

H A R D I N G U N I V E R S I T Y

GRADUATE SCHOOL *of* RELIGION
Transforming Leaders

5201 Advanced Introduction to the New Testament
Dr. Allen Black, Spring 2010

TEXTS

David A. DeSilva, *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. (Downers Grove, IL: InterVarsity, 2004)
Everett Ferguson, *Backgrounds of Early Christianity*, 3rd ed. (Grand Rapids, MI: William B. Eerdmans, 2003)

Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

GOALS

This course focuses on issues that govern the historical, literary, and theological interpretation of the books of the NT. Ferguson's book is used for a basic framework of the NT's historical/cultural setting. DeSilva and class discussion provide material not only on who wrote each book, when, and why; but also on literary/historical issues like the Synoptic Problem; and, more importantly, on key theological issues involved in studying the NT books and their themes. This class contributes toward a variety of goals of the Masters programs, including learning the content of the English Bible, developing exegetical skills in the interpretation of scripture, integrating the scriptures with diverse contemporary cultural contexts, and developing in one's personal spiritual formation.

REQUIREMENTS

1. Reading. All readings (except the reading for Jan. 4) should be completed by the date listed. The NT text itself should be consulted constantly while reading the secondary literature. We are omitting all the Exegetical Skills sections of DeSilva's book.
2. Attendance. Regular class attendance is expected.
3. Examinations. Each exam will count one-third of the course grade. The exams must be taken on time except in extraordinary circumstances. Arrangements for an alternate time should be made in advance, except for an emergency, in which case arrangements should be made before the next class meeting.
4. Term Paper. The term paper should be 13-17 pages (in Courier 12 point font), excluding the bibliography. It will count one-third of the class grade. It is due April 12. Late papers will be graded down one point per day. More information on the term paper is provided at the end of this syllabus.
5. Incompletes. Incompletes will be granted only in extraordinary circumstances.

STUDENTS WITH DISABILITIES

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 761-1353.

LIBRARY SERVICES

If you have not taken Advanced Theological Research (5990) or took it more than a year ago, go to the HUGSR Web site (www.hugsr.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HUGSR online catalog (called Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

SCHEDULE OF ASSIGNMENTS

Jan.	4	Mark DeSilva 19-22, 194-233 (omit Exegetical Skill section throughout)
Jan.	11	The Synoptic Gospels DeSilva 145-93
Jan.	18	Matthew DeSilva 234-97
Jan.	25	Luke DeSilva 298-347
Feb.	1	Acts DeSilva 348-90 Jacob Jervell, <i>Luke and the People of God: A New Look at Luke-Acts</i> (Minneapolis, MN: Augsburg, 1972), 41-74 Ferguson, 1-40, 55-82, 97-147
Feb.	8	Introduction of Paul; Galatians, 1-2 Thessalonians DeSilva 475-554 Ferguson, 148-250
Feb.	15	1-2 Corinthians, Romans DeSilva 555-639 Wolfgang Wiefel, "The Jewish Community in Ancient Rome and the Origins of Roman Christianity," in <i>The Romans Debate</i> , ed. Karl P. Donfried, rev. and exp. ed. (Peabody, MA: Hendrickson, 1991), 85-101 (or 1977 ed.: 100-19) Ferguson, 251-326, 333-35, 363-65 (Seneca), 368-69, 389-90
Feb.	22	Exam
Mch.	1, 8	Study break; Spring break
Mch.	15	Philippians, Ephesians, Colossians, Philemon DeSilva 640-732 Ferguson, 396-449, 452-53, 463-66, 475-502
Mch.	22	1-2 Timothy, Titus DeSilva 733-75 Ferguson, 513-88, 592-607
Apr.	5	John, 1-3 John DeSilva 391-474

- Apr. 12 Revelation, Hebrews
DeSilva 885-932, 776-813
Term Paper Due
- Apr. 19 James, 1-2 Peter, Jude
DeSilva 814-84
Luke Timothy Johnson, *The Letter of James*, The Anchor Bible, vol. 37a (New York: Doubleday, 1995), 11-15, 58-64, 80-88, 111-14
- Apr. 26 Final Exam

TERM PAPER TOPICS

The following are possible areas of investigation for term paper research. Many of them need to be narrowed in scope to be suitable for only 13-17 pages. Other areas must be approved.

- A specific view of the purpose(s) of one of the Gospels or Luke-Acts
- A specific view of the overall structure of Mark, Matthew, John, or Acts
- A specific theological or historical aspect of Matthew's or Luke's presumed use of Mark
- The Unity of 2 Corinthians
- The Identity of the Letter of 2 Cor. 2:4; 7:8
- The Purpose of Romans in Light of the Edict of Claudius
- The Authorship of Revelation: Internal Evidence or External Evidence
- The Titles of the Gospels as Evidence of Authorship
- The Date of Luke-Acts
- The Identity of the Beloved Disciple in John
- The Audience of Ephesians
- The Authenticity of the Pastorals: Arguments from Language and Style
- Papias' Statement Concerning Mark
- The Synoptic Problem: The Argument From Order
- The Structure of 1 John
- The Identity of the Opponents in 1 John
- The Structure of James
- The Relationship between 2 Peter and Jude
- Jude's Use of 1 Enoch
- 2 Peter: Internal Evidence for a Late Date
- Were the Gospels written to specific churches or regions, or for general circulation?

COMMON TERM PAPER PITFALLS

Deficiencies in Structure

1. Failure to delimit your topic sufficiently. *This is a common and major error.*
2. Poor organization. *Another common and major error.* Please a) lay out your goal(s) plainly near the beginning of the paper, b) organize your paper around your goal(s), c) use subheadings to provide clear delineation of various sections, and d) summarize your results at the end.
3. Wandering into peripheral areas. Restrict your discussion to that which is directly pertinent to your goal(s).

Deficiencies in Research

4. Overlooking major scholars who comment on your text or topic.
5. Failure to use primary materials--ancient or modern. Do not rely on secondary references to primary materials (unless they are not available or you cannot read them due to their language).
6. Reliance upon popular level sources which often promote inaccuracies.
7. Reliance upon older materials that reflect positions that are now out-of-date. Focus on recent scholarly materials.

Deficiencies in Argumentation

8. Failure to cover all significant positions on your subject.
9. Failure to reply to all major arguments against your own position or in favor of other positions.
10. Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
11. Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion. Your paper should not be a report of others opinions, but an analysis of arguments and evidence expressing your own views in interactions with scholarship.

Deficiencies in Academic Style

12. Overquoting. Use direct quotations reluctantly. See Gordon Fee, *NT Exegesis*, 33-34.
13. Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not belong in the text itself (e.g., minor textual variants, peripheral arguments, extreme minority viewpoints, etc.). See Fee, *NT Exegesis*, 34-35.
14. Incorrect spelling and other evidence of not proofreading carefully.
15. Lack of attention to Turabian and HUGSR's Supplement.

Additional Term Paper Guidelines

- 1) The text and footnotes must be typed in a Courier 12 point font (10 characters per inch).
- 2) Do **not** use **bold font**. Use underlining or *italics*. *Italics* are preferable for the titles.
- 3) So that I can read your emailed Greek use the font called "Symbol." Note that in Symbol font the final sigma is located at "shift-v." The Symbol font does not have breathing marks, accents, or iota subscripts. You can find the Greek NT in Symbol font on the web at <http://unbound.biola.edu> (=Greek NT: Westcott/Hort, UBS4 variants) and at <http://www.greekbible.com> (this one only works for me when I cut and paste it into a document).
- 4) Please email the paper as one document: title page, paper, and bibliography. Start your numbering with 0 and tell Word to omit the number on the first page so you will not have a number on the title page. I will not be concerned about the requirement that the number on page one and on the first page of the bibliography ought to be at the bottom of the page. Just let Word put it at the top of the page like the other numbers.
- 5) Concerning the style for footnotes and bibliographical entries for commentaries, see HUGSR's Supplement to Turabian, pp. 7-8. For most commentaries use the style at 17.1.5. Note that you do not include the editor of the series. For a one-volume commentary with different contributors or a multivolume commentary with different contributors in *each* volume, use the style at 17.1.8.
- 6) I reduce late term papers one point per day. I make exceptions for major illness (extending more than one week) and occasionally for other reasons that I consider justifiable. I determine the length of any time extension according to the cause. It is the student's responsibility to contact me concerning any such extension.
- 7) I give "A's" for better than average work. An "A" paper must include the following qualities: a) thorough research, b) frequent use of content and multiple-reference footnotes, c) clear organization, with well-written sentences and paragraphs, and d) few grammatical or spelling errors and competent use of Turabian style.
- 8) Plagiarism is completely unacceptable. Please familiarize yourself with what constitutes plagiarism. A good website with a brief overview of the subject is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Bibliography

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