

Bible 102B Literature of the New Testament

Spring 2012 - Roger Newell - George Fox University

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Office location: Hoover Academic Building, Dept. of Religious Studies, 2nd floor room 243

Office hours: MWF 4:30-5:30; TU/TH 3-4

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Class meeting time: 11:40-12:30 MWF

Classroom Stevens 207

Course Description:

The course is the second semester of a two semester survey of the Bible. The major biblical themes and their literary forms will be studied in historical context. Attention will be given to the biblical study tools useful in handling the problems of authorship, text and interpretation.

Texts:

Today's NIV Bible, Zondervan, 2002

The Feeling Intellect: Reading the Bible with C. S. Lewis, Wipf and Stock, 2010.

The New Testament in Antiquity, Burge, Cohick, Green, Zondervan, 2011.

Course Objectives:

1. To gain a general knowledge of the Biblical story, including the prominent characters, major events and dominant themes of the New Testament.
2. To become acquainted with the overall chronological events of the New Testament.
3. To gain a greater appreciation of the New Testament on its own terms. This entails a greater appreciation of the history and culture out of which it arose.
4. To better understand the relationship between the Old and New Testament.
5. To develop the exegetical skills necessary for interpreting the New Testament responsibly and understanding its relevance for life today.

Learning Activities and Guidelines:

1. Participation. Student and instructor will seek to create an environment of active listening to the text and to one another. This will enable conversation in class that engages the text, not diverting chatter.
2. Reading. Essential to participation is a careful reading of assigned texts prior to class. As questions emerge from the reading of the text, students should record and bring to class.
3. If you are unclear about what is being said or expected, or are struggling with the materials, come see me. (See office hours and location above.)
4. Take 10-15 minutes before class each day to review notes from previous class. Each week take 20 minutes to review the notes from the previous week. When the mid term arrives you will be well prepared. Students are responsible to ask peers for notes and announcements for any class session missed.

Course Requirements:

1. Daily Quiz on the assigned reading. 25%. (Alternative to daily quiz: provide a brief outline or summary of the day's reading both in the NT and in Burge in under 100 words or less; list a main theme for each of the readings, list a question raised by the readings.)
2. One-page reading reviews for *The Feeling Intellect: Reading the Bible with C.S. Lewis*. 25%. Due according to schedule. Each of the eight reviews is due at the beginning of class. Late reviews will have one grade deducted each class period they are late.

3. Exams. Mid-term(25%) and Final (25%). Exams will cover class discussions, lectures, reading assignments and student presentations. Exams will include true/false, multiple choice, short answer and brief essay questions.

Grading Scale

A = Exceptional work (93-100) A- = (90-92)
B = Superior work (83-87) B+ = (88-89) B- = (80-82)
C = Satisfactory work (73-77) C+ = (78-79) C- = (70-72)
D = Unsatisfactory work (63-67) D+ = (68-69) D- = (60-62) F = Failed (0-59)

Deadlines and Exam Dates

- Assignments are due at the beginning of class on specified dates.
- Exams taken at times other than scheduled in the course calendar must be approved by the instructor.
- Quizzes missed due to absences or tardiness cannot be made up. But because illness and family emergencies happen, the 6 lowest scores will be thrown out.

Learning Disabilities:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the semester so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, coordinator of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to www.georgefox.edu/offices/disab_services.

Classroom Courtesy:

The art of good old-fashioned social courtesy is becoming a lost cultural skill. What follows is my remedial reminder about the four C's of courtesy in a college classroom.

1. *Come on time.* Arriving late and leaving early interrupt the focus of class. If you do come late, please come in and sit down quietly near the door. And if you must leave early, (for a dr's appointment, etc.), please just slip out quietly. Sometimes these things are unavoidable and we need to be gracious to one another. But even when unavoidable, such behavior adversely affects our already limited concentration skills. Attendance, tardiness, etc. will effect borderline grades.

2. *Casual conversations* during class lecture or discussion time significantly divert attention from the task of learning. CC's are leftovers of a high school mentality which dumbs down the college experience. I will encourage you throughout the semester to resist this everyday temptation to mediocrity.

3. *Cell phones, text messages, etc.* Out of respect for our limited time together and the task at hand, please remember to turn off cell phones, etc. during class. Please resist the distraction to yourself and others of texting in class. Let our text message be the New Testament! You have no idea how disconnected you look when you are staring down at your tiny screen. You are not really multi-tasking; you are tuned out.)

4. *Computers* can be a case study of technology enhancing learning, but it cuts both ways. After more than a decade of constant usage, the case can be made that the use of computers in class has become a fascinating distraction for too many, a way of self-isolation and distancing from the immediacy of a live classroom. In a culture of sensory overload with its attendant de-personalization, lap top multi-tasking has become a common coping strategy, but makes us ever more at risk for failing to show up for our own lives. This semester we will seek to re-personalize the classroom by checking our computers at the door. Bring a pen, a pencil, a notebook and see what happens. If you have a learning disability that requires you to use a computer for note-taking, please bring along the appropriate documentation from the coordinator of Disability Services. (See above).

A Warning about Plagiarism:

Plagiarism is the using of another person's writing without citing them. It also includes using someone's ideas without citing them. This is toxic behavior for any learning community, combining in a subtle way laziness and dishonesty. The consequences for plagiarism can include failing the course or even expulsion from the university, as specified in the student handbook. Every faculty member on this campus takes the commitment to academic honesty as a basic part of our life together.

Guidelines for One-Page (300-400 words) Reviews:

1. Read receptively: As much as possible, suspend any defensive, judgmental approach and read with an openness to hear the author's insights. Expect the best, not the worst. That way when you find something you take issue with, it will have gotten to the heart of the matter, and won't be simply disagreeing for the sake of "independence."

2. Read actively: Always read with a notebook on your lap and a pen in your hand. Does something excite you? Inspire you? Anger you? Mark it with a pencil and engage in a conversation with the author's ideas and experience. Be active! Interrogate! Ask yourself and the author: what are the implications? The quality of your conversation is what makes the review worthwhile. I will be looking to see

a) Receptivity: if you have carefully listened to the author or just glanced briefly at it and gone off on your own agenda.

b) Active engagement: if you have wrestled in meaningful conversation with the ideas presented or just glibly agreed or disagreed, giving no reasons, no reflections.

To summarize what I'm looking for:

Receptive Reading

a. Describe what the book (chapter) is about

b. What is being said and how? (main ideas, assertions, arguments.) Include a significant quote.

Active Reading

What issue/theme do you especially agree or disagree with the author? Why? Interrogate, challenge, ask implications. Be specific, not vague or general.

What is its significance to you personally? (What are you going to do about it?)

Course Calendar, Literature of the New Testament, Spring 2011

Week 1 – January 9, 11, 13

9 - Syllabus review. How to Read the NT

11 - The Historical Setting of the NT

Assignment: Burge ch 1&2.

13 - How the Bible came to us: how it was preserved and handed on

Assignment: Burge, ch 5, ch 27

Week 2 – 16, 18, 20

16 - *MLK Holiday. No class*

18 - **Assignment:** Burge ch 3 The World of Jesus in his Jewish Context

20 - **Assignment:** Newell, Intro and ch 1 Response and Responsibility *Review #1 due.*

Week 3 – 23, 25, 27

23 - **Assignment:** Burge ch 6 The Story of Jesus

25 - **Assignment:** Burge ch 7 The Teachings of Jesus

27 - **Assignment:** Matthew 1-19

Burge ch 8, The Gospel According to Matthew, p. 165-174

Week 4 – 30, Feb 1, 3

30 - **Assignment:** Burge, ch 8, The Gospel According to Matthew, p. 174-178

Matthew 19 to end

1 Feb - **Assignment:** Newell, Chapter 4, Till We Have Christians *Review #2 due.*

3 - **Assignment:** Mark 1-8:26

Burge ch 9, The Gospel According to Mark, p. 179-188

Week 5 – Feb 6, 8, 10

6 - **Assignment:** Mark 8:27-16:8

Burge ch 9, p. 188-194

8 - **Assignment:** Luke 1-19:44

Burge, ch. 10 The Gospel According to Luke, p. 195-207

10 - **Assignment:** Luke 19:45-end

Burge ch 10, p. 207-211

Week 6 – 13, 15, 17

13 - **Assignment:** John 1-12:50

Burge, ch 11, The Gospel according to John, p. 213-218

15 - **Assignment:** John 13-21

Burge ch 11, The Gospel according to John, p. 218-228

17 - **Mid Term exam**

Week 7 – 20, 22, 24

20 - **Assignment** Acts 1-12:25

Burge ch 12, The Acts of the Apostles, p. 229-236

Newell, Chapter 7, "Gawd, ain't it lovely?" *Review #3 due.*

22 - **Assignment:** Acts 13-end

Burge ch 4, The World of the Apostle Paul, p. 79-105

Burge ch 12, The Acts of the Apostles, p. 237-248

24 - **Assignment:** Burge ch 13 Paul of Tarsus: Life and Teaching

Week 8 – 27, 29, March 2

27 - **Assignment:** Galatians

Burge ch 14, The Letter to the Galatians

Newell, Chapter 3, Freedom for a Horse, His Boy and Western Culture *Review #4*

29 - **Assignment:** I & II Thessalonians

Burge, ch 15, I and II Thessalonians

2 March - **Assignment:** I Corinthians. 1-6:20

Burge ch 16, I Corinthians p. 293-303

Week 9 – 5, 7, 9

5 - **Assignment:** I Corinthians. 7-16.

Burge, ch 16, I Corinthians, p. 303-309

7 - **Assignment:** 2 Corinthians

Burge ch 17 2 Corinthians, p. 311-320

9 – **Assignment:** Romans 1-8

Burge ch 18, The Letter to the Romans, p. 321-331

Newell, Chapter 5, A theology of Nature and Grace for a Silent Planet, *Review #5 due.*

Week 10 – 12, 14, 16

12 - **Assignment:** Newell, Chapter 2, Atonement, Aslan's How *Review #6 due.*

14 - **Assignment:** Romans 9-16

Burge ch 18, p. 331-336

16 - **Assignment:** Newell, Chapter 6, Of Inner Rings and Rivals: The Doctrine of Election *Review #7 due.*

Week 11 -19, 21, 23

19 - **Assignment:** Ephesians and Colossians
Burge ch 19 Ephesians and Colossians

21 - **Assignment:** Philippians and Philemon
Burge ch 20 Philippians and Philemon

23 - **Assignment:** The Pastoral Letters: I and II Timothy, Titus,
Burge ch 21 The Pastoral Letters

Week 12 - Spring Break March 24-1 April

Week 13 – April 2, 4, 6

2 - **Assignment:** James
Burge, ch 22 The Letter of James

4 - **Assignment:** Hebrews
Burge ch 23 The Letter to the Hebrews

6 - **Good Friday (Holiday)**

Week 14 – 9, 11, 13

9 - **Assignment:** I & II Peter, Jude
Burge, ch 24 I and II Peter and Jude

11 - **Assignment:** I, II, III John
Burge, ch 25 The Letters of John

13 - **Assignment:** Newell, Chapter 8, Curses for Babylonians and Crumbs for Canaanites *Review #8 due.*

Week 15 – 16, 18, 20

16 - **Assignment:** Revelation 1-11:19
Burge ch 26, The Revelation of John, p. 424-433

18 - **Assignment:** Revelation 12-end
Burge ch 26 The Revelation of John, p. 433-439

20 - Review

Final Exam Thursday, April 26, 1 p.m.