximum is 1,000 words). An outline or partial outline format is acceptable. The purpose of these assignments is to practice engaging various critical issues with the goal of learning how to make and assess such arguments.

As with the Background Exercise, extra credit will be possible. Students who are prepared and willing to present their findings to the rest of the class will earn up to 20% extra credit on the assignment (i.e., 3% of class total). To qualify, students must request permission to present when they turn in the assignment and be approved by the professor when the assignment is graded. Approval is not guaranteed! An “approved” assignment is one for which the grade is not lower than an A-. The student will bring copies for each student and give a five to ten-minute presentation for the class (possibly including friendly dialogue with the instructor) at the appropriate time in our course meetings.

For helpful supplementary bibliography see 2.3.1 and 2.4 above. **Note well: Please avail yourself of the recommended resources rather than using inferior alternatives.**

- 3.5.1 **Authorship.** Address the question of authorship for any NT document for which it is uncertain or traditional authorship disputed. For all practical purposes, this includes every NT text *with the exception of* Romans, 1 Corinthians, 2 Corinthians, Galatians, Philippians, 1 Thessalonians, and Philemon. *Though the authorship of Hebrews is disputed, let's avoid this one. It is too speculative to be interesting.*
- 3.5.2 **Literary Integrity.** Address the question of whether one of the following is a composite of several originally discrete documents: 2 Corinthians, Philippians, Romans, or the Gospel of John.
- 3.5.3 **Historical Criticism.** With respect to Jesus, the gospels, and Acts. Select a tradition (e.g., saying, parable) attributed to Jesus or an event involving Jesus or the early church (e.g., cleansing of the temple, baptism by John, the Census of Quirinius, Jerusalem Council) reported in a canonical gospel. What is the evidence for the historicity of this event? What are the difficulties? What is the plausibility of its authenticity?
With respect to Paul, attempt from the evidence available to reconstruct the historical events that lie behind and lead up to the writing of Galatians, the Corinthian correspondence, the Thessalonian correspondence, or Philippians. Make sure to include the question of recipients, provenance (whence it was written), and the correlation of events as depicted in the letters with events in the book of Acts.
Note that Witherington's *NTH* addresses many of these sorts of issues, and his discussions could suggest a problem to take up as well as a way of approaching such questions.
- 3.5.4 **Reception/Canon Criticism:** Inquire of a book of the NT for which canonicity was disputed how it was ultimately received into the canon. What were the issues and arguments on both sides and made by whom (be specific with references to the sources)? How was the question ultimately “settled”? Has it remained a settled question?

3.6 Interpretive Exercises (45%)

Students will engage in the following three interpretive exercises that will require a hands-on engagement with various methodologies. General Instructions: Please keep your papers to no more than three pages single-spaced. Just say no! Less is OK if it is solid. Introductions are not necessary. Conclusions should be brief and merely summarize. Answer the questions required, not woodenly, but with imagination. Outside resources are not required, but they are not forbidden (they may or may not help you answer the questions). Take the “Interpretive Orientation” seriously and try to keep your comments in that realm.

3.6.1 An Exercise in Narrative: Acts 15:1-41 (up to 15%, due 3/27/03)

3.6.1.1 This assignment asks you to think like a narrative critic, analyzing and appreciating the way the story is told. Respond to at least two of the following questions:

3.6.1.1.1 What place does Acts 15 occupy in the overall story of Acts? How is it important in Luke’s narrative? What is at stake?

3.6.1.1.2 Consider the way the story of the council is told: the order of events, the perspective from which it is told, suspense, climax, etc. Where do you see Luke’s “rhetorical artistry”?

3.6.1.1.3 What is the rhetorical purpose and effect of each of the speeches? Their arrangement?

3.6.1.1.4 Do you note any gaps, irony, or other literary devices?

3.6.2 An Exercise in Context(s): 1 Peter 3:1-7 (up to 15%, due 4/24/03)

3.6.2.1 Interpretive Orientation: This assignment asks you to do hermeneutical reflection (how does who I am influence how I approach a text?), discourse analysis (taking account of the flow of a discourse in order to understand how the parts are related to the whole), and to consider socio-historical backgrounds.

3.6.2.2 Answer these questions:

3.6.2.2.1 Reflect in a paragraph or two how your gender, experiences, social location (e.g., family life, ethnicity, married or unmarried, widowed, divorced, remarried, liberal Protestant, socially conservative Protestant) affect the way you might approach this passage?

3.6.2.2.2 Review 1 Peter 2:4-3:17 very carefully. How is this a coherent section (you might think that it begins with 2:9 or 2:11 or ends in a different place)? What is the structure of it? What is the overall argument?

3.6.2.2.3 From a close reading of the text, what can you surmise about the social context of the wives and husbands addressed in 3:1-7? What is the function of these instructions given to wives and husbands?

3.6.3 An Exercise in Intertextuality: Hebrews 3:3-4:13 (up to 15%, due 5/8/03)

3.6.3.1 Interpretive Orientation: This assignment asks you to consider how a New Testament text makes use of Old Testament antecedents, reinterpreting, reapplying, and reappropriating them.

3.6.3.2 Answer these questions:

3.6.3.2.1 What Old Testament texts, stories, events, are cited, paraphrased or alluded to here? Be thorough.

3.6.3.2.2 How has the author re-appropriated these for his theological argument and purposes? What are the varied methods of appropriating the texts? Expand on this.

4. GRADING

4.1 Summary

4.1.1 Required Reading, 10%

4.1.2 Required Elective Reading, up to 15% (although note variable for book selected)

- 4.1.3 Critical Exercise, 15% (although note extra credit possibility of up to 3%; cf. 3.5)
- 4.1.4 Background Exercise, 15% (although note extra credit possibility of up to 3%; cf. 3.4)
- 4.1.5 Interpretive Exercises, 45%

4.2 Scale (descriptions from ATS Catalogue, 28, emphasis added)

- 95-100 = A “*Exceptional* work: *surpassing*, markedly outstanding achievement of course objectives”
- 92-95 = A-
- 90-92 = B+
- 87-90 = B “*Good* work: *strong*, significant achievement of course objectives”
- 85-87 = B-
- 83-85 = C+
- 80-83 = C “*Acceptable* work: *basic*, essential achievement of course objectives”
- 78-80 = C-
- 76-78 = D+
- 73-76 = D “*Marginal* work: *inadequate*, minimal achievement of course objectives”
- < 73 = F “*Unacceptable* work: *failure* to achieve course objectives”

5. COURSE PROTOCOL

5.1 FirstClass Bulletin Board and Course Center

- 5.1.1 Participation in FirstClass is not strictly required for this class, but it is highly recommended. See the Library for instructions regarding installing the software on your computer.
- 5.1.2 All Power Point slides and class handouts will be uploaded as files into the Course Center for the students’ review.
- 5.1.3 Students are strongly encouraged to ask any questions and to raise any concerns they have about the course in the course forum, whether it be about the meaning of something you are reading, the syllabus, a problem with an assignment, a request for resources, etc. Your question, and hopefully my answer ☺, may well benefit others beside yourself. For that reason, unless the nature of your inquiry is expressly private, please post it on the course bulletin board rather than sending me a private email. Beginning January 2, I will try to answer postings at least every day.

5.2 Assignments

- 5.2.1 I *strongly* prefer an electronic copy of your assignment to be attached to an email addressed to me. I will, likewise, grade and comment on your assignment by use of the comment feature of word-processing software and return it to you via email. This approach not only “saves trees,” but I also find that I can comment more meaningfully and legibly ☺ this way. If for some reason this is impossible, a hard copy is acceptable, of course.
- 5.2.2 I prefer that the file come to me in the MS Word format, although a WordPerfect or Adobe Acrobat file is also acceptable. Please do not use any other formats.
- 5.2.3 It would make me happy if you would do the following with your file name: lastname_generalassignment_descriptivename.doc. (Of course, on your computer, you don’t need your name on your files, but on mine, all of your assignments run together!) So, for example, the following file names would cause me to rise up and call you blessed *even before* I read your work: anderson_background_1Enoch.doc, anderson_interpretive_1peter.doc, anderson_critical_johnauthorship.doc.
- 5.2.4 I do not intend to write individual emails to acknowledge individual assignments, but if you have reason to be concerned whether or not I received something, just ask me to acknowledge the receipt of your assignment.
- 5.2.5 Assignment deadlines are midnight on the due date. A half-grade reduction will be made for each subsequent day late.

6. COURSE SCHEDULE

DATE	TOPICS AND TEXTS	READING AND ASSIGNMENTS DUE
2/13/03	Introductions: Personal, Course Approaching the Study of the New Testament The New Testament Canon	NTH 14-28 INT 1-13, 589-608
2/20/03	Second Temple Judaism Quests for the Historical Jesus "From Jesus to Christ" (PBS Frontline Video, Pt. 1)	NTH 29-106 INT 15-51
2/27/03	The Message and Mission of Jesus (through the Eyes of John the Baptist) Luke 7:18-35	NTH 107-59 INT 207-44 Background Exercise Due
3/6/03	Introduction to Biblical Criticisms The Synoptic Problem Exercise: Mark 12:1-11 pars.	INT 53-87 Critical Exercise Due
3/13/03	MARK (1:39-45) Textual Criticism MATTHEW (5:17-48) Intertextuality	INT 89-147
3/20/03	LUKE (14:1-24) Narrative Criticism, Parables	INT 149-74
3/27/03	ACTS: Narrativity and Normativity "From Jesus to Christ" (Pt. 2)	NTH 160-248 INT 245-70 Interpretive Exercise #1 Due: Acts 15
4/3/03	The Historical Paul: Paul according to Paul; What have they been saying about Paul? Letters in the Ancient World and in the NT GALATIANS (3:1-29)	NTH 249-332 INT 271-98, 355-76
4/10/03	Reading Week: No Class	
4/17/03	THESSALONIAN CORRESPONDENCE (1 Thess 1:1- 10) CORINTHIAN CORRESPONDENCE (1 Cor 7:1-40) ROMANS (Chaps 14-15)	INT 299-354, 427-46
4/24/03	CAPTIVITY EPISTLES: Colossians, Philemon, Ephesians, Philippians (2:1-11) PASTORAL EPISTLES: 1 Timothy, 2 Timothy, Titus (2:1-15)	INT 377-426, 447-64 Interpretive Exercise #2 Due: 1 Pet 3
5/1/03	HEBREWS AND (some of) THE "CATHOLIC EPISTLES": Hebrews, James (2:14-26) 1 Peter (3:1-7), 2 Peter, Jude	NTH 333-69 INT 465-534
5/8/03	JOHANINE WRITINGS: John (1:1-18), 1-3 John	INT 175-206, 535-54 Interpretive Exercise #3 Due: Hebrews 3-4
5/15/03	REVELATION (Chaps 17-18) Concluding Hermeneutical Postscript	NTH 370-409 INT 555-88
5/19-23/03	<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">Required Book Reflections and Elective Book Essay are Due 5/22/03</p>	