

Carey Theological College
BIBL 112 New Testament I: Jesus and the Gospels

Craig A. Smith, PhD
csmith@carey-edu.ca
Jan. 9 to Mar. 17, 2017
3 credit hours

Course Description

One scholar has said, “the kingdom of God is a revolution”. Jesus’ life and teaching on the kingdom of God started a revolution that redeems all creation. This course draws the student into Jesus the person, His teaching and ministry as they are presented uniquely through the four gospels so that you too can know the message which can impact your world.

Educational Objectives

This course has three educational objectives.

1. To gain a familiarity with the gospel genre, the development of the different gospel accounts, and the unique message and perspective of the respective gospel writers.
2. To enable the student to use the gospel accounts for the development of teaching and preaching.
3. To provide the student the opportunity to grow in his or her relationship with Christ as followers in the ongoing working out of the gospel.

Course Outline

It is expected that the student will read the Bible chapters before reading the assigned readings. They are clearly marked for each unit.

- The abbreviations for the readings are:
 - DD is David DeSilva, *An Introduction to the New Testament*
 - BF is Bruce N. Fisk, *A Hitchhiker’s Guide to the Jesus*
 - RB is Richard Burridge, *Four Gospels One Jesus?*
 - JS is Julius Scott, *Jewish Backgrounds of the NT*

Unit 1 Gospels: Definition, Purpose and Historical Setting

Definition, Purpose

BF pp. 7-34

DD ch. 1; pp.145-61

Recommended:

RB ch. 1

Richard Bauckham, “For whom were Gospels Written?” in R. Bauckham, *The Gospels for All Christians: Rethinking the Gospel Audiences* (Edinburgh: T. & T. Clark, 1998), pp. 9-48.

Unit 2 Four Gospels yet One Jesus (Synoptic Problem)

BF pp. 37-51

DD pp. ch. 2; pp. 145-79

Recommended:
JS ch. 2, 4

Unit 3 Gospel of Mark
Mark 1-8
BF pp. 51-73
DD pp. 195-211

Recommended:
JS pp. 107-120
RB pp. 35-49

Unit 4 Gospel Mark
Mark 9-16
BF pp. 75-87
DD pp. 211-233

Recommended:
JS pp. 121-146
RB pp. 49-65

Unit 5 Gospel Matthew
Matthew 1-13
BF pp. 87-107
DD pp. 234-267

Recommended:
JS pp. 147-179
RB pp. 67-84

Unit 6 Gospel of Matthew
Matthew 14-28
BF pp. 107-130
DD pp. 267-296

Recommended:
JS pp. 180-232; 325-333
RB pp. 84-99

Unit 7 Gospel of Luke
Luke 1-12
BF pp. 130-150
DD pp. 298-324
RB pp. 101-115

Recommended:
JS pp. 233-261; 335-352

Unit 8 Gospel of Luke
Luke 13-24

BF pp. 151-183
DD pp. 324-347

Recommended:
JS pp. 265-305
RB pp. 115-131

Unit 9 Gospel of John
 John 1-11
 DD pp. 391-427
 BF pp. 185-220

Recommended:
JS pp. 307-323
RB pp. 133-149

Gospel of John
John 12-21
DD pp. 427-447
BF pp. 220-248

Recommended:
RB pp. 149-163

Unit 10 Historical Jesus
 DD pp. 179-191; 248-267

Recommended:
RB pp. 165-182

Academic Requirements

All reading is done on the basis of 20 pages per hour

- All writing calculated on the basis of 250 words = 1 page = 2 hours

Reading and Reading Questions:

Required:

- There are two required books for the course. The relevant section should be read either before or during the week of unit in which it is assigned.
- DeSilva, D. A., *An Introduction to the New Testament* (Leicester, England: Apollos, 2004).
564 pgs. = 28 hours
- Fisk, Bruce N., *A Hitchhiker's Guide to Jesus* (Grand Rapids: Baker Academic, 2011)
260 pgs. = 13 hours

Recommended (but not required) reading:

- Bauckham, Richard, "For whom were Gospels Written?" in R. Bauckham, *The Gospels for All Christians: Rethinking the Gospel Audiences* (Edinburgh: T. & T. Clark, 1998), pp. 9-48.
- Burridge, R. A., *Four Gospels, One Jesus?*

(London: SPCK, 2005).

182 pgs. = 9 hours

- Scott Jr., J. J., *Jewish Backgrounds of the New Testament*
(Grand Rapids: Baker Books, 2000).
300 pgs. = 15 hours

Other Reading

See Denver Seminary's link for a long list of books and commentaries that would be helpful in your research:

<http://www.denverseminary.edu/article/new-testament-exegesis-bibliography-2011/>

Reading Questions (12 hours)

The purpose of these questions is to guide you through the reading and to point you to the main issues in each chapter. These questions will be posted online and will help you get into the heart of the reading in order to gain a deeper understanding of the respective biblical texts, to supplement the online discussions and form the basis for your notes for the final exam. Remember your notes will provide the basis for studying for the final exam. It is advised that you make good notes.

There is no grade for these reading questions. **Do not** submit your answers to me online.

Students are responsible to complete the Unit reading (including the material posted on CONNECT under "Learning Modules") by the end of the week. At the end of each week you will be required to post on CONNECT what percentage of the reading you completed for that unit. Incompletion of these readings could adversely affect your grade.

Online Class Discussions (20 hours):

Every student is expected to **make one initial posting for each discussion topic and provide two brief responses** to the postings of other students. A general rule of thumb is for initial postings to be done by Wednesday evening of each week and responses by Saturday night. (In other words, for each discussion each student will provide three postings.) This shows your active participation in the course.

Your initial posting is expected to demonstrate informed interaction with the topic and readings. The length of your initial posting will vary, but 250 – 300 words should be adequate for an analysis and thoughtful contribution. Imagine you are in a classroom and everyone in the group needs to add to a discussion – we are not looking for monologues on the topic, but a sense that you have understood the question, examined the material and gleaned insights. You do not need to add something new to the discussion – but your initial post should feature your own insights, questions, or summary according to the question(s) posted. **Do not make personal experience or feelings the central feature of your post.** I am looking for critical thinking and evaluation in your responses.

Your responses to other students' postings need to demonstrate a considered reply. It is not sufficient to simply state that you agree with him/her. You may agree or disagree with what your classmate posts; but in 150 words you need to communicate why. Keep your responses concise – remember you are reading a lot of them over the course of the term! Discussions are worth 15% of your marks over the term.

Each discussion is monitored by me and marked on the basis of your initial posting and your responses to other students' comments.

Reflection Assignment (10 hours) Due January 30

Each student may choose to do one of the following:

- *Lectio Divina*: the student may choose a particular passage from the gospels and write out a *lectio divina* which they have experienced.
- Produce a journal reflecting on one chapter of a gospel in terms of the student's personal faith and/or ministry.
- Produce a creative work (e.g. song, poetry, video) based on a text/s of the gospels. An explanation of how the creative work derived from or its relationship to the gospel text must be included.

The work should be around 1500 words.

Exegetical Paper (10 pgs. = 20 hours) Due March 6

Each student will be required to take a section of a gospel and write a 2500 word **exegetical** paper. Instructions are found at the end of the syllabus and on CONNECT.

Final Exam (20 hours) March 17 or 18

The final exam assesses one's comprehension of the content found in the readings and learning modules. It functions to summarize and synthesize the term's work.

Reading	38 hours
Online Class Discussions	24 hours
Exegetical Paper	25 hours
Reflection Assignment	10 hours
Final Exam	20 hours
Total	117 hours

Grading

Reading	0%
Online Class Discussions	15%
Exegetical Paper	40%
Reflection Assignment	15%
Final Exam	30%
Total	100%

ATTENTION

The best place to find on-line sources is to use the Allison Library Databases. There are many full text journals that you can download which will provide more than adequate resources for your written assignments.

Please note that you can limit your search to "full text" journals. But I recommend that you do not do this since you might be able to find the full text by going to the website of the journal.

Example:

If you search for "Craig Smith" under Christian Periodical Index (CPI) you will find several articles including "Reaching the Kidderminster Kids" in the Christian History journal. There is no full text on CPI but if you go to the Christian History website (www.christianhistorymagazine.org) you will find the full text article in pdf format (<http://www.christianhistorymagazine.org/index.php/back-issues/89-content-baxter/>).

Writing an Exegetical Paper for BIBL 112

1. Choose a passage and submit it to me for approval.
2. Establish the structure of your passage and use this for headings and subheadings in your paper.
3. Include the following components in the body of your paper:
 - a. Explain how this passage fits into the immediate and greater context of the book (n.b. this is called examining the literary context).
 - b. Point out the significant differences between the parallel passages (if they exist) and explain the effect these differences have on the meaning of your passage (n.b. this is redaction criticism).
 - c. Explain the meaning of any significant words or concepts in your passage and include any important social or historical background which will help elucidate your passage.
 - d. Include insights from scholars' *source, form* and *historical* criticism.
 - e. For an example of an exegetical paper using the structure of the text for the paper see my article below, Smith, C.A., *A Comparative Study of the Prayer of Gethsemane*. IBS, 2000. **22** (June): p. 98-122.
 - f. Include a 1-2 page outline showing the three main points you would share in a teaching or preaching setting. The **word count from this task is not to be included in the total word count** for the paper. Use your findings from the exegesis paper to assist you in this assignment. See subsequent example:

Possible Teaching/Sermon Outline of Mk. 3:1-6

- I People with passion for God will suffer for it.
 - this idea is surmised from the context of the story which is laden with confrontation and from the story itself which ends with Jesus' opponents plotting His death (n.b. the movement from grumbling [dialogizo/menoi e'n taiV kardi=aiV aujtwVn; the were grumbling in their hearts; 2:6] to joining forces to plan His death [3:6 sumbou/lion e'di=doun kat' aujtouv o'cpwB aujto\n aOpole=swsin]).
- A. Significance of Jesus entering the synagogue in Mark (cf. 1:21; 6:2): conflict
- II People with a passion for Christ will be scrutinized
 - this idea is derived from 3:2-3 in which the Pharisees set a trap for Jesus and the use of the verb (parethvroun) which means to examine carefully.
- A. Mark adds his commentary here
 1. to allow the reader to know the intent of the Pharisees to trap Jesus by breaking the Sabbath.
 - a. As soon as Jesus healed this man on the Sabbath, it would be the basis of their condemnation. Jesus would be condemned as a lawbreaker since according to Rabbinic tradition "unless a person's life is in danger he should not be healed" because it would constitute work. Clearly this man's life was not in danger. It was a perfect plan. Jesus would be discredited as a Lawbreaker and therefore fall into disfavour with the people.

2. to build tension: will Jesus take the bait or appease the religious leaders?
3. to remind the readers they will also be scrutinized just as Jesus was.
 - a. they must try not to fall into the trap of compromise or conforming themselves to the world's standard
 - b. they must remember God's desire for them is "to do good" even when it is not popular.

B. Jesus Makes the Man Stand up before Everyone

1. to confront and expose His accusers' misunderstanding of the purpose of the Law with a real-life demonstration.
2. to show in the ensuing confrontation, that in the Kingdom of God the humbled crippled man would be exalted and the self-exalted religious leaders would be humbled
3. to give the ambivalent crowds the opportunity to decide:
 - a. what is the correct interpretation of the Law
 - b. what is the right thing to do
 - c. who is Jesus

III Like Jesus our Reaction to People's Hardness of Heart Must be Anger and Grief

- this idea comes from 3:4-6 drawing on the example of Jesus' response to those who reject Him and His gospel.

A. Jesus' Internal Response is Twofold: Anger and Grief

1. because they are misinterpreting the heart, will and intention of God's Law.
2. because they were more concerned about piety based on external compliance and appearance than an internal piety expressed through an internal love and compassion demonstrated in doing good for others
3. because if they continue on this path it will lead them and others to destruction.
 - a. they will become self righteous and not need a relationship with God rather only a few rules to keep.
 - b. they will grow self centered, concerned only with taking care of themselves, not reaching out to others or risking vulnerability or exercising faith.
 - c. they will grow insensitive to the needs, hurts and pains surrounding them in their world.
 - d. because they have replaced love and grace with legalism.

B. Jesus' External Response is to Heal the Man

1. Willingness of Jesus to confront the culture
2. Willingness of Jesus to suffer for what He believed

C. The Response of the Pharisees and Herodians is to Plot Jesus' Death

1. Shows the willingness of enemies to collude against "good"
 - a. people protect their self-interests
 - b. people will expend people for the sake of personal interests

2. Evil uses force to silence good.
3. Jesus sets a paradigm for His followers to emulate.

Note:

- The goal of this assignment is to provide the reader a clear understanding of the meaning of the passage.
- I do not want you to apply the passage to yourself or church context except for the outline (see “e”).
- The majority of your essay should be focussed on part "b". Components "a, b" may be presented as specific sections in your paper but I suggest that you incorporate them into your paper as seamless elements.

Academic Policies

Please see the **Carey Academic Catalog** for more details:

<http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf>

Course Attendance

Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses.

Carey Grading Scale

See the Carey Academic Catalogue for details on the Carey grading scale.

Course Withdrawal Policy

A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.”

Extensions

Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark.

Academic Integrity

Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another.
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).

- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at: <http://learningcommons.ubc.ca/academic-integrity/>.

Gender Language

As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don't conform to the gender language policy will be returned to the student for resubmissions.

See the Carey Academic Catalogue for more details on this policy.