

Introduction to the New Testament
Spring 2018
Rutgers University
Tue and Thu – 5:35-6:55pm
Hickman 214

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Office Hours: By appointment

*** Course Description:**

This course seeks to equip students to critically, (de)constructively, and creatively engage the New Testament. Students will examine key foundational issues in New Testament scholarship, closely read primary and secondary texts, and reflect upon the interpretative processes and ideologies of various (especially one's own) communities.

*** This course meets the following SAS core curriculum requirements:**

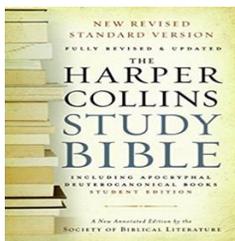
- Understand the bases and development of human and societal endeavors across time and place.
- Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.
- Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
- Employ historical reasoning to study human endeavors.

*** Course Outcomes:**

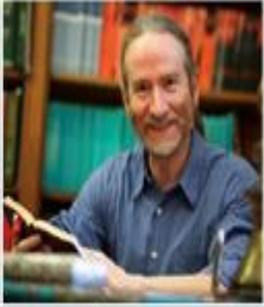
Through reading, listening, discussing, reflecting, and writing, students – after successfully completing this course with a final course grade of B or above – will be able to:

- Identify fundamental concepts, historical contexts, and issues of the New Testament
- Discuss several biblical criticisms and hermeneutics and their applications
- Analyze the role of contexts and ideologies in influencing biblical interpretation
- Evaluate contemporary appropriation(s) of the New Testament
- Develop self-reflexive arguments on select ethical issues that intersect the New Testament

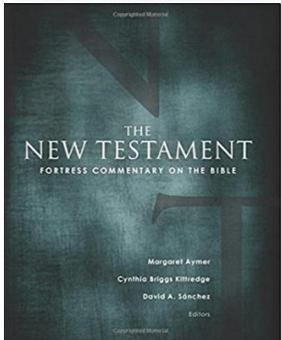
*** Reading Materials:**



Bible: Harold W. Attridge, ed., *Harper Collins Study Bible - Student Edition: Fully revised and Updated* (HarperOne, New York, 2006), ISBN: 978-0060786847



Dr. Stephen D. Moore's *Revealing the New Testament* (Sakai)



Chapters from *Fortress Commentary on the Bible: The New Testament* (Sakai)



Other reading materials are posted on Sakai.

*** ASSESSMENT & GRADING POLICY:**

Student learning will be assessed and graded according to the following distribution and rubric.

@ Grade Distribution:

1) Ten (10) Attendance-based Quiz (ABQ): 20%

- Please check the course schedule for the date of these exams. The quizzes will cover the reading materials and lectures for that week. Quizzes cannot be made up due to absence. However, illness or serious emergency could be considered valid excuses. Please consult with the instructor for this.

- The lowest score (just one) will be dropped.

- Since we will only administer nine (9) ABQs, the class will have one free ABQ (free means perfect score of 10/10).

2) Three (3) Exams: each exam is 20%, totaling to 60%

- Please check the course schedule for the dates of these exams. All exams are taken during class, closed books, and all resources.

- Exam 1 covers materials from Week 1 to 4.

- Exam 2 covers materials from Week 5 to 8.

- Exam 3 covers materials from Week 9 to 13.

3) One (1) Paper: 20%

- Write a three-page paper that reflects your thoughts on the assigned article. This is not a

research paper or “a summary of the article” exercise. It is a critical reflection paper that requires you to have your own thesis and supporting arguments based on the contents and arguments of the assigned article. Using secondary resources as conversation partners is highly recommended. The paper is double-spaced, Times New Roman, font size 12, 1 inch margins, and no need for cover page.

- The due date of this paper is on May 3rd, 11:59pm. Late submission will incur deduction of grade (for example: A to B+).

- Grading Rubric for the Paper:

= Clear articulation of your thesis: 40%

-> Profound, well-argued, and clear thesis: 35~40%

-> Somewhat well-argued thesis: 30~34%

-> No thesis: 29%

= Body of the argument: 40%

-> Well-structured and compelling arguments that support the thesis: 35~40%

-> Somewhat compelling arguments that support the thesis: 30~34%

-> Arguments do not support the thesis: 29%

= Grammar, syntax, and spell-checking: 20%

-> Few errors: 17~20%

-> Significant errors: 14~16%

-> Blatant disregard to correct errors: 13%

*** IMPORTANT GRADING POLICIES AND INFORMATION:**

- Work should be submitted on time. Exams should be taken on the date assigned by the instructor. If, however, you find that you will be unable to meet the deadline or come to class for the exam, then contact the instructor well in advance of the due/exam date in order to make arrangements for late submission or testing at a later date. You will need a valid excuse to submit work late or take the exam at a later date. Valid excuses could be medical emergency, family crisis, or Rutgers’ institutional demand.

- Please present your own best work in this course. Plagiarized work will not be accepted, and will be punished harshly, according to University guidelines.

- Please notify the instructor promptly of any documented disability that may affect your ability to succeed in this course so that appropriate accommodation can be made.

COURSE SCHEDULE

<p>week 1: Jan 16 & 18</p>	<p>- <u>Preliminary Remarks</u> - <u>Contexts and Ideologies in NT Interpretations</u> # Read: Moore, 4-33</p>
<p>week 2: Jan 23 & 25</p>	<p>- <u>New Testament Backgrounds</u> # Read: Margaret Aymer, "Rootlessness and Community in Contexts of Diaspora" (Sakai)</p> <p style="text-align: right;">- Attendance-Based Quiz (ABQ) 1</p>
<p>week 3: Jan 30 & Feb 1</p>	<p>- <u>Hermeneutics and Criticisms</u> # Read: Moore, 33-41 # Read: Kwok Pui-lan's article in <i>Fortress Commentary</i>, 11-21</p> <p style="text-align: right;">- ABQ 2</p>
<p>week 4: Feb 6 & 8</p>	<p>- <u>Synoptic Studies and the Gospel of Mark</u> # Read: Moore, 58-91</p> <p style="text-align: right;">- ABQ 3</p>
<p>week 5: Feb 13 & 15</p>	<p>- <u>The Gospels of Matthew and Luke</u> # Read: Moore, 114-189</p> <p style="text-align: right;">- Exam #1</p>
<p>week 6: Feb 20 & 22</p>	<p>- <u>The Gospel of John and Acts of the Apostles</u> # Read: Moore, 190-260</p> <p style="text-align: right;">- ABQ 4</p>
<p>week 7: Feb 27 & Mar 1</p>	<p>- <u>Introduction to Paul and 1st Thessalonians</u> # Read: Moore, 275-323</p> <p style="text-align: right;">- ABQ 5</p>
<p>week 8: Mar 6 & 8</p>	<p>- <u>1st and 2nd Corinthians</u> # Read: Moore, 324-354</p>

	- ABQ 6
Spring Recess: Mar 13 & 15	
week 9: Mar 20 & 22	- <u>Galatians and Romans</u> # Read: Moore, 355-391 - Exam #2
week 10: Mar 27 & 29	- <u>Philippians and Philemon</u> # Read: Moore, 392-413 - ABQ 7
week 11: Apr 3 & 5	<u>No Classes</u> Instructor in the Philippines
week 12: Apr 10 & 12	- <u>Pseudepigrapha and the General Epistles</u> # Read: Moore, 480-501 - ABQ 8
week 13: Apr 17 & 19	- <u>Revelation of/to John</u> # Read: Moore, 553-591 - ABQ 9
week 14: Apr 24 & 26	- <u>Concluding Remarks</u> - Exam #3
SP exam week: May 3-9	<u># Paper due on this week</u>

