

INTRODUCTION TO THE NEW TESTAMENT
NTS 5511
ASHLAND THEOLOGICAL SEMINARY
Summer, 2017
MAY 22-26, 2017, 8:00 AM – 4:00 PM, ASHLAND

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I. Course Description

This course introduces students to the critical study and interpretation of the New Testament. The course focuses student on hearing the New Testament writings as pastoral responses shaped by and addressing first-century socio-historical settings. It includes exploration of their theological and narrative content, exposure to diverse interpretive approaches, and examination of literary, historical and cultural issues relevant to their interpretation.

II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Articulate the content of the New Testament and major critical issues associated with New Testament interpretation.
2. Demonstrate proficiency in the exegesis of, and theological and ethical reflection upon, the New Testament.
3. Explain how an awareness of the limits of their own cultural and social location can assist in reading and interpreting the New Testament.
4. Not assessed in this course.
5. Not assessed in this course.
6. Not assessed in this course.

III. Course Requirements

A. Textbook(s)

Paul J. Achtemeir, Joel B. Green, Marianne Meye Thompson, *Introducing the New Testament* (Grand Rapids: Eerdmans: 2001). ISBN: 0802837174

Recommended:

Joel B. Green, Jeannine Brown & Nicholas Perrin, *Dictionary of Jesus and the Gospels*. (2nd ed; Downers Grove: InterVarsity Press, 2013). ISBN: 0830824561.

Gerald Hawthorne, Ralph Martin, Daniel G. Reid, *Dictionary of Paul and his Letters* (Downers Grove: InterVarsity Press: 1993). ISBN: 0830817786

B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students

should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 classes) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.¹

C. Assignments/Assessment of Student Learning

1. All course material with the exception of the required textbooks is located via the Blackboard module for this course. The module contains fifteen folders each titled according to the week of the term and the topic covered. Each of these learning folders contains one or more of the following: 1) Lecture Power Points; 2) handouts; 3) downloadable articles; 5) an exercise in critical analysis; 6) a weekly quiz. Students will need to login to access the materials in the folders using their AU email username and password.

Students are expected to complete *all* assigned reading, videos and podcasts.

2. Each student will complete an exegetical paper from one of the pericopes listed below. **The Paper is to be double-spaced, 12-point and 3000-3500 words in length excluding footnotes and bibliography. The word count will be strictly enforced.** All papers **must** conform to Turabian format and include a bibliography (See the ATS Writing Handbook). A word count **must** be provided on the conclusion page. The paper will be submitted in four parts according to the below schedule. All components of the paper are to be emailed to the professor by **June 30, 2017**.
3. Students will be assessed on the material taught in each session through a short quiz. The quiz will contain ten objective questions and will be drawn from all aspects of the learning folder including the lecture, podcasts, videos, reading and handouts. Students have fifteen minutes to finish the quiz from the time they begin. **This is a closed book quiz.**

D. Calculation of Grade

| <i>Assignments</i> | <i>Learning Outcomes</i> | <i>Percent of Final Grade</i> |
|--------------------|--------------------------|-------------------------------|
| Quizzes | 1 | 60% |
| Exegetical Paper | 2, 3 | 40% |

IV. Course Schedule - Lecture Outline and Reading Assignments

| Date | Topic | Assignments |
|---------------------------|---------------------------------------|---|
| Complete prior to May 22, | The World of the New Testament | a. Dunn, "The Bible and Scholarship." b. <i>Introducing the New Testament</i> , pp. 1-51 c. Cohick, "Judaism, Common," pp. 452-458 in DJG |

¹ This policy also includes tardiness.

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| 2017 | | <p>d. Podcast – Mark Goodacre, “When was Jesus Born?”</p> <p>e. Podcast- Mark Goodacre, “How long was Jesus’ Ministry?”</p> <p>f. BibleDex Video – Where was Jesus Buried?</p> <p>g. Quiz # 1</p> |
| Complete prior to May 22, 2017 | The Gospels: What are they and how did we get them? | <p>a. <i>Watch Lecture Video on Blackboard Introducing the New Testament</i>, pp.53-87.</p> <p>b. Baum, "Synoptic Problem", 911-919 in DJG</p> <p>c. Stanton and Perrin, "Q", 711-718 in DJG</p> <p>d. Podcast – Mark Goodacre, “What is Redaction Criticism?”</p> <p>e. Video – Richard Bauckham, “The Gospels as Eyewitness Testimony”.</p> <p>f. Quiz # 1</p> |
| May 22, 2017 Session A 8:00 am – 11:00 am | The Gospel According to Mark | <p>a. <i>Introducing the New Testament</i>, pp.123-147.</p> <p>b. Bock, “Son of Man,” DJG, 894-900.</p> <p>c. H. J. Toensing, “Living Among the Tombs: Society, Mental Illness, and Self-Destruction in Mark 5:1-20,” pp. 131-143 in <i>This Abled Body: Rethinking Disabilities in Biblical Studies</i> (Semeia 55; Atlanta: SBL, 2007).</p> <p>d. Podcast – Mark Goodacre, “The Anonymity of the Gospels”</p> <p>e. Video- The Messianic Secret in Mark’s Gospel</p> <p>f. Quiz # 2</p> |
| May 22, 2017 Session B 1:00 pm – 4:00 pm | The Gospel According to Matthew | <p>a. <i>Introducing the New Testament</i>, pp. 89-121.</p> <p>b. Green, <i>The Kingdom of God/Heaven</i>, pp. 468-481 in DJG.</p> <p>c. Crump, <i>Prayer</i>, pp. 684-692 in DJG</p> <p>d. Podcast – Mark Goodacre, “What is the Purpose of Matthew’s Genealogy of Jesus?”</p> <p>e. Video – Stanton and Dunn, “Jesus and the Kingdom.”</p> <p>f. Video – Stanton and Dunn, “The Parables of Jesus.”</p> <p>g. *Optional BibleDex Video – Overview of Matthew’s Gospel in the Land of Israel</p> <p>h. Exercise in Critical Analysis: Redaction Criticism: The Lord’s Prayer.</p> <p>i. Quiz # 3</p> |
| May 23, 2017 Session A 8:00 am – 11:00 am | The Gospel According to Luke | <p>a. <i>Introducing the New Testament</i>, pp. 149-174.</p> <p>b. Powell, “Table Fellowship,” pp. 925-931 in DJG.</p> <p>c. Podcast – Mark Goodacre, “The Genealogy of Jesus According to the Gospel of Luke.”</p> <p>d. Podcast – Mark Goodacre, “Wealth and Poverty in the Gospel of Luke.”</p> <p>e. *Optional BibleDex Video – Overview of Luke’s Gospel in the Land of Israel</p> <p>f. Quiz # 4</p> |

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| <p>May 23, 2017</p> <p>Session B</p> <p>1:00 pm – 4:00 pm</p> | <p>The Acts of the Apostles</p> | <p>a. <i>Introducing the New Testament</i>, pp. 245-269.</p> <p>b. Alexander, "Chronology of Paul," pp. 115-123 in DPL</p> <p>c. Podcast – Mark Goodacre, "Paul's Damascus Road Conversion."</p> <p>d. *Optional Video – Ananias and Sapphira</p> <p>e. *Optional BibleDex Video – "The Book of Acts"</p> <p>f. *Optional Reading Acts of violence in the Acts of the Apostles (Byron)</p> <p>g. Quiz # 5</p> |
| <p>May 24, 2017</p> <p>Session A</p> <p>8:00 am – 11:00 am</p> | <p>The Gospel According to John</p> | <p>h. <i>Introducing the New Testament</i>, pp.175-205.</p> <p>i. Osborne, "Life/Eternal Life," pp. 518-22 in DJG.</p> <p>j. Podcast - Tim Bulkeley, "Text, Canon and the Woman Caught in Adultery."</p> <p>k. Video – Richard Burridge, "In the Beginning, the Gospel According to John."</p> <p>l. Quiz # 6</p> |
| <p>May 24, 2017</p> <p>Session B</p> <p>1:00 pm – 4:00 pm</p> | <p>The Thessalonian Correspondence</p> | <p>a. <i>Introducing the New Testament</i>, pp. 271 – 297; 427-446.</p> <p>b. Beasley-Murray, "Pastor, Paul as," DPL, pp. 654-658.</p> <p>c. Podcast – Mark Goodacre, "Paul the letter writer."</p> <p>d. Podcast – Mark Goodacre, "Was Paul the founder of Christianity?"</p> <p>e. Video – Larry Hurtado, "How did Jesus become God?"</p> <p>f. *Optional Video – "Reading Paul for the first time."</p> <p>g. *Optional BibleDex Video – 1 Thessalonians</p> <p>h. *Optional BibleDex Video – 2 Thessalonians</p> <p>i. *Optional Reading Paul as Seer to the Thessalonians (Byron)</p> <p>j. Quiz # 7</p> |
| <p>May 24, 2017</p> <p>Session B</p> <p>1:00 pm – 4:00 pm</p> | <p>The Epistle to the Galatians</p> | <p>a. <i>Introducing the New Testament</i>, pp. 355-375.</p> <p>b. Silva, "Old Testament in Paul," pp. 630-642 in DPL</p> <p>c. Podcast – Mark Goodacre, "Was Paul really an apostle?"</p> <p>d. Video – J. D. G. Dunn and N. T. Wright – "The New Perspective on Paul."</p> <p>e. Video – N. T. Wright, "Paul's letter to the Galatians."</p> <p>f. Quiz # 8</p> |
| <p>May 25, 2017</p> <p>Session A</p> <p>8:00 am – 11:00 am</p> | <p>The Corinthian Correspondences</p> | <p>a. <i>Introducing the New Testament</i>, pp. 327-354.</p> <p>b. Robeck, "Prophecy, Prophesying as," pp. 755-762 in DPL</p> <p>c. Byron, Paul, Jesus and the Rolling Stone (Biblical Archaeology Review, Fall, 2016)</p> <p>d. Podcast – Mark Goodacre, "The resurrection and afterlife in Paul."</p> <p>e. Video – N. T. Wright, "The Christian belief in</p> |

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| | | <p>resurrection.”</p> <p>f. Video – “The Apostle Paul’s Corinth”</p> <p>g. *Optional Video – “Paul’s Letters to the Corinthians”</p> <p>h. Quiz # 9</p> |
| <p>May 25, 2017</p> <p>Session B</p> <p>1:00 pm – 4:00 pm</p> | <p>The Epistle to the Romans</p> | <p>a. <i>Introducing the New Testament</i>, pp. 299-326.</p> <p>b. Campbell, “Israel,” pp. 441-446 in DPL</p> <p>c. McKnight, “Collection for the Saints,” pp. 143-147 in DPL</p> <p>d. Brenda Colijn, “Justification by Faith(fullness),” pp. 196-218 in <i>Images of Salvation</i>.</p> <p>e. Podcast – Mark Goodacre, “Paul and the future of Israel.”</p> <p>f. Podcast – Mark Goodacre, “The First Woman Apostle.”</p> <p>g. Video – N. T. Wright, “Paul’s letter to the Romans.”</p> <p>h. Video – N. T. Wright, “The Shape of Paul’s Theology.”</p> <p>i. Quiz # 10</p> |
| <p>May 26, 2017</p> <p>Session A</p> <p>8:00 am – 11:00 am</p> | <p>The Prison Epistles: Philippians/Philemon</p> | <p>a. <i>Introducing the New Testament</i>, pp. 391-405; 421-426.</p> <p>b. Pliny’s Letter to Sabinianus</p> <p>c. Byron, “A Tale of Two Slaves” (Biblical Archaeology Review, Summer, 2013)</p> <p>d. Byron, “The Epistle to Philemon: Paul’s Strategy for Forging the Ties of Kinship.”</p> <p>e. *Optional BibleDex Video – “The Letter to the Philippians.”</p> <p>f. *Optional BibleDex Video – “The Letter to Philemon.”</p> <p>g. Quiz # 11</p> |
| <p>May 26, 2017</p> <p>Session B</p> <p>1:00 pm – 4:00 pm</p> | <p>The Epistles to the Ephesians and Colossians</p> | <p>a. <i>Introducing the New Testament</i>, pp. 377-389; 407-420.</p> <p>b. Dunn, ‘Pauline Legacy’ pp. 887-893 and ‘Pseudepigraphy’ pp. 977-984 in <i>Dictionary of the Later New Testament</i>.</p> <p>c. *Optional BibleDex Video – “The letter to the Colossians”</p> <p>d. *Optional BibleDex Video – “The letter to the Ephesians.”</p> <p>e. Exercise in Critical Analysis: Pseudepigraphy and the New Testament.</p> <p>f. Quiz # 12</p> |
| <p>May 26, 2017</p> <p>Session B</p> <p>1:00 pm –</p> | <p>The Pastoral Epistles</p> | <p>a. <i>Introducing the New Testament</i>, pp.447-464; 589=608.</p> <p>b. Keener, “Man and Woman,” pp. 583-592 in DPL</p> <p>c. The Lost Gospels” in <i>Time Magazine</i> December 2003.</p> <p>d. *Optional BibleDex Video – “1 Timothy”</p> <p>e. *Optional BibleDex Video – “2 Timothy”</p> |

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| 4:00 pm | | <ul style="list-style-type: none"> f. *Optional BibleDex Video – “Titus” g. Exercise in Critical Analysis: The New Testament Canon: Closed or Open? h. Quiz # 13 |
| Complete prior to June 30, 2017 | The Apocalypse of John | <ul style="list-style-type: none"> a. <i>Introducing the New Testament</i>, pp.555-587. b. Podcast – Mark Goodacre, “The other number of the beast.” c. Video – Ian Paul, “Apocalyptic Language and Metaphor.” d. *Optional BibleDex Video – “The book of Revelation.” e. Exegetical Paper |

Exegetical Paper Format and Submission Schedule

In an effort to help students to increase the exegetical ‘payoff’ from their work, all students will choose **one** of the following synoptic parallels for their paper.

1. The Gadarene demoniac(s) - Mk 5.1-20//Matt 8.28-34//Lk 8.26-39 (**focus on Mark**).
2. Jairus’ daughter and the woman with the issue of blood - Mk 5.21-43//Matt 9.18-26//Lk 8.40-56 (**focus on Luke**).
3. Jesus walks on the water – Mk 6.45-52// Matt 14.22-33//Jn 6.16-21 (**focus on Matthew**).
4. Healing the demon possessed boy – Mk 9.14-29//Matt 17.14-21//Lk 9.37-43a (**focus on Mark**).

The paper will be constructed/written in four parts and as follows:

1. **Synoptic Parallel Comparison** –Compare your chosen synoptic parallel with the focus passage. Keeping Markan priority in mind, look for differences between the triple tradition including: geography, characters, numbers, names, order in which material is given, lengthening or shortening of the material by those who follow Mark. Once you have made your own observations, consult a quality, critical commentary (see below) to discover anything you may have missed. Ask yourself why any changes might have been made to Mark by Matthew and Luke. Write up your finding in a three to five page paper complete with footnotes in Turabian format.
2. **Literary Analysis** - Using your **focus passage**, analyze how it functions within the gospel. How has the author’s placement of the material contributed to the overall message of the gospel? Does it present a different picture of Jesus than in the synoptic parallels you studied? Is there a common theme in the gospel that is emphasized by the way the author has constructed his gospel? Once you have made your own observations, consult a quality, critical commentary (see below) to discover anything you may have missed. Write up your finding in a three to five page paper complete with footnotes in Turabian format.

3. **Historical Considerations** – Using your **focus passage**, what historical, cultural and geographic details might contribute towards a better understanding of the passage? Are there any particular terms in the passage that add significant meaning? Once you have made your own observations, consult a quality, critical commentary and/or bible dictionary (see below) to discover anything you may have missed. Write up your finding in a three to five page paper complete with footnotes in Turabian format.
4. **Final submission: Introduction, Conclusion, Application** - This is the final stage of the exegetical paper process. At this point you should have incorporated the three previous sections into a single paper. Provide an introduction at the beginning and a conclusion at the end. Be sure to include a bibliography.

Students may find it helpful to work on some components as a group. This is permissible but **it is not a group project**. All submissions should represent the student's work and not that of a group. This means that although students may find it helpful, for example, to examine the synoptic parallels together, all findings should represent the student's conclusion and not that of a group. Any paper(s) that resemble a 'group effort' will automatically receive a failing grade. **All submissions must be made via email.**

Required Commentaries

While you undoubtedly will consult several quality commentaries, **at least two of the following must appear in each section of your exegetical paper**. Most of these can be found on the reference shelf in the library. Remember your fellow students by not stealing or hiding these for your own personal use.

Matthew

Davies, W.D. and Dale Allison. *Matthew ICC*. (Edinburgh: T&T Clark, 1988).
 Gundry, Robert. *Matthew: A Commentary on His Handbook for a Mixed Church Under Persecution* (Grand Rapids: Eerdmans, 1994).
 Hagner, D. A. *Matthew* 2 vols. WBC. (Dallas: Word Books, 1993).
 Harrington, Daniel. *The Gospel of Matthew Sacra Pagina* (Collegeville, Minn.:, Michael Glazier, 1991).
 Keener, Craig. *A Commentary on the Gospel of Matthew* (Grand Rapids: Eerdmans, 1999).

Mark

Cranfield, CEB. *The Gospel of Mark*. (Cambridge: Cambridge University Press, 1966, 1979).
 Evans, Craig A. *Mark 8:27-16:8* in WBC. (Waco, Tx.: Word, 2000).
 Guelich, Robert. *Mark 1:1-8:26* WBC. (Waco, Tx.: Word, 1993).
 Lane, William *Commentary on the Gospel of Mark* NICNT (Grand Rapids: Eerdmans, 1974).
 Witherington, Ben, III. *The Gospel of Mark: Socio-Rhetorical Interpretation of Mark*. (Grand Rapids: Eerdmans, 2000).

Luke

Fitzmyer, Joseph A. 2 vols. *The Gospel According to Luke* ABC. (Garden City, NY: Doubleday, 1985).
 Green, Joel B. *The Gospel of Luke* NICNT. (Grand Rapids: Eerdmans, 1997).

Johnson, Luke Timothy. *Luke Sacra Pagina*. (Collegeville, Minn.: Michael Glazier, 1991).
Marshall, I. Howard. *The Gospel of Luke* NIGTC. (Grand Rapids: Eerdmans, 1978).
Nolland, John. *Luke* 3 vols. WBC. (Dallas: Word, 1989, 1993, 1999).

John

Beasley-Murray, George R. *The Gospel of John* (WBC; Nashville: Thomas Nelson, 1982).
Brown, Raymond, *The Gospel of John* (ABD; NY: Doubleday, 1964; reprint Yale University Press, 2003)
Michaels, J. Ramsey, *The Gospel of John* (NICNT; Grand Rapids: Eerdmans, 2010).

V. Recommendations for Lifelong Learning

From time to time, the professor will bring to class representative works which students may find useful for adding to their library of tools and resources as they continue their studies in other New Testament Courses.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu.

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The

Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

D. ATS Grading Scale

| Grade | Percent | Grade Points | Description |
|-------|----------|--------------|---|
| A | 97-100 | 4.0 | Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class. |
| A- | 92-96 | 3.7 | |
| B+ | 89-91 | 3.3 | |
| B | 86-88 | 3.0 | Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed. |
| B- | 83-85 | 2.7 | |
| C+ | 80-82 | 2.3 | |
| C | 77-79 | 2.0 | Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution. |
| C- | 74-76 | 1.7 | |
| D+ | 71-73 | 1.3 | |
| D | 68-70 | 1.0 | Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions. |
| D- | 65-67 | 0.7 | |
| F | Below 65 | 0 | Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class. |

VII. Selected Bibliography

Bauckham, Richard, *The Gospels for All Christians: Rethinking the Gospel audiences.* (Edinburgh, T&T Clark, 1998).

Burridge R.A., *What are the Gospels? A Comparison with Graeco-Roman Biography* (SNTSMS 70; Cambridge Univ., 1992).

Colijn Brenda B. *Images of Salvation in the New Testament* (Downers Grove, InterVarsity Press, 2010).

deSilva, David, *Honor, Patronage, Kinship and Purity: Unlocking New Testament*

- Culture*. (Downers Grove, Ill: IVP, 2000).
- Dunn, J.D.G., *Jesus Remembered*. (Eerdmans, 2003).
- , *The Theology of Paul the Apostle*. Eerdmans, 1998.
- Goodacre, Mark, *The Synoptic Problem: A Way Through the Maze*. Biblical Seminar 80. (Sheffield Academic Press, 2001).
- Gray, Patrick *Opening Paul's Letters: A Reader's Guide to Genre and Interpretation* (Grand Rapids: Baker Academic, 2012).
- Green, Joel B. (ed), *Hearing the New Testament: Strategies for Interpretation* (Eerdmans, 1995).
- Hengel, Martin, *The Four Gospels and the One Gospel of Jesus Christ* (London: SCM Press, 2000).
- Stanton, Graham, *The Gospels and Jesus*. (Oxford University Press, 2002).
- Witherington, Ben, *The Jesus Quest: The Third Search for the Jew of Nazareth*. (Downers Grove, InterVarsity Press, 1995).