

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus; Textbook Table of Contents; Course Readings; Description and Outline;
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus; Textbook Table of Contents; Course Readings; Description and Outline
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus; Textbook Table of Contents; Course Readings; Description and Outline
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus; Textbook Table of Contents; Course Readings; Description and Outline
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	

ASU - [HU] CRITERIA

	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
	<ul style="list-style-type: none">• Courses which emphasize the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
REL	271	Introduction to the New Testament	HU

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
#1 Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	The course deals with the origins, context, content, and development of the New Testament (NT) Canon and its effect on religious and social behavior.	<p>THE ENVIRONMENT OF EARLY CHRISTIAN TRADITIONS (p. 4 of syllabus; chapters 2 & 3 of text; competencies 1): Understanding the historical setting and background of first century NT writing, i.e., the religions and politics of the Greco-Roman world, monotheism vs polytheism, surrounding cultural religious forces that may have influenced the development of the NT, e.g., the Mystery religions and prevailing first century mythology, Hellenization, Judaism (see below).</p> <p>THE WORLD OF ANCIENT JUDAISM (p. 4 of syllabus; chapter 2 & 3 of text; competencies 1 & 4): What is the relationship between Judaism and Christianity, e.g., between the New Testament and the Old Testament? Ancient Judaism is most important in understanding Jesus and his followers; monotheism, the Covenant, the Torah (Law), the Dead Sea Scrolls, the Jewish Temple, the synagogue, Judas Maccabeus, the Jewish sects: Pharisees, Saducees, Essenes, the Fourth Philosophy. Other miracle-working Sons of God: Honi the "Circle-drawer," Hanina ben Dosa, and Apollonius of Tyana.</p>

		<p>THE TRADITIONS OF JESUS IN THEIR GRECO-ROMAN CONTEXT (p. 4 of syllabus; chapter 4 of text; competencies 1):</p> <p>Oral traditions behind the Gospels, orality and literacy in the ancient world, Jesus absent in pagan literature, modification of Gospel stories to convey theological truths; the issue of language, i.e., Aramaic, Hebrew, Greek and Latin.</p> <p>PAUL THE APOSTLE AND THE PAULINE CORPOUS; THE DEUTERO-PAULINE AND PASTORAL EPISTLES AND NT APOCALYPTIC LITERATURE (pp. 4 of syllabus; chapters 1, 11,12, 16, 17 & 20; competencies 3, 7; and Term Paper assignment p. 2 of syllabus):</p> <p>Exploring the writings of St. Paul, the Pastoral letters, other NT books, and apocalyptic literature (Book of Revelation), Paul's life and background, conversion, his mission, his theology, Christology, ecclesiology, and relationship to other disciples and the Jewish Law. Historical spread of Christianity (Luke's second volume, the Book of Acts).</p>
<p>#2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</p> <p>Also: #4a Concerns the development of human thought, including emphasis on the philosophical and/or religious systems of thought.</p>	<p>Students must read excerpts from the New Testament as directed by instructor and course textbook. Outside scholarly sources must be read for term paper on Book of Revelation.</p>	<p>DEFINING THE NEW TESTAMENT IN TERMS OF CATEGORIES, DATING, AUTHORSHIP, MESSAGING AND TRANSMISSION (p. 4 of syllabus; chapters 1, 4, 5, 6, 7, 8, 9, 10; competencies 2, 3, 5, 6, 9</p> <p>Exploring the four Gospels, i.e., Matthew, Mark, Luke, and John; authors, dating, sequence, synoptics (John as an outlier), synoptic problem, the four-source hypothesis, Christian Messianic concepts, the Jewish Messiah, fulfillment citations, genealogy, miracle, parable, Virgin Birth, Sermon on the Mount, Golden Rule, Lord's</p>

		<p>Supper, passion narrative, apocalyptic issues that surround the Historical Jesus, i.e., non-Christian sources, Jewish sources (Flavius Josephus), tracking the development, translation, and transmission of the NT through the centuries; interpretive approaches to the NT, the techniques and methodological principles of NT scholarship, e.g., redaction criticism, historical criticism, source criticism, literary criticism, comparative criticism, etc. Also, where did the NT come from? How was it gathered into a canon? Why were certain writings excluded from the canon? Who made the decisions? On what grounds? And when? What about the non-canonical books: Gospel of Thomas, Infancy Gospel of Thomas, Gospel of Philip, Gospel of Mary, Gospel of the Nazareans, and more. Film: "Who Wrote the Gospels."</p> <p>SOCIAL AND RELIGIOUS ISSUES (p. 4 of syllabus; chapters 5, 6, 7, 8, and 18 of text; competencies 7): This course will also explore the teachings of the NT, e.g., law versus love, love of neighbor, pacifism, the Kingdom of God, sin, atonement, forgiveness and salvation, eschatology, ethics, and so forth. In contrast, the course also evaluates the antithetical elements of slavery, anti-Semitism, and gender bias as reflected in the writings of Paul and other New Testament writers.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>#4d Deepen awareness of the analysis of literature and the development of literary traditions.</p>	<p>A portion of the course is geared to shedding light on the short-term and long-term development and analysis of New Testament literature. It also exposes the student to modern textual reconstruction from both conservative and liberal scholars as named in the next column.</p>	<p>See above.</p> <p>CONSERVATIVE SCHOLARS (competencies 10): Raymond E. Brown James D.G. Dunn Ben Witherington Mark Allen Powell N.T. Wright Craig Evans Joachim Jeremias</p> <p>LIBERAL SCHOLARS (competencies 10): Bart D. Ehrman Marcus J. Borg John Shelby Spong Elaine Pagels John Dominic Crossan Karen Armstrong Robert W. Funk Hans Kung James H. Charlesworth</p>
-------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GCC RELIGIOUS STUDIES

(A description of how REL 271 meets HU criteria)

Introduction to the New Testament (REL 271) addresses the issue of religious illiteracy as it pertains to the understanding of the New Testament. The science of biblical criticism constitutes the heart and basis of REL 271. Biblical criticism is the scholarly study and investigation of biblical writing. It is a science dealing with the text, character, composition, and origin of literary documents. It is an overarching discipline that incorporates the analytical processes under the subtitles of textual criticism, historical criticism, source criticism, form criticism, redaction criticism, narrative criticism, and so forth).

For the record, an introductory course to the New Testament should not be construed as anti-Christian or pro-Christian. The specifics are presented from a fact-based academic, and virtually, objective viewpoint. Appropriately, **the course does not deal with metaphysical issues**. Was Jesus really the Son of God? Is there life after death? Are angels real? These questions are issues of faith and belief.

In contrast, this course deals with matters that are subject to analytical study. Is the Bible infallible? Are the Gospels eyewitness accounts to the ministry of Jesus? Do the birth narratives of Jesus in the Gospels of Matthew and Luke conflict? Is Jesus mentioned outside of biblical sources? Did Roman Emperors and other cultural variables influence the development of Christianity? What do we know about biblical composition and transmission? This course will also explore the teachings of the NT, e.g., law versus love, love of neighbor, pacifism, the Kingdom of God, eschatology, ethics, and so forth. In addition, the course exposes the antithetical “promotion” of slavery, anti-Semitism, and gender bias as reflected in the writings of the New Testament.

I believe that adding the appropriate tag for REL 271—*Introduction to the New Testament*—will be of great benefit and value to our students.

Ernie Bringas
(Religious Studies, GCC)
ernie.bringas@gccaz.edu
845-4929 (REL Dept.)



Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

Introduction to the New Testament

Course: **REL271**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Academic**

Load Formula: **S**

First Term: **1998 Fall**

Final Term: **Current**

Description: Origins and development of the literature of early Christian communities; the definition of the New Testament, including its canon, text and translation; the interpretive approaches to the New Testament employed inside and outside Christianity; variety of literature in the New Testament

Prerequisites: None

MCCCD Official Course Competencies

1. Define the historical setting and background of the New Testament literature and its writers. (I, II)
2. Define the categories of literature in the New Testament. (III)
3. Describe the various positions regarding the dating and authorship of the New Testament documents. (III)
4. Describe the relationship of the New Testament to the Hebrew Bible (Old Testament). (IV)
5. Describe the process of canonization of the New Testament, including the documents not included in the Western canon. (V)
6. Describe the transmission process of the New Testament through history. (VI)
7. Describe the relationship between the early Christian community and its literature. (VII)
9. Describe the textual variants and the process of modern textual reconstruction. (VI, IX)
10. Identify significant contemporary New Testament scholars. (IX)

MCCCD Official Course Outline

- I. The Jewish World of the New Testament Narrative
- II. The Person of Jesus
 - A. The quest for the historical Jesus
 - B. The myth of Jesus
 - C. The variety of perspectives on Jesus
- III. The Development of Christian Writings
 - A. The Gospels
 1. Dating and authorship
 2. Interdependence
 3. Variety of form and perspectives
 4. Literary categories (miracle, genealogy, parable, etc.)
 - B. Acts of the Apostles
 1. Dating and authorship
 2. Relationship to Luke/Paul
 - C. The Letter of Paul
 1. Authentic and pseudo-pauline letters
 2. Dating and provenance
 3. The development of Paul's theology, christology, and ecclesiology
 4. Paul and the Jerusalem Christian community
 - D. The Other Letters (Pseudo-pauline, Peter, James, John, Jude, Hebrews)

1. Authorship and dating
 2. Theological and ecclesiological perspectives
- E. The revelation to John
1. Dating and authorship
 2. Political context
 3. Apocalypse as prediction and apocalypse as narrative experience
- IV. Use of Jewish Scriptures in Making the Christian Case
- V. The Gathering of the Documents
- A. Variety of writing (including apocryphal Christian documents)
 - B. Marcion
 - C. Jewish canon
 - D. Diatessaron
 - E. The Orthodox Canon
- VI. The Copying Process and the Codex
- VII. The Interpretive Process as Ongoing Canon
- VIII. Medieval and Contemporary New Testament Interpretation
- A. Literal and Allegorical reading
 - B. The authority of text and authority of Church
 - C. The decentralization of biblical interpretation in the Reformation
 - D. The rise of critical reading and the rise of fundamentalism
 - E. The text as insight into the first-century Church
- IX. Modern New Testament Scholarship
- A. Albert Schweitzer
 - B. Rudolf Bultmann
 - C. Karl Barth
 - D. John Dominic Crossan
 - E. Raymond Brown
 - F. Others

Last MCCCCD Governing Board Approval Date: **2/24/1998**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Fall _____ Spring X Summer _____ Dates Jan 29 – April 25 (2013)

INTRODUCTION TO THE NEW TESTAMENT
(COURSE SYLLABUS)

Instructor: Ernie Bringas (ernie.bringas@gccaz.edu)
(office secretary, Robin Daugherty, 623-845-4929)

Course Designation: REL 271 – Class 39154 Section 0001

Class Info: Days Tu & Th Time 1:00PM – 2:40PM Room HTA 101

Text: A Brief Introduction to the NEW TESTAMENT (3rd Edition), by Bart D. Ehrman

ABOUT THE AUTHOR: Bart D. Ehrman received both his Masters of Divinity and Ph.D. from Princeton Theological Seminary. He is one of the world's renowned New Testament scholars. He is the James A. Gray Distinguished Professor at the University of North Carolina at Chapel Hill where he has served as both the Director of Graduate Studies and the Chair of the Department of Religious Studies. He has published extensively in the fields of New Testament and Early Christianity, having written or edited twenty-four books, numerous scholarly articles, and dozens of book reviews. He has authored four New York Times bestsellers. Among his fields of scholarly expertise are the historical Jesus, the early Christian Apocrypha, the apostolic fathers, and the manuscript tradition of the New Testament.

I. COURSE DESCRIPTION

Origins and development of the literature of early Christian communities; the definition of the New Testament, including its canon, text and translation; the interpretive approaches to the New Testament employed inside and outside Christianity; variety of literature in the New Testament (NT).

II. COURSE GOALS - After completing this course, you should be able to:

1. Define the historical setting and background of the NT literature and its writers.
2. Define the categories of literature in the New Testament.
3. Describe the various positions regarding the dating and authorship of the New Testament documents.
4. Describe the relationship of the New Testament to the Hebrew Bible (Old Testament).
5. Describe the process of canonization of the New Testament, including the documents

not included in the Western canon.

6. Describe the transmission process of the New Testament through history.
7. Describe the relationship between the early Christian community and its literature.
9. Describe the textual variants and the process of modern textual reconstruction.
10. Identify significant contemporary New Testament scholars.

III. COURSE REQUIREMENTS

1. EXAMS: -- A weekly mini quiz after each assigned chapter reading; A final comprehensive exam.

NOTE – you will be required to supply a scantron for each quiz and a #2 pencil.

ALSO – If you miss an exam for an unexcused absence, the exam may not be made up (at the discretion of the instructor).

2. NEW TESTAMENT PAPER (On the Book of Revelation)

READ CAREFULLY!

Write a six (6) page term paper (double spaced) on the four (4) different ways to interpret this NT book (idealist; historicist; preterist; futurist). List the pros & cons of each. Do not use the Internet for researching your information, i.e., use library books. Be sure to document all your sources. At the end of your report, please indicate which interpretation you favor (and why). In other words, make your case.

3. ATTENDANCE POLICY

CLASS ATTENDANCE IS PARAMOUNT It is the student's responsibility to consult with the instructor regarding excused absences, e.g., family emergencies, illness, GCC field trips, athletic events, etc.

IF YOU ACCUMULATE MORE THAN FOUR (4) UNEXCUSED ABSENCES YOU MAY BE WITHDRAWN FROM THE COURSE.

A registered absence is based on a 50 minute class meeting three times a week. Therefore, missing one class that meets twice a week is the equivalent of one and a half absences. I will take attendance at every meeting. If you're late, see me after class to record your presence.

IV. GRADING POLICY AND EXAMS

There are 800 total points possible for the course:

14 mini quizzes (30pts each) = 420pts

Final Exam = 300pts (Points are subject to change if the above 14 quizzes are not realized during the semester)

Term Paper = 80pts **(required for grade of A)**

YOUR FINAL GRADE WILL BE DETERMINED ON THE FOLLOWING POINT SCALE:

720-800 = 90-100% = **A (To obtain an A, term paper is required regardless of the # of points accumulated)**
 640-719 = 80—89% = **B**
 560-639 = 70—79% = **C**
 480-559 = 60—69% = **D**
 0-479 = 0—59% = **F**

OBVIOUSLY, YOU NEED AT LEAST 480PTS TO PASS THIS COURSE.

V. BITS AND PIECES

1. It is not my policy to single out students to answer specific questions during class. All class participation is on a “volunteer” basis.
2. The audio taping of lectures is not permitted unless cleared by the instructor.
3. **PLEASE TURN OFF AND REMOVE FROM SIGHT ALL CELL PHONES & TECHNO GADGETS DURING CLASS. VIOLATIONS ARE SUBJECT TO A 10 POINT PENALTY. PARENTS ARE EXEMPT.**
4. Consultation—Students are encouraged to discuss any course problems or questions with the instructor, including withdrawal issues.
5. Please do not come to class if you're sick (contagious).

6. **BE SMART**...exchange phone/e-mail with classmates in case you're absent.

VI COURSE OUTLINE

Each week we will be reading selected portions of a new chapter; a short quiz (usually about 10 questions) based on the lecture and textbook readings, will be given the following week. The quizzes will be given on Tuesdays at the beginning of the class period.

Week 1 – (Orientation) Introduction: What Is the New Testament?

Week 2 – The Environment of Early Christian Traditions: The Greco-Roman World

Week 3 – The Environment of Early Christian Traditions: World of Ancient Judaism

Week 4 – The Traditions of Jesus in Their Greco-Roman Context

Week 5 – Jesus, the Suffering Son of God: The Gospel According to Mark

Week 6 – Jesus, the Jewish Messiah: The Gospel According to Matthew

Week 7 – Jesus, the Rejected Prophet: The Gospel According to Luke

Week 8 – Spring Break

Week 9 – Jesus, the Man Sent from Heaven: The Gospel According to John

Week 10 – The Historical Jesus

Week 11 – From Jesus to the Gospels

Week 12 – Paul the Apostle: The Man and His Mission

Week 13 – From Paul's Female Colleagues to the Oppression of Women in Early Christianity.

Week 14 – Christians and the Cosmos: The Book of Revelation

Week 15 – Cleaning Up Loose Ends

BE AWARE THAT THIS SYLLABUS AND COURSE CONTENT MAY VARY FROM THIS OUTLINE TO MEET THE NEEDS OF ANY PARTICULAR GROUP. THE ABOVE OUTLINE DOES NOT PERTAIN TO SUMMER AND LATE START CLASSES.

PLEASE NOTE

1. In my class, civility is most important. Therefore, **IF YOU ARE DISRUPTIVE IN MY CLASS (this includes using cell phones, chronic tardiness, unwarranted disturbances, doing homework during class, bathroom breaks, etc.)**, you will be issued a verbal warning. Language or behavior that is rude, abusive, disruptive, or threatening will not be tolerated. Activity of this type is Academic Misconduct as defined in MCCCDC Policy AR 2.3.11. Students engaging in such behavior will be removed from the course with a failing grade. Additional sanctions may be applied if necessary under this policy. **Every student is expected to know and comply with all current published policies, rules, and regulations as printed in the college catalog, class schedule, and/or student handbook.**

I understand that failure to comply with any of these policies may result in loss of grade and/or privileges. The instructor may withdraw at any time a student who does not attend class, is disruptive, and/or does not complete assignments.

The instructor reserves the right to exercise prudent judgment as regards any AND ALL matters stated herein. The instructor will notify students regarding any changes in course requirements or policies.

2. Honor Students: If this is an honors class, honor students will be given an additional assignment. The instructor will meet with students to clarify further details.

3. Special needs and accommodations: If you have a disability that may have some impact on your work in this class and for which you may require accommodations (a note taker, special test requirements, seating arrangements, etc.) you need to notify the Disability Services and Resources Office. Location: TDS 100. Phone: 623-845-3080. Also, inform instructor.

4. **I acknowledge that I have read this syllabus and agree to all the policies stated herein.**

271 Reading Chapter 1

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: P. 1

BOX 1.1 – (The Hebrew Bible and the Old Testament): 2

THE NEW TESTAMENT: SOME BASIC INFORMATION: 3-4

THE NEW TESTAMENT: ONE OTHER SET OF PROBLEMS: 9-11

BOX 1.5 – (IS The Doctrine of the Trinity Explicitly Taught in the NT: 10

BOX 1.6 – (The New Testament Canon): 10

EXCURSES: 11-12

Don't worry about the KEY TERMS on P. 13 unless they are covered in your reading assignment, or we covered them in class.

271 Reading Chapter 2

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: P. 14

THE PROBLEMS OF BEGINNINGS: 14-15

ONE REMARKABLE LIFE: 15-18

THE ENVIRONMENT OF THE NT – P. 18 to bottom of 19 only

PRESENT LIFE INSTEAD OF LIFE AFTERLIFE: 21-22

BOX 2.4 – (Rulers as Divine Saviors): 25

CHURCH AND STATE TOGETHER . . . : 24-25

TOLERANCE INSTEAD OF INTOLERANCE: 25-26

BOX 2.5 – (The World of Early Christianity): 26

Don't worry about the KEY TERMS on P. 27 unless they are covered in your reading assignment, or we covered them in class.

**271 Reading
Chapter 3**

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: p. 28

TEMPLE AND SYNAGOGUE: ISRAEL'S PLACES OF WORSHIP 32-34

THE FORMATION OF JEWISH SECTS: 37- 42

Don't worry about the KEY TERMS on P. 45 unless they are covered in your reading assignment, or we covered them in class.

271 Reading Chapter 4

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: 46

ORAL TRADITIONS BEHIND THE GOSPELS: 46-47 (Read the first 3 paragraphs)

BOX 4.1 – (Orality and Literacy in the Ancient World) 51

THE NATURE OF THE GOSPEL TRADITIONS: 51-52

A PIECE OF EVIDENCE – P. 52 (Read the first two paragraphs of P. 52 and then go directly to Box 4.3 on P. 54; after reading Box 4.3, go directly to P. 55, starting at the 2nd paragraph (“We seem to be left....” Etc.) Finish the chapter (including Box 4.4).

Don’t worry about the KEY TERMS on P. 59 unless they are covered in your reading assignment, or we covered them in class.

271 Reading Chapter 5

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: 60

THE SYNOPTIC PROBLEM: 60 – 61

MARK, OUR EARLIEST GOSPEL: 61

BOX 5.1 – (The Jewish Messiah): 62

JESUS THE AUTHORITATIVE SON OF GOD: 64–65

JESUS THE MISUNDERSTOOD SON OF GOD: 67

JESUS THE ACKNOWLEDGED SON OF GOD: 67-69

BOX 5.3 – (The Messianic Secret): 68

BOX 5.6 – (The Abrupt Ending of the Gospel of Mark): 74

BOX 5.7 – (The Gospel of Mark): 75

Don't worry about the KEY TERMS on P. 76 unless they are covered in your reading assignment, or we covered them in class.

271 Reading Chapter 6

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: 77

A REDACTION APPROACH TO MATTHEW: 78

THE IMPORTANCE OF BEGINNINGS, etc. . . . 78-83
(stop on P 83 when you reach “The Rejected King of the Jews”)

THE PORTRAYAL OF JESUS IN MATTHEW, etc.: 84-88

BOX 6.3 – (The Golden Rule): 87

Go to page 89. Begin reading the right column at: Jesus’ Passion
In Matthew: 89-91

BOX 6.7 – (The Gospel of Matthew): 93

Don’t worry about the KEY TERMS on P. 94 unless they are covered in
your reading assignment, or we covered them in class.

271 Reading Chapter 7

READ FOLLOWING SECTIONS:

WHAT TO EXPECT & ff: 95 – 96

A COMPARATIVE OVERVIEW OF THE GOSPEL: 96

BOX 7.1 – (Apologetic Literature...): 98

LUKE'S BIRTH NARRATIVE IN COMPARATIVE...: 98 – 102

BOX 7.3 – (Historical Problems with Luke's...): 100

BOX 7.4 – (The Virginal Conception...): 101

FROM JEW TO GENTILE...: 102-03

BOX 7.5 – (Jesus' Bloody Sweat in Luke): 105

CONCLUSION: LUKE IN COMPARATIVE....: 109-10

BOX 7.7 – (The Gospel of Luke): 109

Don't worry about the KEY TERMS on P. 111 unless they are covered in your reading assignment, or we covered them in class.

IMPORTANT: In addition to your reading assignment over the weekend, please answer in written (typed) form, question #1 found on P. 110 (TAKE A STAND). Take as little or as much space as you need to answer the question, but please do not go overboard on this written assignment. Bring your typed answer to class on Tuesday (your paper will be worth 20pts; your quiz will be 20pts).

271 Reading
Chapter 8
(and box 9.1 from Ch. 9)

READ FOLLOWING SECTIONS:

WHAT TO EXPECT & ff: 112-13

THE GOSPEL OF JOHN FROM A LITERARY-HISTORICAL
PERSPECTIVE: 113-15

BOX 8.1 (Jesus' Signs in the . . .): 114

BOX 8.2 ("The Jews" in the . . .): 115

THE GOSPEL OF JOHN FROM A REDACTIONAL PERSPECTIVE: 115
(stop when you reach "Evidence of Sources in John" on page 116).

BOX 8.3 (Jesus and the Woman . . .): 117

THE GOSPEL OF JOHN FROM A THEMATIC PERSPEC . . . : 120-21

BOX 8.5 (The Gospel of Judas): 121

THE GOSPEL OF JOHN FROM A COMPARATIVE . . . : 121-24

BOX 8.6 (Jesus and the "I Am" sayings . . . : 125

BOX 8.8 (The Gospel of John): 126

ALSO: READ BOX 9.1 (Did Jesus Exist?): 130

Don't worry about the KEY TERMS on P. 127 unless they are covered in your reading assignment, or we covered them in class.

271 Reading Chapters 9

READ FOLLOWING SECTIONS:

BOX 9.2 (The Apostles as . . .) 132

BOX 9.3 (The Testimony of Flavius Josephus) 133

JESUS IN HIS APOCALYPTIC CONTEXT 134

BOX 9.8 (Jesus the Miracle Worker) 143

THE APOCALYPTIC TEACHINGS OF JESUS (Only the first three paragraphs are required reading; the third paragraph ends with "...excepting this good news.") 145-46

BOX 9.9 (Another Apocalyptic Jesus) 147

Just for fun; not required – BOX 9.10 (Judas ...Chicken) 148

BOX 9.12 (Jesus the Apocalyptic Prophet) 152

Don't worry about the KEY TERMS on P. 154 unless they are covered in your reading assignment, or we covered them in class.

271 Reading
Chapter 10
(and Box 11.3 from Ch. 11)

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: 155

BOX 10.2 (Jesus, the Messiah, & the Resurrection): 158

JESUS' DEATH, ACCORDING TO THE SCRIPTURES: 159-60

THE EMERGENCE OF DIFFERENT UNDERSTANDINGS
OF JESUS: 160-63

BOX 10.3 (Vicarious Suffering in Jewish . . .Literature): 161

BOX 10.4 (From Jesus to the Gospels): 163

BOX 11.3 (The Death of Judas): 172

Don't worry about the KEY TERMS on P. 164 unless they are covered in your reading assignment, or we covered them in class. (I think you'll need to know all 4 terms listed here.)

271 Reading Chapter 12

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: P. 182

BOX 12.1 – (The Pauline Corpus): 183

THE STUDY OF PAUL: METHODOLOGICAL DIFFICULTIES: 184-87
(Stop when you get to: *The Occasional Nature of Paul's Letters*)

BOX 12.4 – (Paul on the Road to Damascus): 193

The Confirmation of Paul's Views in Light of Jesus' Resurrection: 193

The Reformulation of Paul's Views in Light of Jesus' Resurrection: 194-97
(Stop when you get to: *Paul the Apostle*)

BOX 12.6 – (Paul and His Mission): 199

Don't worry about the KEY TERMS on P. 199 unless they are covered in your reading assignment, or we covered them in class.

271 Reading
Chapter 18

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: P. 284

WOMEN IN PAUL'S CHURCHES: 284-85

WOMEN ASSOCIATED WITH JESUS: 285-89

BOX 18.1 – (Mary Magdalene): 286

BOX 18.2 – (Was Jesus Married with Children?): 288

WOMEN IN THE AFTERMATH OF PAUL: 289-91

BOX 18.5 – (Women in Early Christianity): 295

271 Reading Chapter 21

READ FOLLOWING SECTIONS:

WHAT TO EXPECT: P. 334

THE CONTENT AND STRUCTURE OF THE BOOK OF REVELATION: 335-37

Bizarre Symbolism: 343

The Great Whore of Banylon: 343-45

BOX 21.4 – (Futuristic Interpretations of the Book of Revelation): 344

The Number of the Beast, 666: 345-46

BOX 21.5 – (The Book of Revelation): 347

A Brief Introduction
to

THE NEW TESTAMENT

THIRD EDITION

Bart D. Ehrman

UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

New York Oxford
OXFORD UNIVERSITY PRESS

CONTENTS

Maps, Time Lines, and Diagrams	xv
Boxes	xvi
Preface to the Third Edition	xxi
Preface to the Second Edition	xxiii
Preface to the First Edition	xxiv
Acknowledgments	xxv
Notes on Suggestions for Further Reading	xxvi
Credits	xxvii
Master Time Line	xxix

① Introduction: What Is the New Testament? 1

WHAT TO EXPECT	1
The New Testament: Some Basic Information	3
Other Early Christian Writings	4
The Development of the Christian Canon	5
Implications for Our Study	7
The New Testament: One Other Set of Problems	8
AT A GLANCE: The New Testament Canon	10
EXCURSUS: Some Additional Reflections: The Historian and the Believer	11
TAKE A STAND	12
<i>Suggestions for Further Reading</i>	13
<i>Key Terms</i>	13

② The Environment of Early Christian Traditions: The Greco-Roman World 14

WHAT TO EXPECT	14
The Problem of Beginnings	14
One Remarkable Life	15
The Environment of the New Testament: Religions in the Greco-Roman World	18
AT A GLANCE: The World of Early Christianity	26
TAKE A STAND	26
<i>Suggestions for Further Reading</i>	27
<i>Key Terms</i>	27

③ The Environment of Early Christian Traditions:
The World of Ancient Judaism 28

- WHAT TO EXPECT 28
- Monotheism: The Belief in the One True God 28
- The Covenant: Israel's Pact with Its God 30
- The Law: Israel's Conventantal Obligations 31
- Temple and Synagogue: Israel's Places of Worship 32
- Forms of Early Judaism 34
- Political Crises in Palestine and Their Ramifications 34
- The Formation of Jewish Sects 37
- The Jewish Context for the Traditions about Jesus 42
- AT A GLANCE: The World of Early Judaism 44
- TAKE A STAND 44
- Suggestions for Further Reading* 44 *Key Terms* 45

④ The Traditions of Jesus in Their Greco-Roman Context 46

- WHAT TO EXPECT 46
- Oral Traditions Behind the Gospels 46
- The Gospels as Biographies of Jesus 56
- AT A GLANCE: The Traditions of Jesus 56
- Some Additional Reflections: The Authors of the Gospels 57
- TAKE A STAND 58
- Suggestions for Further Reading* 58 *Key Terms* 59

⑤ Jesus, the Suffering Son of God:
The Gospel according to Mark 60

SELECT

- WHAT TO EXPECT 60
- The Synoptic Problem 60
- Mark, Our Earliest Gospel 61
- The Beginning of the Gospel: Jesus the Messiah, the Son of God Who
Fulfills Scripture 61
- Jesus the Authoritative Son of God 64
- Jesus the Opposed Son of God 65
- Jesus the Misunderstood Son of God 67
- Jesus the Acknowledged Son of God 67
- Jesus the Suffering Son of God 69

Jesus the Crucified Son of God 71
 Jesus the Vindicated Son of God 72
 Conclusion: Mark and His Readers 73
 AT A GLANCE: The Gospel of Mark 75
 TAKE A STAND 76
Suggestions for Further Reading 76 *Key Terms* 76

⑥ *SELECT* Jesus, the Jewish Messiah: The Gospel according to Matthew 77

WHAT TO EXPECT 77
 A Redactional Approach to Matthew 78
 The Importance of Beginnings: Jesus the Jewish Messiah in Fulfillment of the Jewish Scriptures 78
 The Portrayal of Jesus in Matthew: The Sermon on the Mount as a Springboard 84
 Jesus Rejected by the Jewish Leaders 89
 Matthew and His Readers 91
 AT A GLANCE: The Gospel of Matthew 93
 TAKE A STAND 93
Suggestions for Further Reading 94 *Key Terms* 94

⑦ *SELECT* Jesus, the Rejected Prophet: The Gospel according to Luke 95

WHAT TO EXPECT 95
 A Comparative Overview of the Gospel 96
 The Preface to Luke's Gospel 96
 Luke's Birth Narrative in Comparative Perspective 98
 From Jew to Gentile: Luke's Portrayal of Jesus the Rejected Prophet 102
 Luke's Distinctive Emphases throughout His Gospel 103
 Conclusion: Luke in Comparative Perspective 109
 AT A GLANCE: The Gospel of Luke 109
 TAKE A STAND 110
Suggestions for Further Reading 110 *Key Terms* 110

⑧ *SELECT* Jesus, the Man Sent from Heaven: The Gospel according to John 112

WHAT TO EXPECT 112

The Gospel of John from a Literary-Historical Perspective 113
The Gospel of John from a Redactional Perspective 115
The Gospel of John from a Thematic Perspective 120
The Gospel of John from a Comparative Perspective 121
The Author of the Fourth Gospel 124
AT A GLANCE: The Gospel of John 126
TAKE A STAND 127
Suggestions for Further Reading 127 *Key Terms* 127

9 The Historical Jesus 128

WHAT TO EXPECT 128
Problems with Sources 129
Using Our Sources 130
Jewish Apocalypticism 134
Jesus in His Apocalyptic Context 134
The Beginning and End as Keys to the Middle 134
The Apocalyptic Deeds of Jesus 137
The Apocalyptic Teachings of Jesus 145
The Apocalyptic Death of Jesus 150
AT A GLANCE: Jesus the Apocalyptic Prophet 152
TAKE A STAND 153
Suggestions for Further Reading 153 *Key Terms* 154

2, ↑ ↓ ADVANCE

10 From Jesus to the Gospels 155

WHAT TO EXPECT 155
The Beginning of Christianity 155
Jesus' Resurrection from an Apocalyptic Perspective 156
Jesus' Death, According to the Scriptures 159
The Emergence of Different Understandings of Jesus 160
AT A GLANCE: From Jesus to the Gospels 163
TAKE A STAND 163
Suggestions for Further Reading 164 *Key Terms* 164

11 Luke's Second Volume: The Book of Acts 165

WHAT TO EXPECT 165
The Genre of Acts and Its Significance 166

The Thematic Approach to Acts 167
 From Gospel to Acts: The Opening Transition 167
 Themes in the Speeches in Acts 169
 AT A GLANCE: The Book of Acts 179
 Conclusion: The Author and His Themes in Context 179
 TAKE A STAND 181
Suggestions for Further Reading 181 *Key Terms* 181

12 ✎ Paul the Apostle: The Man and His Mission 182

WHAT TO EXPECT 182
 The Study of Paul: Methodological Difficulties 184
 The Life of Paul 189
 AT A GLANCE: Paul and His Mission 199
 TAKE A STAND 199
Suggestions for Further Reading 199 *Key Terms* 200

13 ✎ Paul and His Apostolic Mission: I Thessalonians as a Test Case 201

WHAT TO EXPECT 201
 The Founding of the Church in Thessalonica 202
 The Beginnings of the Thessalonian Church: A Socio-Historical Perspective 207
 The Church at Thessalonica after Paul's Departure 210
 Conclusion: Paul the Apostle 213
 AT A GLANCE: I Thessalonians 214
 TAKE A STAND 214
Suggestions for Further Reading 215 *Key Terms* 215

14 ✎ Paul and the Crises of His Churches: The Corinthian Correspondence 216

WHAT TO EXPECT 216
 I Corinthians 216
 AT A GLANCE: I Corinthians 226
 2 Corinthians 226
 AT A GLANCE: 2 Corinthians 231
 TAKE A STAND 232
Suggestions for Further Reading 232 *Key Terms* 232

15 ✎ Paul and the Crises of His Churches: Galatians, Philippians,
and Philemon 233

- WHAT TO EXPECT 233
- Galatians 233
- AT A GLANCE: Galatians 241
- Philippians 241
- Philemon 244
- AT A GLANCE: Philippians 245
- AT A GLANCE: Philemon 248
- TAKE A STAND 248
- Suggestions for Further Reading* 249 *Key Terms* 249

16 ✎ The Gospel according to Paul: The Letter to the Romans 250

- WHAT TO EXPECT 250
- The Occasion and Purpose of the Letter 251
- The Theme of the Epistle 253
- Pauline Models for Salvation 254
- The Flow of Paul's Argument 259
- Conclusion: Paul and the Romans 262
- AT A GLANCE: Romans 262
- TAKE A STAND 263
- Suggestions for Further Reading* 263 *Key Terms* 263

17 ✎ In the Wake of the Apostle:
The Deutero-Pauline and Pastoral Epistles 264

- WHAT TO EXPECT 264
- Pseudonymity in the Ancient World 264
- The Deutero-Pauline Epistles 266
- AT A GLANCE: The Deutero-Pauline Epistles 275
- The Pastoral Epistles 276
- The Historical Situation and Authorship of the Pastoral Epistles 279
- AT A GLANCE: The Pastoral Epistles 282
- TAKE A STAND 282
- Suggestions for Further Reading* 283 *Key Terms* 283

18 From Paul's Female Colleagues to the Pastor's Intimidated Women: The Oppression of Women in Early Christianity 284

WHAT TO EXPECT 284

Women in Paul's Churches 284

Women Associated with Jesus 285

Paul's Understanding of Women in the Church 289

Women in the Aftermath of Paul 289

Ancient Ideologies of Gender 292

Gender Ideology and the Pauline Churches 293

AT A GLANCE: Women in Early Christianity 295

TAKE A STAND 295

Suggestions for Further Reading 296 *Key Terms* 296

19 Christian Conflicts with Jews and Pagans: Hebrews and I Peter 297

WHAT TO EXPECT 297

Christians and Jews 298

Early Christian Self-Definition 298

Continuity and Superiority: The Epistle to the Hebrews 299

AT A GLANCE: Hebrews 306

Christians and Pagans 307

Christians in a Hostile World: The Letter of I Peter 314

AT A GLANCE: I Peter 318

TAKE A STAND 318

Suggestions for Further Reading 319 *Key Terms* 319

20 Christian Conflicts with Christians : James, 2 Peter, Jude, and the Johannine Epistles 320

WHAT TO EXPECT 320

Christian Conflicts with Christians 320

The Epistle of James 321

Jude 323

2 Peter 324

The Johannine Epistles 326

Understanding the Johannine Epistles 328

