

Theo 40108-01

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Spring Semester, 2008-9

Three Semester Hours Credit

TuTh11:00-12:15 in Debartolo 119

New Testament Introduction

I. Course Description

A survey course covering the major areas of study pertinent for the understanding and study of the literature of the canonical New Testament in its historical, social and literary contexts as well as its theological appropriation in the Christian church. The course will approach these Biblical books as *literary works* (learning the basics of genre, narrative, and redaction criticism), as *traditional works* (learning the basics of source, and form criticism), as *historical sources* for the historical Jesus, the earliest church, and the life of Paul (learning the basics of historical criticism), and as *theological works* (learning how the New Testament functions in the modern church by reading and reflecting on the significance of important church documents on the Bible). Since this is an intensive writing course, written assignments will constitute a major part of the course.

II. Required Texts:

Aland, Kurt (ed.). *Synopsis of the Four Gospels: English Edition*. New York: United Bible Societies, 1982. ISBN 0-8267-0500-6.

Béchar, Dean P. (ed. and trans.). *The Scripture Documents: An Anthology of Official Catholic Teachings*. Collegeville: Liturgical Press, 2002. ISBN 0-8146-2591-6 (alk. paper).

The Catholic Study Bible. Edited by Donald Senior and John J. Collins. 2nd edition. New York: Oxford University Press, 2006. ISBN: 9780195282788 ISBN10: 0195282787. Abbreviated **CSB** in the syllabus. This text is divided into two major sections. The first section (pp. 1-525), consists primarily of a **Reader's Guide**, abbreviated **CSB RG**. The second, larger, section contains the Old Testament and the New Testament in English translation (pp. 1-1851), abbreviated as **CSB OT/NT**. Note: the equivalent pages in the first edition of the *Catholic Study Bible* are also included in the syllabus.

Holladay, Carl R. *A Critical Introduction to the New Testament: Interpreting the Message and Meaning of Jesus Christ*. Nashville: Abingdon Press, 2005. ISBN 0-687-08569-1.

III. Course objectives

1. To become familiar with the basic form, content, problems and theological issues of the Gospels, Acts, selected Pauline Letters and the Revelation of John.
2. To become acquainted with the basic critical approaches and analytical skills necessary for competently reading the New Testament as part of the Christian Bible; these skills and methods include literary or narrative criticism, tradition criticism, historical criticism and theological criticism.
3. To understand the theological intentions of the authors of the books of the New Testament.
4. To become acquainted with official Catholic teachings on Scripture from the Council of Trent (1546) to "The Interpretation of the Bible in the Church" (1993), and the increasingly clarified relationship between the three sources of religious authority in Catholicism, Scripture, Tradition and the Magisterium, as well as the corresponding role of Scripture in some major Protestant denominations (Lutheranism, Episcopalianism, Presbyterianism).

IV. Course requirements

1. Short Written Assignments. Throughout the semester, there will be a number of short written assignments, all of which must be turned in the form of a computer printout. Though all of them are intended to facilitate class discussion, there are two types of such assignments:

a. *Written Discussion Questions & Answers*. On specified class days, students will prepare by writing **two** discussion questions based on the assignment with provisional or suggestive answers. When reading assignments have two, three or more parts, the reflection questions should be distributed among them. These questions should be formulated to reflect the interaction of the reader with the text. Questions requiring a yes/no answer or a single word answer or an answer based on one of two alternatives are not acceptable. The student may wish to point out problems in the text or in understanding the text or some possible implications of the text. Students may want to disagree with an author or reflect on how a text might influence life. A total of **fourteen** sets of two questions are assigned for the semester, but only the best **ten** count toward the final grade. Excellent questions will count 10 points, very good discussion questions will count 9 to 8 points, and satisfactory discussion questions will count 7 to 5 points, while unsatisfactory questions will count 4 points or less. Since these discussion questions should be written **before** (and not during) class and turned in at the end of the class session, bring **computer printouts** to class. Late papers will be penalized (with the subtraction of two or more points). If

you're going to be absent and want to turn in the discussion questions anyway, send them to Michael Francis: mfrancis100@gmail.com

b. *Focal Task Papers*. Assignments for 12 short "focal task papers" (1-2 pages) are distributed throughout the syllabus. The purpose of these short papers is to enable the student to think in a focused way about a problem or issue found in a particular biblical text. These short papers must be in the form of computer printouts (not handwritten) and are due at the end of class on the day for which they were assigned. Excellent papers will count 10 points; very good papers from 8 to 9 points; satisfactory papers will range from 5 to 7 points; unsatisfactory papers will count 4 points or less. A total of **twelve** focal task papers are assigned for the semester, of which the best **ten** count. These papers should be computer printouts for legibility. Late papers will be penalized (with the subtraction of two or more points). If you're going to be absent and want to turn in the focal task paper anyway, send them to Michael Francis: mfrancis100@gmail.com

2. *Midterm and Final Examinations*. There will be a midterm examination on March 5th, the Thursday before the Midsemester break, and a final examination during final exam week (May 4-8). The midterm exam will cover only the material covered during the first half of the semester, and the final exam will similarly cover only the material from the second half of the semester. Each exam will consist of an objective section and a subjective section. The objective section will typically consist of some true/false, some multiple choice, and some short answer options. The subjective section will consist of several possible essay questions from which one or two must be selected. Each exam will count up to 100 points toward the final grade for the course.

3. *Two Papers* (8-10 pages, ca. 2,400-3,000 words each) are required for the course, since this is an intensive writing course. Each paper will count up to 100 points toward the final grade for the course. Prof. Aune will be happy to look at drafts of either paper before they are finally submitted, provided there is adequate turnaround time.

a. The first 8 to 10 page paper will be due on or before the class in which the midterm exam is given (March 5th). Each student will attend a morning church service of her or his choice and take notes on the homily or sermon given by the priest or minister and the biblical passage on which it is based (if the homily or sermon is NOT on a biblical passage, as sometimes happens, you'll just have to try again). The paper will consist of three parts. The **first part** will be a polished version of the notes you took during the homily or sermon. The **second part** will be an exegesis or interpretation of the biblical passage used by the priest or minister based on your own research on the passage in the library (this will normally be the longest part). The **third part** will consist of two elements: (1) reflections on how the Old Testament and Gospel readings read in liturgical churches fit together theologically (those who visit Protestant services in which both the OT and the Gospel are not read are exempt from this requirement); (2) a comparison of the homily or sermon you heard and your own interpretation of the passage of Scripture on which the message was based and your reflections on significance of the similarities and differences; (3) reflections on the method of interpreting Scripture used by the priest or minister. This paper

should have a bibliography (listed at the end of the paper) of a minimum of six sources; no more than two can be from the Web. This paper is worth a maximum of 100 points.

b. The second paper will be due on or before the last day of final exam week (May 4-8; that is, by 3:00 pm on May 8 in 230 Malloy at the latest), and will focus on the exegesis of an important passage in the New Testament, such as the Lord's Prayer (Matthew 6:9-13 and Luke 11:2-4), the Eucharistic Words of Jesus (Mark 14:22-26 and parallels), a major parable of Jesus (e.g., the Prodigal Son, the Good Samaritan, the Parable of the Sower), or one of the hymns quoted by Paul (e.g., Philippians 2:5-11; Colossians 1:15-20). **The paper topic must be approved by the instructor**, so give yourself plenty of time. This paper should have a bibliography (listed at the end of the paper) of a minimum of eight sources; no more than two can be from the Web. The paper is worth a maximum of 100 points.

4. **Attendance.** Attendance at class sessions is required, though students may take up to two (2) cuts (excused or unexcused) anytime during the semester. **Save them until you need them.** Each absence beyond the limit of three will result in the subtraction of 20 points from the total points accumulated during the semester. Punctuality is also important: students who are ten minutes (or more) late for class will be counted as though absent.

5. **Bringing Texts to Class.** On days when there reading assignments in either the Bible and/or the *Synopsis of the Four Gospels*, students must bring those texts to class. Failure to do so will result in the subtraction of 5 points from the total number of point accumulated during the semester for each instance.

6. **Class Participation.** Since this class is of moderate size (ca. 20 students), everyone is expected to participate in class discussion from time to time, by asking questions, bringing up problems, answering questions, etc. The preparation of sets of two discussion questions fairly frequently and the writing of short focal task papers should prepare everyone for class participation. Up to 50 points will be added to the final point total for the course for class participation.

V. Calculating the Final Grade for the Course

10 Best (of 14) <i>Discussion Question</i> assignments (10 pts each)	100 points
10 Best (of 12) <i>Focal Task Papers</i> (10 points each)	100 points
Two research papers (100 points each)	200 points
Midterm examination (February 29 th):	100 points
Final examination (Final examination week):	100 points
Class participation:	50 points
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Total possible points	650 points

Grading Scale:

650-604 points = A (93-100%)	Excellent
603-585 points = A- (90-92.9%)	Excellent -
584-565 points = B+ (87-89.9%)	Very Good +
564-533 points = B (82-86.9%)	Very Good
532-500 points = C+ (77-81.9%)	Satisfactory +
499-468 points = C (72-76.9%)	Satisfactory
467-422 points = D+ (65-71.9%)	Unsatisfactory
421-390 points = D (60-64.9%)	Poor
389-0 points = F (0-59.9%)	Failure

VI. Class Schedule

I. Introduction

Tues, Jan 13 *Course overview and expectations*

Class activity: PowerPoint lecture: “The Bible in Liturgy: the Lectionary”

Thur, Jan 15 1. *How to read the New Testament* (bring a copy of the *Catholic Study Bible* to class).

Questions to think about:

- a. Why (or for what purpose) do we read the Bible?
- b. What are the contexts in which we read the Bible or hear the Bible read?
- c. How do we interpret what we read?

Reading Assignment: CSB RG 2nd edition : 13-29; CSB RG 1st edition: 16-30

Class activity: Among other things, we’ll look at the lections for Sunday, January 11th: Catholic Lectionary Reading: Isa 42:1-4, 6-7; Acts 10:34-38; Mark 1:7-11; Lutheran/Protestant Lectionary Reading: Gen 1:1-5; Acts 19:1-7; Mark 1:4-11, **focusing on Mark**.

Tues, Jan 20 2. *The Biblical Canon* (bring your copy of the *Catholic Study Bible* to class)

Reading Assignment: Holladay, 26-36, 571-96.

Discussion Questions 1: Write two discussion questions on the reading assignment in Holladay above in preparation for class discussion (turn in computer printouts of the paper at the end of class).

Class activity: Power Point lecture on “Scripture and Canon in Judaism and Christianity.”

Thur, Jan 22

3. *The Bible in the Catholic Church: Part I*

Reading Assignment: Béchard, *The Scripture Documents*, 3-10 (Council of Trent, 4th & 5th Sessions [1546]), 14-17 (First Vatican Council [1870], *Dei Filius*), 37-59 (Leo XIII, *Providentissimus Deus*); 115-136 (Pius XII, *Divino afflante spiritu* [1943]).

Discussion Questions 2: Write two discussion questions on two of the four documents in the reading assignment above in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint Lecture: “Historical Backgrounds of Scripture Documents”

Tues, Jan 27

4. *The Bible in the Catholic Church: Part II*

Reading Assignment: Béchard, *The Scripture Documents*, 19-31 (Second Vatican Council [1965] *Dei Verbum*), 163-166 (John Paul II, 25th Anniversary of *Dei Verbum* [1990])

Discussion Questions 3: Write two discussion questions one on each of the two documents in the reading assignment above in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint Lecture: “Bible in Roman Catholicism”

Thur, Jan 29

6. *The Bible in Protestantism*

Reading Assignment: Read two of the following:

(1) Read the Lutheran “Augsburg Confession” (1530) on the Web at this address: <http://www.ctsfw.edu/etext/boc/ac/> (of the 30 items, omit Articles 26 and 27) and a modern statement of the Evangelical Lutheran Church of America: <http://www.elca.org> go to “What We Believe” then click on “Statements of Belief” then click on “Confession of Faith of the Evangelical Lutheran Church in America”

(2) Read the Anglican/Episcopalian “Thirty-Nine Articles of Religion” on the Web at this address: <http://www.reformed.org> click on “Historic Church Documents,” then “The Thirty-Nine Articles (1571)”

(3) Read the Presbyterian “Confession of 1967) on the Web at this address: <http://www.godweb.org/confession1967.htm>

(4) Read the Presbyterian “Westminster Confession of Faith” (1646) on the Web at this address: <http://www.reformed.org> click on “Historic Church Documents,” then “The Westminster Confession of Faith (1646).”

(5) Read the Southern Baptist Confession on the web at this address: <http://www.sbc.net/> on dropdown menu under “Baptist Faith and Message,” click on “Baptist Faith & Message”

Discussion Questions 4: Write two discussion questions, one on each of the two documents you read in the reading assignment above in preparation for class discussion (turn in the paper at the end of class).

Class activity: Power Point Lecture: “Protestant Confessions of Faith and Scripture”.

Tues, Feb 3

7. *Reading the Bible Critically, Part I* (bring the Béchard book to class)

Reading Assignment: Béchard, *The Scripture Documents*, 244-283 (“The Interpretation of the Bible in the Church [1993]).

Discussion Questions 5: Write two discussion questions on the reading assignment above in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint lecture emphasizing historical criticism, rhetorical criticism, narrative criticism, social science criticism, feminist criticism, the literal sense, the spiritual sense and the fuller sense.

Thur, Feb 5

8. *Reading the Bible Critically, Part II* (bring the Béchard book to class)

Reading Assignment: Béchard, *The Scripture Documents*, 284-317 (“The Interpretation of the Bible in the Church” [1993]).

Discussion Questions 6: Write two discussion questions on the reading assignment above in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint lecture emphasizing interpretation within the Bible itself, interpretation in the tradition of the Church, the task of the exegete, interpreting the Bible in the life of the Church.

II. The Gospels

Tues, Feb 10

1. *The Synoptic Problem*

Reading Assignment: Holladay, 39-57; Aland, *Synopsis of the Four Gospels*, pp. 1-20 (This is difficult reading because it’s so choppy; focus on the similarities and differences between the four Gospels).

Discussion Questions 7: Write two discussion questions on the reading assignment in Aland in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint lecture: “The Synoptic Problem”

Thur, Feb 12

2. *From Jesus to the Gospels; from the Gospels to Jesus*

Reading Assignment: Holladay, 58-74, 91-99

Discussion Questions 8: Write two discussion questions on the reading assignment in Holladay in preparation for class discussion (turn in the paper at the end of class).

Class activity: (1) Explanation of handout on form criticism. (2) We will then break into groups of 3 or 4 and try to identify the oral forms

underlying the Gospel of Mark along with the editorial techniques the Evangelist used to build them into the story.

Tues, Feb 17

3. *The Gospel of Mark: Mark as Story*

Reading assignment: (1) Read the Gospel of Mark at one sitting (CSB OT/NT 2nd edition: 1316-1348; CSB NT 1st edition: 65-95) and take notes for the assignments on Tuesday, Feb 19 and Tuesday, Feb 24 (look over those assignments before reading Mark).

Focal Task Paper 1: On 1-2 pages, make a list the passages in which Jesus tries to keep his identity a secret, briefly characterize each instance in which he does so and see if you can come up with a reason why he does this.

Class activities: (1) Explanation of Handout “Analyzing Dramatic Structure.” (2) We will then break into groups of 3 or 4 and try to come up with the major parts of a dramatic structure of the Gospel of Mark.

Thur, Feb 19

4. *The Gospel of Mark: Mark as Story*

Reading assignment: (1) Holladay, 104-127

Focal Task Paper 2: Review Mark and on 1-2 pages list the passages in which Jesus’ identity becomes an issue, describe the basic features of each instance and see if you can summarize how they all fit together.

Class activities: Lecture on the Christology of the Gospel of Mark.

Tues, Feb 24

5. *The Birth and Genealogy of Jesus in Matthew and Luke*

Purpose of class session: 1. To learn some basic facts about the Gospel of Matthew. 2. To learn how to determine whether traditions about Jesus are authentic or not. 3. To examine the birth narratives and genealogies of Matthew and Luke in terms of their literary purpose as well as from the standpoint of historical criticism, that is, to determine the extent to which the truth and accuracy of the accounts can be determined.

Reading assignment: (1) Aland, *Synopsis of the Four Gospels*, § 3 (p. 3), §§ 6-11 (pp. 5-11); Holladay, pp. 128-149.

Discussion Questions 9: Write two discussion questions on the reading assignment, one on the material in Holladay and the other on the readings in Matthew and Luke in Aland in preparation for class discussion (turn in the paper at the end of class).

Thur, Feb 26

6. *John the Baptist and the Baptism of Jesus in the Synoptic Gospels, Acts & Romans*

Purpose of class session: 1. To learn some basic facts about the Gospel of Luke. 2. To use historical criticism in understanding the Synoptic presentation of John the Baptist and the baptism of Jesus. 3. To learn some of the basic theological features of early Christian baptism.

Reading assignment: (1) Aland, *Synopsis of the Four Gospels*, §§ 13-18 (pp. 12-17), § 143-44 (pp. 133-14). (2) John 3:22-4:3 (CSB OT/NT 2nd edition: pp. 1409-1410; CSB NT: 1st edition: p. 153); Acts 3:37-47 (skim Acts 3:1-36); 10:34-48 (CSB OT/NT 2nd edition: ; CSB NT: 1st edition: 188-90, 201); Romans 6:1-14 (CSB OT/NT 2nd edition: p. 1502; CSB NT: 1st edition: pp. 237-38). (3) Holladay, pp. 158-69.

Focal Task Paper 4: Discuss the similarities and differences between the accounts of Matthew, Mark and Luke of the baptism of Jesus in Aland, *Synopsis of the Four Gospels*, § 18 (pp. 16-17).

HANDOUT: Study Guide for Midterm Exam

Tues, Mar 3

7. *The Lord's Prayer, the Parables of Jesus and Jesus' Proclamation of the Kingdom of God in the Synoptic Gospels*

Purpose of class session: 1. A survey of key passages in which Jesus proclaims the Kingdom of God in order to determine their authenticity and what he might have meant by the phrase. 2. A survey of the parables of Jesus as they relate to the Kingdom of God. 3. The original meaning of the Lord's Prayer and how it fits in with Jesus' Kingdom proclamation.

Reading assignment: (1) **Lord's Prayer:** Aland, *Synopsis of the Four Gospels*, § 62 (pp. 56-57). (2) **Kingdom of God sayings:** Aland, *Synopsis of the Four Gospels*, § 32 (pp. 29-30), § 51 (p. 50), § 188 (pp. 172-73), § 211 (pp.

189-90), § 234 (pp. 201-202). (3) **Parables of Jesus:** Aland, *Synopsis of the Four Gospels*, §§ 122-133 (pp. 113-120),

Focal Task Paper 5: Each of the reading assignments in the Gospels in Aland's *Synopsis* listed above mentions the Kingdom of God. Although Jesus never defined the Kingdom of God in so many words, it is possible to figure out something of what he meant by it. Write a paragraph or two explaining what Jesus probably meant by the Kingdom of God making specific reference to many of the Gospel passages assigned for reading today.

Thur, Mar 5

Midterm Examination

Mar 7-15

Midsemester Break

Tues, Mar 17

9. *The Eucharistic Words of Jesus in the Synoptic Gospels & 1 Corinthians*

Purpose of class session: To compare the four accounts of the Lord's Supper in the New Testament (Mark 14: 22-25; Matt 26:26-29; Luke 22:15-20; 1 Cor. 11:17-34) to determine what happened on that occasion and what it meant.

Reading assignment: (1) Aland, *Synopsis of the Four Gospels*, §§ 308-312 (pp. 280-286). (2) 1 Corinthians 11:17-34 (CSB OT/NT 2nd edition: pp. 1531-32; CSB NT: 1st edition: pp. 266-67).

Discussion Questions 10: Write two discussion questions on the New Testament passages in the reading assignment for today in preparation for class discussion.

Thur, Mar 19

10. *The Resurrection Narratives in the Four Gospels & 1 Corinthians*

Purpose of the class: To compare the resurrection narratives of the four Gospels and 1 Corinthians 15 in order to reconstruct a possible historical sequence of events and to highlight the theological perspectives of the narratives.

Reading assignment: (1) Aland, *Synopsis of the Four Gospels*, §§352-361 (pp. 325-333).

Discussion Questions 11: In a page or two try to rewrite the resurrection narratives (including 1 Cor 15:3-5, listed above as Aland §333) into a single

harmonious story and then reflect on the difficulties in the way of doing this (if you found any).

Tues, Mar 24

The Gospel of John, Part I

Reading assignment: Read John 1-21 through at one sitting: **CSB OT/NT 2nd edition:** 1402-1441; **CSB NT: 1st edition:** 145-183. While reading John, take notes for Focal Task Paper 4.

Focal Task Paper 3: On 1-2 pages, list and briefly summarize the passages in John where the author speaks to the reader explaining things in his story (these statements are called “narrative asides” and often help the reader to understand the narrative)..

Class activity: Power Point introduction to the Gospel of John

Thur, Mar 26

11. *The Gospel of John, Part II: Who is Jesus?*

Reading assignment: Holladay, 190-222

Discussion Questions 12: Write two discussion questions on the reading assignment in Holladay in preparation for class discussion (turn in the paper at the end of class).

Class activity: We will divide up into groups and use the five-part dramatic analysis that we used in analyzing the story in Mark’s Gospel to analyze the dramatic structure of John.

Focal Task Paper 6: On 1-2 pages, summarize list John’s use of double entendre, i.e., words or phrases that can mean two different things.

Class activity: Discussion of the distinctive contributions of John in the following passages in the Gospel of John and the Synoptic Gospels: (1) Aland § 13: John the Baptist (John 1:19-23; Matt 3:1-5; Mark 1:2-6; Luke 3:1-5). (2) Aland §18: The Baptism of Jesus (Mark 1:9-11; Matt 3:13-17; Luke 3:21-22; John 1:29-34; (3) Aland §25: The Cleansing of the Temple (John 2:14-22; Matt 21:12-13; Mark 11:15-17; Luke 19:45-46). (4) Aland §146: Five Thousand are Fed (John 6:1-15; Matt 14:13-21; Mark 6:32-44; Luke 9:10b-17). (5) Aland §147: Walking on the Water (John 6:16-21; Matt 14:22-33; Mark 6:45-52. (6) Aland §269: Triumphal Entry (John 12:12-19; Matt 21:1-9; Mark 11:1-10; Luke 19:28-40).

III. The Life and Letters of Paul

Tues, Mar 31

1. *Reading Paul's Letters*

Reading assignment: (1) Holladay, 263-288, (2) **CSB RG 2nd edition:** 439-441 (Paul & His Writings); **CSB RG 1st edition:** 470-472 (Paul & His Writings); 472 (3) **CSB OT/NT 2nd edition:** 1492 (New Testament Letters); **CSBNT 1st edition:** 228 (New Testament Letters)

Class activity: PowerPoint introduction to Paul

Thur, Apr 2

2. *Paul's Damascus Road Experience*

Reading assignment: Acts 9, 22, 26; Galatians 1:11-17

Focal Task Paper 7: There are three accounts of Paul's conversion in Acts (9, 22, 26), and one in Galatians (1:11-17). Discuss the agreements and disagreements when comparing these four passages.

Class activity: Power Point lecture on Paul's Damascus Road experience

Tues, Apr 7

3. *The Earliest Letters: 1 & 2 Thessalonians*

Reading Assignment: (1) Read 1 and 2 Thessalonians: **CSB OT/NT 2nd edition:** 1592-1600 (1-2 Thess); **CSB NT 1st edition:** 324-332 (1-2 Thess). (2) Holladay, 289-302

Focal Task Paper 8: Write a 1 to 2 page discussion of what we would know about early Christianity if only 1 & 2 Thessalonians (the earliest Christian documents) survived from the first century. You can organize your discussion under three headings: (1) beliefs, (2) behaviors, (3) rituals.

Thur, Apr 9

4. *1 Corinthians*

Reading assignment: Read 1 Corinthians: **CSB OT/NT 2nd edition:** 1516-1540; **CSB NT 1st edition:** 251-274.

Focal Task Paper 9: Write a 1 to 2 page summary of what Christian worship was like at Corinth; what did they do together and what's Paul's problem with that?

Apr 10-13

Easter Holiday

Tues, Apr 14 5. *Paul's Letter to the Galatians*

Reading assignment: (1) Read Galatians: **CSB OT/NT 2nd edition:** 1559-1570 (Gal); **CSB NT 1st edition:** 293-302 (Gal). (2) Holladay, 333-347

Focal Task Paper 10: Write 1-2 pages on what Paul has to say about justification (by faith). What do you think he means by this and why does he make such a big deal out of it?

Class activity: (1) Brief PowerPoint overview of how to rhetorically analyze New Testament letters. (2) We will break up into groups of 5 or 6 to analyze the rhetorical structure of Galatians.

Thur, Apr 16 6. *Deutero-Pauline Letters: The Pastorals (1-2 Timothy, Titus)*

Reading assignment: (1) Read 1-2 Timothy & Titus: **CSB OT/NT 2nd edition:** 1600-1615; **CSB NT 1st edition:** 332-346. (2) Holladay, 420-444

Focal Task Paper 11: 1-2 Timothy & Titus have a lot to say about various kinds of church offices: Summarize what the letters say about each type of church office, what the rules and responsibilities are for those who hold them.

Tues, Apr 21 7. *The Apocalypse of John, Part I*

Reading assignment: At one sitting, read the entire Apocalypse of John: **CSB OT/NT 2nd edition:** 1667-1694 (Revelation); **CSB NT 1st edition:** 398-424 (Revelation).

Focal Task Paper 12: Summarize what the Apocalypse of John has to say about Jesus Christ and his functions

Thur, Apr 23 No Class

Tues, Apr 28 8. *The Apocalypse of John, Part II*

Reading assignment: Holladay, 535-568.

Discussion Questions 14: Write two discussion questions on the reading assignment in Holladay in preparation for class discussion (turn in the paper at the end of class).

Class activity: PowerPoint lecture on how artists have interpreted the Apocalypse.

April 29

Last Day of Class

Apr 30-May 1

Reading Days

May 4-8

Final Examinations (**Second Paper due 3:00 pm on May 8.**)

May 15-17

Commencement Weekend