

New Testament Introduction NT 4411

Fall, 2021
Ozark Christian College
8:00 a.m.-9:15 a.m. Tues., Thurs.
3 Credit Hours

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Course Description

This class focuses on New Testament criticism and introduction. Students will develop a deeper understanding of the nature, text, and problems of the New Testament. Class time is primarily instructor lectures format.

College Mission

The ultimate mission of Ozark Christian College is to glorify God by evangelizing the lost and edifying Christians worldwide. The immediate mission of Ozark Christian College is to train men and women for Christian service as a degree-granting institution of biblical higher education.

College Learning Goal

The learning goal of Ozark Christian College is to educate and equip students to become like Christ and serve Christ in leadership ministry. Graduates will be biblically grounded, spiritually matured, culturally engaged, and vocationally prepared.

College Learning Outcomes

General Education Outcomes:

GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.

Biblical Education Outcomes:

BE 1: Know and value the historical and theological content of the Bible.

Course Objectives

Upon completion of this course, a student should be able to:

1. Explain and interact with the complexities of the Roman world that surround the NT writers and audiences [GE 5; BE 1].
 2. Survey the sociological factors that affect the interpretation of the NT books [BE 1].
 3. Identify, engage, and evaluate the current trends in NT criticism [BE 1].
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Information Literacy

Ozark Christian College is committed to information literacy training. This training will be intentional, incremental, and missional. Students will learn to access, evaluate, and utilize pertinent information in their ministry preparation.

ADA Accommodation

If you have a disability and are requesting an accommodation, please contact the Director of Academic Operations at 417.626.1222 as soon as possible.

****COVID-19 Accommodation****

The safety and wellness of our learning community is an urgent concern. **Please do not come to class if you are experiencing any symptoms of sickness including a fever, a persistent cough, or a sore throat.** If you suspect you are ill, isolate yourself and contact Health Services at health@occ.edu immediately. The Office of Academics will use the ADA accommodations process to coordinate services for students who test positive for COVID-19 or for those who may be required to self-isolate. This can include the full use of existing accommodations, exempting a student from the appeals process for excessive absences, permitting students to attend via live stream or course recordings, or the switch to

online courses. If such an accommodation is needed, contact the Director of Academic Operations at 417.626.1222.

Learning Management System

This course will use the Canvas LMS (<http://occ.instructure.com>). The professor will keep all grades and attendance on Canvas, and all course handouts that are not given in class will be posted there.

Occasionally students will be required to do certain quizzes on the Canvas site, as well as submit certain assignments there. Students can arrange to receive notifications of changes to the course on the Canvas site in a number of different formats. Any changes to the course schedule will be made on the Canvas site, which will supersede the schedule printed in this syllabus.

Turnitin

Ozark Christian College contracted with iParadigms, LLC for Turnitin® services to be used at the instructor's discretion. The Originality Check service allows students to submit a paper through Canvas to check for improper citation and potential plagiarism before it is submitted to the instructor. The Peer Review service allows students to submit assignments anonymously to peers for editing and feedback. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Classroom Policies, Procedures, and Expectations:

- **Cheating** – Don't do it! It will always be a temptation in your classes and in your life to take shortcuts through different forms of cheating, but you must fight the urge and do your work yourself. This is how you will benefit in all areas of life in the long run. If I conclude that cheating has occurred on any assignment, it will result in a failing grade for the assignment (0%), a meeting with me, and informing both the Academic Dean and the Executive Director of Student Development for further disciplinary action (which could result in failure of the class or dismissal from the college).
- **Plagiarism** – Don't do this either! Like cheating, simply *stealing* someone else's work is always a temptation, but in this age of information, the ability to detect plagiarism is becoming easier and easier. So please don't think: "Oh, I won't get caught," because, inevitably, you will get caught. Just to be clear on the definition of plagiarism, here is a simple definition to work from: *The submission of material (in whole or in part) as your own work that is not your own work without proper citation, quotation, and/or appropriate documentation.* Like cheating, any accounts of plagiarism will result in a failing grade for the assignment (0%), a meeting with me, and informing both the Academic Dean and the Executive Director of Student Development for further disciplinary action (which could result in failure of the class or dismissal from the college).
- **Attendance** – Be here every day for class, ready to not only learn, but to engage in dialog with me throughout the lectures. If you are absent more than 4 times in this class, you will fail this course (see pp. 58-59 of the OCC Catalog). Your attendance and participation in class will be factored into your final grade.
- **Late Work** – This is virtually an oxymoron for my classes. Late work is not tolerated. The dates are clearly communicated for you so that you can plan accordingly to turn in your work on time. Even if you are absent on the day in which an assignment is due, you are still expected to turn the assignment in to me on the day it is due at the beginning of the class hour.
- **Cell Phones** – All cell phones must be turned off before class begins. That means, no phone calls, text messages, or other forms of communication indicative of current cell phones will be tolerated in class.
- **Electronics** – No "screens" (e.g., computers, tablets, etc.) are allowed in my classroom.

- **Assignments** – All assignments must be turned in via Canvas. ALSO, all assignments are: double spaced, 1” margins, 12 point font, Times New Romans, Turabian format.
 - **Word Counts** – For all assignments that list a word count, you need to include at the end of the section or paper a word count (i.e., “Word Count = 1,256 words”).
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Text Books:

Warren Carter, *The Roman Empire and the New Testament: An Essential Guide* (Abingdon, 2006).

D.A. Carson and Douglas J. Moo, *An Introduction to the New Testament* (Zondervan, 2005).

******IVP Dictionary* that corresponds to their book of the Bible (see below).

Class Schedule:

Date	Topic	Assignments Due:
8/17	Introduction	
8/19	Introduction	Choose Book of the Bible
8/24	Strategy pt. 1	
8/26	Strategy pt. 2	
8/31	Sources and Methodology pt. 1	
9/2	Sources and Methodology pt. 2	PROJECT: Date and Author of Book Assignment
9/7	Dating and Authorship of Books pt. 1	
9/9	Dating and Authorship of Books pt. 2	READING: Suetonius
9/14	Sovereign & Subject Narratives pt. 1	
9/16	Sovereign & Subject Narratives pt. 2	
9/21	Sovereign & Subject Narratives pt. 3	
9/23	The Roman Sovereign Narrative	PROJECT: Emperor Paper
9/28	Roman Society pt. 1: Honor/Shame	
9/30	Roman Society pt. 2: Honor/Shame	
10/5	Roman Society pt. 3: Honor/Shame	
10/7	Roman Society pt. 4: Patron/Client	READING: Warren Carter
10/12	Roman Society pt. 5: Religion and Politics	
10/14	Roman Society pt. 6	PROJECT: List of Sociological Parallels
10/19	Discussion Day	
10/21	Oral Exam #1	Oral Exam #1
10/26	Gospels: The Synoptic Problem pt. 1	
10/28	Gospels: The Synoptic Problem pt. 2	
11/2	Gospels: Historical Jesus pt. 1	
11/4	Gospels: Historical Jesus pt. 2	READING: IVP Articles
11/9	Gospels: Historical Jesus pt. 3	
11/11	Discussion Day	
11/16	Discussion Day	
11/18	Discussion Day	PROJECT: Book Synopsis
11/24	THANKSGIVING BREAK	
11/26	THANKSGIVING BREAK	
11/30	DIGITAL WEEK LECTURE MAKEUP	READING: New Testament
12/2	DIGITAL WEEK LECTURE MAKEUP	Oral Exam #2
12/7	Final Project	Final Project

Assignments:

- **Choose Book of the Bible (5%):**
 - By the second day of class, you will select your book for the year (first come...first serve!). This will be the book that you will do all of your projects on, most of your reading on, and pretty much anything else required for the class. You will know the intricacies of this book inside and out by the end of the semester!
 - On Canvas, go to the corresponding assignment and sign up for your book via the link provided by putting your full name next to one of the books in the google doc.

- **PROJECTS (20%):**
 - Over the course of the semester, you will be doing assignments that will ultimately be compiled (and expanded) into an overarching project for your selected book. This project will be a compilation of all of the material for the class and will also function as your final exam (N.B.: In other words, there will be no final for this class—you will just turn the project in on that day!).
 - Listed below are all of the elements of the project with a corresponding word count expectation as well as a description of the project.
 - Some of the projects will be due throughout the semester and therefore will also receive a separate grade for the initial time that you turn this assignment in.
 - For example, the first assignment on “Date and Author” will be turned in at the beginning of the semester and receive a grade on that date, but this same section (edited and maybe expanded) will then also be a part of the grade for the final project once it is turned in.
 - The second section of assignments will not be turned in during the semester as a separate assignment, but they will be expected to be turned in with the final project.
 - The reasoning behind this is due to the fact that the initial assignments (turned in throughout the semester) will function as your research for the final set of assignments (turned in with the final project).
 - Each FINAL PROJECT will need to be at least 6,000 words in length (**include this count on the title page of the final project**).
 - The elements include:
 - **Date and Author of Book** (1,250-3,000 words)¹ (5%)
 - In this assignment, you will...
 - [1] **Options:** Present **all** of the options for the “date” *and* the “author” (**two separate sections**) that have been put forward for your book.
 - [2] **Conclusion:** Then, for both the date and the author, you will give your conclusion of the data and put forward your opinion on the “date” and the “author.”
 - This will include arguments against the options you are rejecting.
 - And this will include arguments for the option you are selecting (for both “date” and “author”).
 - Even though some of the books will present more ambiguity in these areas than others, I want you to establish these two issues so that we can build off of them to see how it will affect your interpretation of the book itself.

¹ The word counts next to each of the elements attempts to accommodate all of the books offered, in that some will have more and some will have less depending on the issues surrounding the book. However, the final project for all of the books will need to be the same length (at least 8,500 words), which means that other areas will need to be pursued deeper by some with less issues on some areas and other books will have to edit down to put the focus on the key issues in the book.

- This assignment needs to engage with at least 3-4 sources (NO INTERNET SOURCES) included in a bibliography and in footnotes (NO PARENTHETICAL CITATIONS).
 - Include a word count at the end of the project.
- **Emperor Paper** (1,800-2,250 words) (5%)
 - In this assignment, you will utilize the date you selected for the composition of your book and then research the Roman Emperor at the time of your book's composition. This will include:
 - [1] Summarize the life of the emperor: rise to power and the demise of the emperor (i.e., death).
 - [2] Summarize the major highlights of his career (positive and negative), including (but not limited to): wars, taxation, economic impact on the empire, advancements (building projects), assassination attempts, etc.
 - In addition to dictionary entries and other sources (at least 3 required—no internet sources), each of these papers MUST include interaction with Suetonius on their emperor (i.e., *Lives of the Twelve Caesars*)—total of 4 sources.
 - Include a word count at the end of the project.
- **List of Sociological Parallels** (2-5 pages) (5%)
 - In this assignment, I want you to go through your entire book and look for every connection you can find for sociological and theological issues:
 - **Sociological connections** include: honor/shame issues, patron/client issues, religio-political issues, ritual connections (e.g., myths, triumphal processions, etc.), and whatever else you can find.
 - Each of the Sociological issues that you identify should include at least 2-3 sentences describing why you think that this particular aspect is significant for further exploration (although you are allowed to write more).
 - No sources necessary.
- **Book Synopsis Article** (750-800 words) (5%)
 - You need write a 750-800 word paper that effectively communicates and summarizes the heartbeat of your chosen book.
 - When writing this paper, you will need to write on a level that any person sitting in the pews could be able to understand. In other words, you should write it as if you are publishing the synopsis of your book in the Christian Standard or as a summary handout for your small group leaders that will be teaching over the book as your church goes through a sermon series over the book.
 - This article should be clear, concise, and truly communicate the heartbeat of the book so that if the author of your book would read it they would say, "That is exactly what I had in mind."
 - This element CANNOT be under 750 words or over 800 words in length.
- *Due with the final Project (20%):*
 - **The Roman World in the New Testament Text** (1,800-2,750 words)
 - Every book of the New Testament has undercurrents of the Roman World that influence a particular section, command, or issue. As a result, in this assignment, you will need to select one of the sociological parallels you identified in the assignment above entitled "**List of Sociological Parallels**" and write 1,800-2,750 words that:
 - [1] Explains the Sociological issue you are dealing with in detail (i.e., explain the complexities and pervasiveness of an honor/shame society).

- [2] Show how this sociological issue explains and helps interpret a key text in your book.
 - Therefore, the primary research for this paper will be done on the “sociological issue” whereas the second portion of the paper will be your observations and application of the idea to the text itself.
 - Use at least 4 sources (not from the internet) that should be included in a bibliography at the end of this section.
 - Include a word count at the end of the project.
 - **Annotated Bibliography of your Book** (10 sources)
 - **Note: THIS IS NOT A REGULAR BIBLIOGRAPHY!!!!!!!!!!!!!!!**
 - “Annotated” means that I want you to give a description of the value of the source in 2-4 sentences, which includes (but is not limited to):
 - What did you use the source for?
 - What was its value (strengths)?
 - Where does it lack value (weaknesses)?
 - Would you recommend it?
 - These sources should be the top 10 sources you found for your book (e.g., commentaries, journal articles, IVP articles, etc.).
 - For the final project, I want to state that:
 - Extra elements (not listed here) are welcome!!!
 - Each FINAL PROJECT will need to be at least 8,500 words in length (**include this count on the title page of the final project**)
- **READING (30%):**
 - **Suetonius (7.5%)**
 - You will need to read three emperors from Suetonius, *Lives of the Twelve Caesars*. Where can you find it?
 - (1) You can go to our library and check out: R 870 L825 SUE **OR** 937.07 S944t 1989.
 - (2) Suetonius is available on *Logos Bible Software* if you have the resource downloaded.
 - (3) You can read it all on the internet here: <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/home.html>
 - You will be required to read three emperors from Suetonius, *Lives of the Twelve Caesars*.
 - [1] Augustus
 - [2] The emperor that corresponds to the date of your book
 - [3] An emperor of your choice
 - For each emperor, you will need to submit:
 - [1] Confessional statement of how much you read (I want a %).
 - [2] 200-400 words of summary of the material.
 - [3] 200-400 words of your reaction to the material.
 - **Warren Carter (7.5%)**
 - You will be required to read Warren Carter, *The Roman Empire and the New Testament: An Essential Guide*.
 - For this report, you will need to submit:
 - [1] Confessional statement of how much you read (I want a %).
 - [2] Answer this question in 250-300 words: Based on Carter’s observations, what is the general picture of the relationship between the Roman Empire and its Subjects? Harmony? Discord? Both? Neither?
 - [3] List 5 questions you had about the book.
 - **IVP Articles (7.5%)**
 - Each of you will be required to purchase the *IVP Dictionary* which corresponds to your book, which is one of the following:

- *IVP Dictionary of Jesus and the Gospels* (2nd edition)
 - *IVP Dictionary of Paul and His Letters*
 - *IVP Dictionary of the Later New Testament & Its Developments*
 - Then, you will need to read **5** articles that directly affect your book and write a summary of **each** of the five articles describing:
 - [1] The information in the article.
 - [2] What you agreed with
 - [3] What you disagreed with
 - [4] The value of the article (even give a number on a scale of 1 to 10 [with 10 being the best]).
 - Each article summary should be 275-300 words, with a minimum total of at least 1,500 words.
 - **New Testament (7.5%)**
 - You will need to read the entire New Testament in the version of your choice.
 - On the due date, you will need to submit a confessional statement of the % that you actually read (I want a number!).
 - **Oral Exams (20%):**
 - Throughout the class, there will be two oral exams that you will take.
 - I will split the class up into three groups who will come in one at a time and receive questions orally (from me) for a period of about 25 minutes.
 - Each person will answer individually when addressed.
 - If anyone shows up late for their time slot, they will immediately be deducted 5% from their grade.
 - A handout will be given out in class the Friday (or subsequent weekend) before the oral exam, and it will be over the material discussed in class.
 - **Class Participation (5%)**
 - Every class period will lend itself to times of discussion and questions, and every person is expected to engage in these times.
 - A class is only as good as the involvement of the students that are in it, and therefore, your participation is vital for the overall effectiveness of the class.
 - This is worth 2.5% of your grade—so PLEASE take advantage of the easy points by simply participating in class.
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Course Assignments and Expectations

In keeping with standards typical of higher education, the expectation is that you will work about two hours outside of the classroom for every hour inside the classroom. It is estimated that in this course you will work 6 hours per week outside of class in order to accomplish course expectations.

Grading

The official OCC grading scale will be followed for the student's mid-term and final grades:

%	Grade	%	Grade
95-100	A	79-82	C
93-94	A-	77-78	C-
91-92	B+	75-76	D+
87-90	B	72-74	D
85-86	B-	70-71	D-
83-84	C+	0-69	F

The Final grades for this class will be based on the following percentages of the assignments described above.

Assignment	%
Choose Book of the Bible	5%
FINAL PROJECT	20%
Project Assignments	20%
Reading	30%
Oral Exams	20%
Class Participation	5%
TOTAL	100%

Bibliography (* = Class Textbooks)

New Testament Introduction

Bultmann, R. *Theology of the New Testament*. K. Grobel, trans. 2 vols. Scribner's, 1951-55.

_____. *The New Testament and the People of God*. Fortress, 1992.

Dunn, J. D. G. *The Partings of the Ways Between Christianity and Judaism and their Significance for the Character of Christianity*. Trinity Press Int., 1991.

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. Oxford, 1997.

Evans, Craig A. and Donald A. Hagner, *Anti-Semitism and Early Christianity: Issues of Polemic and Faith*. Fortress, 1993.

Green, J. B. ed. *Hearing the New Testament: Strategies for Interpretation*. Eerdmans, 1995.

Hays, Richard B. *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics*. HarperCollins, 1996.

Johnson, Luke T. *The Writings of the New Testament: An Interpretation*. Fortress, 1986.

Malherbe, A. J. & W. A. Meeks, *The Future of Christology: Essays in Honor of L. E. Keck*. Fortress, 1993.

Spivey, R. A. and D. M. Smith, *Anatomy of the New Testament*. Fifth ed.; Prentice Hall, 1995.

Wright, N. T. and Stephen Neill, *The Interpretation of the New Testament, 1861-1986*. Oxford, 1988.

New Testament Background

Aune, D. *The New Testament in Its Literary Environment*. Westminster, 1987.

_____. *Prophecy in Early Christianity and the Ancient Mediterranean World*. Eerdmans, 1983.

Barrett, C. K. ed. *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*. HarperSanFrancisco, 1987.

Bruce, F. F. *New Testament History*. Doubleday, 1972.

Cohen, Shaye J. D. *From the Maccabees to the Mishnah*. Westminster, 1987.

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Moore, G.F. *Judaism in the First Centuries of the Christian Era*. 2 vols.; Harvard, 1927, 1930. Reprint by Schocken Books, 1971.

Murphy-O'Connor, J. & J.H. Charlesworth, edd. *Paul and the Dead Sea Scrolls*. Christian Origins Library, 1990.

Neusner, J. *Judaism in the Beginning of Christianity*. Fortress, 1984.

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Nickelsburg, G.W.E. *Jewish Literature Between the Bible and the Mishnah*. Fortress, 1981.

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Sanders, E. P. *Judaism: Practice and Belief 63BCE-66*. Trinity, 1992.

Stambaugh, John E., and David L. Balch. *The New Testament in Its Social Environment*. Westminster, 1986.

Stone, M.E. ed., *Jewish Writings of the Second Temple Period: Apocrypha, Pseudepigrapha, Qumran Sectarian Writings, Philo, Josephus*. CRINT; Fortress, 1984.

Stowers, S. *Letter Writing in Greco-Roman Antiquity*. Westminster, 1986.

Urbach, E.E. *The Sages: Their Concepts and Beliefs*. 2 vols.; Magnes, 1975.

Historical Jesus

Brown, R. E. *The Birth of the Messiah*. Doubleday, 1977.

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Crossan, J. D. *The Historical Jesus: The Life of a Mediterranean Jewish Peasant*. Harper Collins, 1991.

Funk, R. W., and R. W. Hoover. *The Five Gospels: The Search for the Authentic Words of Jesus*. Macmillan, 1993.

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Pauline Studies

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