

North Park Theological Seminary
3225 W. Foster Avenue, Chicago, IL 60625

BIBL 5151 (Section I1; 3hrs)
Interpreting the New Testament 2
Fall 2012 *Syllabus* (version: 8/16/12)

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Office Hours	* Email me for a phone appointment * Otherwise, questions and concerns can be directed by email alone. Please give me 24 hours to respond. Emails received over the weekend will be replied back on the following Monday
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Introductory Comments

Greetings! Welcome to *Interpreting the New Testament 2*! I am looking forward to spending this semester together in our journey into the first century world of early Christianity. And it's an exciting world indeed from which the Jesus movement originated and spread to conquer the Roman world. At the end of the experience, it is my prayer that your thirst for God's word will deepen, as also your understanding of the gospel of Jesus Christ and its powerful implications for the life of the church today.

Catalog Description

This course is a survey of Acts through Revelation with a special emphasis on the interpretive issues, historical context, distinctive content, theological peculiarities, and contemporary relevance of Acts and the New Testament letters. Three credit hours.

Learning Objectives for Course:

The overarching goal for this course is *to build a common vocabulary* with the authors of the New Testament (i.e., the task of **exegesis** and the historical critical method) and *theologically reflect* upon how their original message can be applied to our present Christian context (the task of **hermeneutics**).

To accomplish this overall goal for the course, students will fulfill the following course objectives:

1. *Students will acquire knowledge of the history, cultural climate, social and religious value systems, and politics of Palestine and of the wider Roman world during the late Republic to early imperial period (ca. 1st century B.C.E. to the 2nd century C.E.)*
2. *Students will interpret the major theological themes for the Book of Acts, the Pauline Letters, the General Letters, and the Apocalypse and indicate literary points in the texts where several interpretative options are possible.*
3. *Students will incorporate and utilize the historical, cultural, social, political, and religious knowledge they have gained from their reading and engagement in the course (see objective #1) to argue for a particular reading of the text in its contingent setting even though there may be several possible interpretative options (see objective #2).*
4. *Students will apply the major theological themes of Acts through Revelation to their own communal setting and explain a theme's contemporary implications for the present day church.*

Pre-Recorded Audio Lectures and PowerPoint Presentations

In an effort to enhance the experience of distance learning, the instructor of the course has recorded from the Spring 2007 SemConnect class shortened lectures with accompanying PowerPoint slides. The lectures plus slides are designed to “bracket” the reading material. By “bracketing,” I mean that the ideal way to sequence the lecture and course material is as follows:

1. Each week has two audio lectures (parts A and B) and two accompanying PowerPoint slide presentations (also labeled parts A and B). Please listen to lecture part A with PowerPoint part A *first*. Part A will introduce the topic for the week and the assigned reading material.
2. Then read and study the assigned reading. Read well and critically. Read the material again if you do not understand the content.
3. Then listen to lecture part B with PowerPoint part B. Part B functions to summarize what you have read and draw out its theological implications for the life of the church, so you and your classmates can then have an informed discussion on the material through the moodle forums.

* It must be emphasized that you are responsible for both the lecture material and the reading assignments for final exam (though quizzes will focus on the reading). Please structure a regular and weekly routine where you listen to lecture part A, read your material, listen to part B, and then move onto the discussion board. If you do not organize your life so that you engage with the class on a *regular* (not random) and *weekly* (not bi-weekly) basis, chances of succeeding in the course will be greatly hindered. Yes, it is possible to fail an online course, and most fail because they have not committed to a regular and structured routine of study.

Please also note that since these recordings are from the Spring 2007 semester, at times they will refer to old assignments or make references that are particular to the Spring 2007 class but are no longer relevant to your present course. In such cases, please follow the syllabus and moodle for what written work is required.

The audio lectures and PowerPoint slides are the sole intellectual property of the instructor/author under the patent issued by the US copyright office (registration number: SRu 878-888 ©2008)

These are on moodle for free download onto your computer but they are not to be distributed to anyone who is not registered for this course. You are allowed to make a personal copy of the PowerPoint/audio lecture set and copy the audio mp3's to your iPod or listening device. However, you are strictly forbidden to distribute or give a copy of the set and its contents to others unless you have *the explicit written* permission of the instructor/author. *The audio lecture, PowerPoint slides, and its contents are for use by students in the online course only.* Others wishing to listen to the lectures are encouraged to register for SemConnect course themselves and experience the full learning environment that only the course can provide.

Required Textbooks

Hawthorne, Gerald F., et al. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity Press, 1993. [ISBN: 0-8308-1778-6]

The dictionary (hence, **DPL**) serves a two-fold purpose in our study of the Pauline letters. First, you will be *required to read* specific articles/essays in **DPL**. Second, it serves as a *reference tool* for you to use in case any terms or ideas discussed online or addressed in your other readings are unfamiliar to you. Just like your Webster's dictionary, when you come across a term you do not understand, look up the topic alphabetically in your **DPL** to read a short description of it.

Martin, Ralph, et al. *Dictionary of the Later New Testament and its Developments*. Downers Grove: InterVarsity Press, 1997. [ISBN: 0-8308-1779-4]

This dictionary (hence, **DLNTD**) serves the same two-fold purpose as the other one above, except it focuses on Acts, the General Letters, Revelation, and the patristic period of early Christianity.

New Testament 2 Reader (hence **NTR**)

In addition to the above dictionaries, *this reader composes the core of your reading assignments for the course*. The reader includes the writings of both past and present contributors to New Testament scholarship who have fundamentally shaped (for better or for worse) the way modern readers understand Acts, the Pauline letters, the General Letters, and Revelation. You will be reading either directly from these authors themselves or secondary descriptions of their work, including (but not limited to) the following heralds of New Testament scholarship: Bultmann, Käsemann, Stendahl, Barrett, Hengel, Beker, Sanders, Dunn, Hays, Wright, Segal, and others.

NTR is available online through moodle where you can download the articles/essays as PDF files under the general library use policy allowed for by the U.S. copyright office (an explanation of this policy is provided online in the forum for downloading articles).

The **NTR** comprises some of your essential reading for the course and you will be responsible for all of its contents (whether from electronic or printed sources) for the quizzes and final exams.

Lee, Max. *Interpreting the New Testament II: Acts–Revelation. Audio Lectures (Mp3 Files) and PowerPoint Slide Presentations*. U.S. Copyright: SRu 878-888 ©2008

The recorded lectures and accompanying PowerPoint presentations will guide the student through the course material and encourage him/her to critically reflect upon the material. This is available for download on Moodle.

[For all MDiv students]: *The Greek New Testament* (UBS⁴ or NA²⁷). MDiv students are encouraged to work from the Greek New Testament at select points from the course. You are allowed, however, to consult your English Bible as well (see comments just below) as a *second* reference. The instructor will constantly refer to the Greek text throughout the course but also explain the Greek terms/syntax and exegetical significance in a way non-Greek learners can appreciate.

[For non-MDiv students]: *The English Bible* in any contemporary translation, but preferably the **NRSV** or **TNIV**.

Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson's translation). A more literal translation of the Hebrew/Greek texts are needed for the course. If you have any questions concerning whether a particular translation is acceptable or not, please ask the instructor.

Course Teaching and Learning Methods

It is very important for students to keep up with readings, assignments and discussions. You will likely engage with the material throughout the week, two to three days each week. The material is *not* of the type that you can cram its content in a one-day session. Questions based on the reading will be posted on moodle to stimulate an *informed* class conversation by the course instructor, TA or your fellow classmate who is acting as the discussion leader on moodle. Responses need not be directed to the discussion facilitator but can and should be in response to the thoughts and ideas of other students as well. One or two students (depending on the size of the class) will be assigned each week to serve as online discussion leaders. It will be the responsibility of these students to provide the opening “posting” to that week’s discussion question, to “manage” the discussion during the week, and to summarize key points at the end of that week.

Course Covenant

Participant Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. For a regular 3 semester credit course, we are expected to meet 3 hours each week (which will be replaced with your shorter audio lectures supplemented by reading/assignments) and spend an additional 3-5 hours outside of class in homework/self-study, and therefore for an online course, **please expect to spend a total of 6-8 hours per week** on average in listening, reading, writing, and completing the course assignments/modules (that’s up to 100 pages of reading per week, assuming a minimal 25 pages/hour pace). *Again, this means you must structure your life to provide a regular and consistent routine of study each week.*
2. Discussion will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Feel free to call or e-mail me regarding these issues at any time, but for phone calls, please make an appointment via email where you will call me at my office number: 773-244-5258.
4. Use proper “netiquette” and treat one another with absolute respect and courtesy, not to mention, Christian love.

Instructor's Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course instructor and TA will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course instructor will provide updated information on relevant resources for the various topics of interest.
4. The course instructor and TA will critically assess students' assignments and provide feedback in a timely matter within 10-14 days of receipt.
5. The course instructor will respond to all student e-mails and phone within 48 hours of receipt.

Assignments and Exams (Total possible = 600 pts)

Assignment Description	Due Date	Max Point Value	Grade Percentage
Bi-weekly Quizzes	every other week taken on moodle (6 X 50pts each) no drops allowed	300	42.5%
Moodle Discussion	weekly (10 X 10pts; 3 dropped discussions)	100	15%
Final Exam	Dec 10-11th (Mon–Tues)	300	42.5%
	<i>Total Possible Points/ Percentage</i>	700	100%

Bi-Weekly Quizzes on Your Reading (6 X 50pts each = 300pts total; 42.5% of final grade)

Every other week, you will be asked to take a quiz online based on the reading material given for two weeks of instruction. Since this quiz cannot be procurated in person, *the quizzes will be open book and open note*. You are allowed to access your reading/lecture materials during the quiz. However, the quiz will be timed for exactly 20–25 minutes (depending on the length of the quiz). What this means is that *if you do not study for the quiz and memorize the content of your work, or if you are too dependent on looking up answers to every single question you are asked in your book, you will most likely not complete the quiz. Please study.* Please be ready. If you have read the material and studied it, you will complete the quiz. If not, you probably will not finish it as there will not be enough time for you to comb through your reading material and notes to find the answers.

The quiz will be a mixture of objective questions: multiple-choice, true/false, and short answer/essay. As much as possible I have tried to write the questions clearly and *without* any “trick” questions. The questions are detailed but should be read at face-value and without “reading into the question” something that is not there.

Once you start the quiz, you will *not* be allowed to start over or take it again. Moodle will time you as soon as you start the quiz and you have exactly the allotted time to finish it. If you do not finish within the prescribed time, you will be graded on the answers you have completed and marked off for those you have not.

* Again: the timed nature of the quiz means you cannot depend on looking up every single answer to complete it. Please be ready for the quiz at the time you start it.

No allowances will be made for computer glitches! *Please make sure you have created a situation at home and have the proper working equipment to take the quiz online without interruption.* There will be no dropped quizzes as they are every other week.

Moodle Discussion (100pts; 10 X 10pts each; 15% of your final grade)

Each week, 1-2 students (depending on the class size) will post a detailed question (1 substantial paragraph) where they will describe one or more observations or insights from their reading, and ask an informed question for class discussion based on these observations. If two people are assigned for the week, they can each ask a question and the class will be required to respond to one of them (or both if they want to).

At times, I may ask you to respond to a specific question, but for the most part, I want you as a class to discuss what you think are the salient issues in the biblical texts and secondary source readings. An electronic sign up sheet for which week to moderate/lead will be posted on moodle. Grading criteria for the discussion posts are described in the appendices.

There are 13 possible discussions for the semester. You will be allowed to drop the lowest 3 of the discussion assignments. Discussion points will be graded by the TA of the course.

Points	Rubric for Moodle Discussion
0	No response.
3	No interaction with other participants' postings is evident. Response not relevant and/or does not demonstrate even minimal understanding of topic or familiarity with assigned readings. In other words, all you are doing is cheering on the responses of others by saying "I agree," "You preach it sister!" "That was well said" and other high-five type of comments.
5	Minimum of 1-2 responses during the week. Each response reflects basic understanding of that week's topic and assigned readings. It reflects an accurate reading of your materials but does not critically engage the material. The response does not build on the ideas of other participants nor does it dig deeper into assignment questions or issues.
10	Minimum of 3 responses during week. Your response reflects an accurate reading of your materials <i>and</i> critical engagement with the content, theological reflection, and application to ministry

Final Exam (300 points; 42.5% of your final grade) [meets learning objectives #1-4]

It will cover **all** material covered in the course throughout the semester. It is an **accumulative final** spanning course content from the beginning of the semester through the last day of class. The final exam will take place on the day/time of your choosing between Mon Dec 10–Tues Dec 11. Within these 2 days (48 hrs), you can start at any time. But once you start the exam, do not exit because you will not be allowed back into moodle (the exam will be timed). *This exam will be open book and open note like the quizzes, but again, please study, memorize, assimilate the material and be able to draw inferences from it. If you go into the exam trying to look up every answer in your notes and reading, you will not likely finish the final.*

Given the week by week schedule of the course, it is important that you complete the assignments within the prescribed time period. Unless there is a documentable medical or family emergency, **no late quizzes, posting, or any other assignment will be accepted.** There is no extra credit for the class. Low marks must be made up by doing well on subsequent assignments. The final exam must be taken during the exam period.

Grading Scale

The following scale is by percentage:

93-100	A	77-79	C+	60-62	D –
90-92	A–	73-76	C	0-59	F
87-89	B+	70-72	C –		
83-86	B	67-69	D +		
80-82	B –	63-66	D		

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Disability Accommodations

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Course Schedule

Module	Date/Wk	Topic/Description	Reading Assignments
1	Aug 27–31	Introduction to the Class and Your Classmates The Letter to Philemon as a Test Case for Historical Criticism	NTR: Rapske, "Prison, Prisoner," in <i>DNTB</i> ; Wiles, "Getting Started...," pp.1-7; Beker, "Recasting Pauline Theology," pp. 15-24 DPL: Philemon, Letter to Bible: Philemon 1
2–3	Sep 3–7	Discerning the Will of God in the Book of Acts and the Church in the Early (Jewish-) Christianity (Acts 1-15) Take Quiz 1 online	DLNTD: Acts of the Apostles NTR: Johnson, <i>Scripture and Discernment</i> , ch.5:Decisions; Marguerat, <i>The First Christian Historian</i> , pp. 1-25; 205-30. Bible: Acts 1-15; 28 <i>Recommended:</i> Johnson, "Scripture and Discernment: the Case of Homosexuality," pp. 59-65; Gagnon, "Sexuality," in <i>DTIB</i> ;
4	Sep 10–14	Perseverance and Apostasy in Hebrews, James, 1-2 Peter and Jude	DLNTD: Hebrews; James, Letter of; 1 Peter; 2 Peter; Jude NTR: Marshall, <i>Kept by the Power of God</i> , ch. 6-7 (pp. 137-71); idem, "The Problem of Apostasy in the NT Theology," pp. 306-24 Bible: Heb. 3, 6, 12; Jas. 2; 1 Pet. 1; 2 Pet. 2 (Prov. 26:11); Jude 1 <i>Recommended:</i> DLNTD: Jewish Christianity; Diaspora Judaism
5	Sep 17–21	Christology and Atonement in Hebrews / Early Christian Heresies and 1-3 John Take Quiz 2 online	NTR: Ladd, "40. Hebrews," in <i>A Theology of the NT</i> , pp. 617-33; Morris, "The Cross in the Epistle to the Hebrews," pp. 270-308; DLNTD: John, Letters of; Gnosis, Gnosticism; Docetism Bible: Heb. 5, 7, 8-10; 1 John 1-2; 2 John 1; 3 John 1
6	Sep 24–28	The Education and Training of Saul the Pharisee / Paul in Acts (Acts 16-28)	DPL: Paul in Acts and Letters; Jew, Paul the; Conversion and Call of Paul NTR: Hengel, "Upbringing and Education: Tarsus or Jerusalem?" pp. 18-39; Murphy O'Connor, "Growing up in Tarsus," pp. 32-51 Bible: Acts 9; 22; 26 <i>Recommended:</i> NTR: Fisk, "Paul: Life and Letters," 283-325
7	Oct 1–5	The Letter to the Galatians , Anatolian Folk Belief, and Paul's Critique of Jewish Soteriology Take Quiz 3 online	DPL: Galatians, Letter to the; Judaizers NTR: Arnold, "... Paul and Anatolian Folk Belief," pp. 429-449; Gaventa, "The Singularity of the Gospel," 147-59; Silva, "Faith Versus Works of the Law in Galatians," pp. 217-48 Bible: Gal. 1-6

Mod	Date/Wk	Topic/Description	Reading Assignments
8	Oct 8–12	The New Perspective(s) on Paul	<p>DPL: Paul and His Interpreters NTR: Westerholm, "The 'New Perspective' at Twenty-Five," pp. 1-38; Das, ch. 1 "Underserved Grace vs. Strict and Deserving Obedience in Early Judaism," 12-44;</p> <p><i>Recommended:</i> NTR: Wright, "New Perspectives on Paul, pp. 243-64; Gathercole, ch. 7 "Paul's Reevaluation of Torah, Abraham, and David in Romans 3:27-4:8," pp. 216-51.</p>
Fall Brk	Oct 15–19	Fall Break (following the seminary calendar).	
9	Oct 22–26	Justification and Sanctification in the Letter to the Romans	<p>DPL: Romans, The Letter to; Justification NTR: Fitzmyer, Occasion and Purpose (Anchor Bible), pp. 68-80; Dunn, "Humankind under Indictment," ch. 3 pp.79-101; 111-127; Gundry, "The Nonimputation of Christ's Righteousness," pp. 17-45; Keck, "The Salvific Response," pp. 49-62; Lambrecht, The Wretched "I", pp. 59-72. Bible: Romans 1-8</p> <p><i>Recommended:</i> NTR: McCormack, "What's at Stake in Current Debates over Justification?" pp. 81-117</p>
		Take Quiz 4 online	
10–11	Oct 29– Nov 2	Discipleship, Imitation and Community in 1-2 Corinthians	<p>DPL: Corinthians, Letters to the; Lord's Supper; Baptism NTR: Castelli, <i>Imitating Paul</i>, pp. 89-117; Lee, "Lending Nature a Helping Hand," pp. 1-19 Bible: 1 Cor. 1-16; 2 Cor. 11-12; Acts 17:16-32, 18:1-28</p>
12	Nov 5–9	Christ and Caesar in Philippians / An Excursus on Empire in Rom 12:14-13:14	<p>DPL: Philippians, the Letter to; NTR: Cassidy, <i>Paul in Chains</i>, pp. 190-209 (Philippians); pp. 17-35 (Rom 13); Wright, "Gospel and Empire" in <i>Paul</i>, pp.59-79 Bible: Philip. 1-4; Acts 16:11-40</p>
		Take Quiz 5 online	
13	Nov 12– 16	Engaging the Powers in the Letter to the Ephesians and the Colossians	<p>DPL: Principalities and the Powers; Ephesians, the Letter to; Colossians, the Letter to NTR: Wink, <i>Naming the Powers</i>, pp. 103-48; idem, <i>Engaging the Powers</i>, 297-317 Bible: Ephesians 1-6; Col. 1-4; Acts 19</p>
14	Nov 19– 23	Paul and Gender / Pastoral Identity in the Pastoral Letters (1-2 Timothy, Titus)	<p>DPL: Pastoral Letters; Pastor, Paul as; NTR: Hays, "Paul on the Relation between Men and Women," pp. 137-47; Marshall, "Mutual Love and Submission in Marriage," pp. 186-204; Belleville, "Teaching and Usurping Authority," pp. 205-23. Bible: 1 Tim. 1-6; 2 Tim. 1-4; Titus 1; Acts 16:1-5</p>

Mod	Date/Wk	Topic/Description	Reading Assignments
15	Nov 26–30	<p>The Justice of God in John's Apocalypse (aka Breaking the Code in Revelation) / An Excursus on Eschatology in 1-2 Thessalonians</p> <hr/> <p>Take Quiz 6 online (last one!)</p>	<p>DLNTD: Revelation, Book of; Apocalyptic, Apocalypticism; Old Testament in Revelation; Millennium; Eschatology NTR: Blount, <i>Can I Get a Witness?</i> pp. 69-89; Burge, "Evangelicals and the Land," pp. 233-59 Bible: Revelation 1-5, 12-13, 17, 20-22; 1 Thess. 4-5; 2 Thess. 2; Acts 17:1-15</p> <p><i>Recommended:</i> NTR: González, "Revelation: Clarity and Ambivalence," pp. 47-61; DPL: Man of Lawlessness and Restraining Power; Thessalonians, Letters to the</p>
Study	Dec 3–7	<i>Wrap up your work and posting. Study for the final exam for this week!!!</i>	
FIN	Dec 10–11	Final Exam - Some time between Monday and Tuesday you need to log onto moodle and take a 2-hr final	<i>Congratulations! You made it!</i>