

New Testament II: Who is Jesus?

WYB2660HF

Wycliffe College, Toronto School of Theology

Course website: portal.utoronto.ca

Instructor:

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Course Description

An introduction to a portion of the New Testament: 1 & 2 Thessalonians, 1 Corinthians, Galatians, Romans, Philippians, Colossians, 1 Peter, Hebrews and Revelation. The guiding question of the course is: 'Who is Jesus?'

Learning Outcomes

Students will become conversant with the content of each of the NT writings discussed in class. Students will become familiar with a variety of the Christologies in the NT. Students will have opportunity to reflect on and discuss how learning (or re-learning) about the canonical perspectives on Jesus affects their understanding of the Christian faith.

Texts

Bible: *The New Revised Standard Version*

(While you will have your own Bibles, you are nevertheless expected to have this one for the course).

P. J. Achtemeier, J. B. Green and M. Meye Thompson, *Introducing the New Testament. Its Literature and Theology*. Grand Rapids: W. B. Eerdmans, 2001. (Available at Crux Bookstore, Wycliffe College).

K. Warrington, *Discovering Jesus in the New Testament*. Peabody, MA: Hendrickson, 2009. (Available at Amazon.com)

Procedure

1. During the first week of class (Sep 12), you must read the introductory lecture which describes the approach of this course and do the readings. On the blackboard discussion give a brief introduction of yourself and respond to the question listed for this week.
2. During the course: you must read the lectures and the readings and, as appropriate, include reference to them in both your papers and your online discussion, participate in the Discussions in the appropriate week, complete the Inductive Exegesis Paper and the Comparative Exegetical on due dates.

Evaluation

1. Inductive Exegesis Paper : DUE October 21, 2016. Worth 20% of final grade.

Submitted by email to the professor.

A 4-6 page paper on 1 Thess 4:13-18, addressing the question: “What does this passage indicate about Paul’s opinion concerning the identity and work of Jesus Christ?”

Instructions: The paper must include the following sections: (As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Context of Passage (15% of assignment grade)

Observe where this passage fits in the letter, what has gone before it, what comes after it, and what function this passage serves in the letter. You will rely first on reading the letter several times without the help of commentaries, and then use commentaries to help you understand.

Note: Use primarily commentaries in major series, such as Anchor Bible Commentary Series, Hermeneia, Word Biblical Commentary Series, The International Critical Commentary Series, The New International Greek Testament Commentary Series, The New International Commentary on the New Testament, etc. You can also be guided by the list of recommended reading on p. 446 in the textbook by Achtemeier *et al.*

You will also be expected to make reference to material from the lectures and the assigned readings, as appropriate

2. Observations and Your Opinion (65%)

Articulate what the problems are with interpreting this particular passage (1 Thess 4:13-18), and offer your opinion, and why, about what Paul was saying.

Preparation: Preparation for the presentation of your ideas for this second part of the paper requires your asking: what words and phrases are difficult to understand, and/or what concepts and events are difficult to make sense of? As with the first step, prior to consulting secondary sources, read the passage over several times with these questions in mind. Make notes on the challenges you have for understanding what Paul is saying, then refer to scholarly aids such as commentaries, Bible dictionaries, *Theological Dictionary of the New Testament* (TDNT), books, or articles.

NOTE: This preparatory work is not meant to be documented in your paper. It is, however, essential that you do it in order to properly present your observations and opinions.

After this preparation: Present in cogent and concise form your observations and opinions about what Paul is saying and why you think this.

Note: some Biblical study resources can be accessed through the main college website. Go to Current Students, and then Biblical Studies tools.

You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007). Available at Crux Bookstore.

3. The Passage's Contribution to Christology (15%)

Suggest what Paul may be saying about the work of Christ and the significance of Christ's work for God's creation. That is, how does this passage contribute to an understanding of Paul's Christology?

4. Practical Use and/or Questions that Remain (5%)

Ideas for preaching or teaching, or questions for further study.

Note: The bibliography and footnotes should indicate that you have consulted at least four secondary sources.

Please Note:

- a. Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft.
- b. Plagiarism is a serious offence. *The **minimum** penalty for a plagiarized paper is the grade of zero.* If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you *must* acknowledge your sources.

2. Comparative Exegetical Paper: DUE December 5, 2016. Worth 30%

Submitted by email to the professor.

A 6-8 page paper describing and comparing the identity and significance of Jesus Christ in the following passages: Hebrews 1:1-4 and Phil 2:5-11.

Instructions:

Preparation: For each of Hebrews 1:1-4 and Phil 2:5-11 follow the steps (except for #4) outlined above for the Inductive Exegesis Paper. Following these steps is the *preparatory* work for writing the paper. That is, the paper you hand in will not describe in detail, or in order, the *essential* work you do in the preparatory inductive study of the passages. Evidence of your having done this work, however, will be clear in the observations and footnotes you include in your final product.

The paper must include the following sections. As you can see, as with the Inductive Exegesis Paper, there is a value attached to each section. Be sure the amount of space and effort you devote to each section reflects the value assigned.

1. Interaction between the Two Passages (80% of assignment grade)

The paper will put Hebrews 1:1-4 and Phil 2:5-11 in interaction with each, looking at the similarities and differences between their views of the significance of Christ's identity. This section must evidence the preparatory work described above.

2. Relevance for Proclamation (20%)

Discuss how the similarities and differences you have noted affect presenting, teaching and proclaiming Christ today (20%).

Note:

Consult at least four secondary sources (commentaries, monographs and/or articles) *in addition to the lectures and the readings assigned for the course.*

See above (under instructions for Inductive Exegesis Paper) regarding recommended commentaries, warnings about plagiarism and the importance of style.

3. On-Line Discussion: Worth 50% of final grade.

In six of the twelve weeks (**Sep 12, 26, Oct 10, 31, Nov 14, Nov 28**) a question will be posted on Monday morning relevant to the module for the week. Students are required to make three substantial contributions to each question. The first of these must be posted by end of Friday and the remaining two by the close of the day the following Tuesday, after which the thread closes. Discussion should make reference, as appropriate, to material from the lectures and/or the assigned readings.

SCHEDULE

September 12 *Introductory Lecture: Methodology*

Readings:

- 1) Achtemeier, Green and Meye Thompson (AGMT), pp. 1-51
- 2) Warrington (W), pp. 1-4.

Discussion Board

September 19 *NT Theology: Pauline Christology*

Readings:

- 1) AGMT, pp. 271-297
- 2) W, pp. 69-74

September 26 *1 Thessalonians*

Readings:

- 1) 1Thessalonians
- 2) AGMT, pp. 428-439.
- 3) W, pp. 144-152.

Discussion Board

October 3 *2 Thessalonians*

Readings:

- 1) 2 Thessalonians
- 2) AGMT, pp. 440-446
- 3) W., pp. 144-152 (reread)

October 10* *1 Corinthians*

Readings:

- 1) 1 Corinthians
- 2) AGMT, pp. 327-346
- 3) W, pp. 88-98.

Discussion Board

October 17 *Galatians*

Readings:

- 1) Galatians
- 2) AGMT, pp. 355-375
- 3) W, pp. 107-113.

October 24 **Reading Week**

October 31 *Romans*

Readings:

- 1) Romans
- 2) AGMT, pp. 299-326.
- 3) W, pp. 75-87.

Discussion Board

November 7 *Philippians*

Readings:

- 1) Philippians
- 2) AGMT, pp. 391-405
- 3) W, pp. 125-134.

November 14 *Colossians*

Readings:

- 1) Colossians
- 2) AGMT, pp. 407-420
- 3) W, pp. 135-143

Discussion Board

November 21 *Hebrews*

Readings:

- 1) Hebrews
- 2) AGMT, pp. 465-490
- 3) W, pp. 166-178.

November 28 *1 Peter*

Readings:

- 1) 1 Peter
- 2) AGMT, pp. 513-527
- 3) W, pp. 182-189.

Discussion Board

December 5 *Revelation*

Readings:

- 1) Revelation
- 2) AGMT, pp. 555-587
- 3) W, pp. 195-203.

****October 10th is Thanksgiving Monday.***

E-mail

All students are required to have a valid UTmail email address. You are responsible for ensuring that your U of T email address is properly entered in the ROSI system. Note that forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable, as there is the potential for messages from utoronto.ca addresses to be filtered as junk mail. You are responsible for regularly accessing your utoronto.ca account.

Course Evaluations Students are required to fill out the on-line course evaluation.

Assignment Extensions [from Basic Degree Handbook]

Basic Degree students are expected to send in assignments by the date given in the course outline. One percentage point per weekday will be deducted on the grade if an extension has not been requested before the stated deadline. Under **exceptional circumstances** (e.g. death in the family or serious illness), students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. The request form is available on the college website or from the Registrar’s office.