

Garrett-Evangelical Theological Seminary
Introduction to the New Testament (BIBNT500)
FA 2021
Sept 7 - Dec 7, 2021
Dr. Dong Hyeon Jeong
Garrett Email: dong.jeong@garrett.edu
Office Hours: By appointment
Tuesday, 8:30-10:30am (Hyflex)
Teaching Assistant: Sanha Kang, PhD Candidate

* **Course Description:**

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

* **Course Objectives and Learning Outcomes:**

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

- Identify fundamental concepts, historical contexts, and ideological issues and interpretations of the New Testament.
- Comprehend the literary, theological, and socio-ethical contours of select New Testament texts.
- Recognize select biblical criticisms and hermeneutics.
- Reflect upon the role of contexts and faith in influencing biblical interpretation. By doing so, this class seeks to assist the participants in evaluating contemporary appropriation(s) of the New Testament as a sacred text or an ancient document (depending upon one's perspective).
- Synthesize self-reflexive arguments on select issues that intersect with the New Testament.

* **Course Delivery Method(s):**

Since this class is hyflex, most of the materials and communication are delivered through email and Moodle.

* **Required Textbooks:**

- 1) The Bible: Please use your preferred translation.
- 2) Dr. Stephen D. Moore's *Revealing the New Testament* (Thinkingstrings.com)



- 3) Other materials are posted online. We will engage works by scholars such as:
Dr. Margaret Aymer-Odet and Dr. Kwok Pui-lan



* **Optional Resources:**

- 1) Bailey, Randall C., ed. *“Yet With a Steady Beat”: U.S. Afrocentric Biblical Interpretation*. Atlanta: SBL Press, 2003.
- 2) Barr, David L. *New Testament Story: An Introduction*. 4th edition. Boston: Cengage Advantage Books, 2008.
- 3) Blount, Brian K., ed. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress Press, 2007.
- 4) Byron, Gay L. and Vanessa Lovelace, eds. *Womanist Interpretations of the Bible: Expanding the Discourse*.
- 5) Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. 7th Edition. Oxford: Oxford University Press, 2019.
- 6) Lozada Jr., Francisco. *Toward a Latino/a Biblical Interpretation*. Atlanta: SBL Press, 2017.

- 7) Goss, Robert and Mona West, eds. *Take Back the Word: A Queer Reading of the Bible*. Cleveland, OH: Pilgrim Press, 2000.
- 8) Guest, Deryn, and et al., eds. *The Queer Bible Commentary*. London: SCM Press, 2006.
- 9) Daniel Patte, ed., *The Global Bible Commentary*. Nashville: Abingdon Press, 2000.
* ISBN: 978-0687064038
- 10) Newsom, Carol A. and Sharon Ringe., eds. *The Women's Bible Commentary*. 3rd Edition. Revised and Updated. Louisville and London: Westminster/John Knox, 2012.
- 11) Segovia, Fernando and R. S. Sugirtharajah, eds. *A Postcolonial Commentary on the New Testament Writings*. Harrisburg, PA: T. & T. Clark, 2007.

• **Course Requirements and Assessments:**

! All assessments must be submitted on their corresponding due dates. Students have one week to submit late submissions from the due date. After that one week, no assessment will be accepted, and the grade for lateness or the lack of submission will be zero (0) grade/point. For those who need extra time, please consult with the instructor before the due date.

1) Attendance: 10%

- Attendance is of utmost importance because communal learning is one of the hallmarks of theological education. Your presence and participation will assist in creating a learning environment in which we learn from each other.
- If you are unable to join (internet connection, family care, institutional demands, and other reasons), please inform the instructor ahead of time.
- You are allowed to have two absences, no questions asked. If you are going to be absent for more than this, then please inform the instructor. Beyond these two absences, there will be penalty for absence(s). One absence equals one-point grade deduction. Four absences (excluding the two absences allowed) will lead to failing grade.

2) Ten (10) Weekly Reading Exercise (WRE): 40% [four points each]

- Each WRE worksheet will be posted online. Please submit your responses through email. The reading exercises will cover the reading materials for that week.
- Please submit WRE(s) that correspond(s) to their assigned week(s) **before class**. Late submission will incur grade deduction: one point per day up to maximum deduction of five (5) points. Failure to submit will incur zero (0) point.

3) Five Writing Exercises: 50% [ten points each]

- Participants will choose submit five writing exercises that comprised of two Gospels, two Pauline letters, and the Book of Revelation. Participants will choose which Gospels and Pauline letters they would like to write about.

- Each writing exercise (for each of the NT text) will contain the following:
 - = Two (3) robust analysis of concepts/arguments of the chosen text.
 - = One (1) critical reflection of your chosen passage/verse.

- Grading Rubric:

= Robust Analysis:

-> Use of at least two (reading) materials (lecture, class readings, commentaries, etc.): 40%

-> Participant's arguments, counter-arguments, and conclusion: 40%

-> On-time submission: 10%

-> Grammar, syntax, and spelling: 10%

* The length of each analysis should be about 1-2 page(s).

= Critical Reflection:

-> Provided at least two critical reflections with one's chosen biblical passages: 80% [40% each]. Critical reflection means putting the biblical texts in conversation with your context(s), field, and/or interests. It also requires a critical/deconstructing take on the biblical passage(s) in which one analyzes the biblical passage(s) in-depth.

-> On-time submission: 10%

-> Grammar, syntax, and spelling: 10%

* The length of each analysis should be about 1-2 page(s).

- Please use professional formatting: Times New Roman font, size 12, one-inch border margin. Please submit them through Moodle's "Turn It In." There will be an opportunity to rewrite/redesign the first writing exercise (only) without penalty.

- For the submission deadline, please see the Course Schedule section. Also, please submit it by Tuesday night, 11:59pm CST.

Grading Scale:

A: 93-100

A-: 90-92.9

B+: 87-89.9

B: 83-86.9

B-: 80-82.9

C+: 77-79.9

C: 73-76.9

C-: 70-72.9

D+: 67-69.9

D: 63-66.9

D-: 60-62.9

F: below 60.9

* **Academic Policies:**

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

= Writing:

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See [https://www.garrett.edu/studentlife/student-services \"Writing Center\"](https://www.garrett.edu/studentlife/student-services/\) for more detailed information.

= Attendance and Class Participation:

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching and learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

= Academic Accommodations:

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

*** Course Schedule:**

Dates	Topics, Readings, and Assessments
Wk 1 & 2: Sept 7-14	<p>* <u>Topics:</u></p> <ul style="list-style-type: none"> - Preliminary Remarks - Contexts and Ideologies in NT Interpretations - Textual Issues and Canon Formation <p>* <u>Readings:</u></p> <ul style="list-style-type: none"> - Moore, Ch.1: Exploring the New Testament (for Weeks 1 to 3) - Watch: “The Danger of a Single Story” by Chimamanda Ngozi Adichie (youtube: https://www.youtube.com/watch?v=D9Ihs241zeg) <p>* <u>Optional Reading:</u></p> <ul style="list-style-type: none"> - Hal Taussig, “Introducing a New New Testament.” - Lee Martin McDonald, “The Emergence of Christian Scripture” and “The Influence of ‘Heresy’ and ‘Orthodoxy’ on Canon Formation.” <p>* <u>Assessments:</u></p> <ul style="list-style-type: none"> - None
Week 3: Sept 21	<p>* <u>Topic:</u></p> <ul style="list-style-type: none"> - New Testament Backgrounds <p>* <u>Readings:</u></p> <ul style="list-style-type: none"> - Margaret Aymer-Odet, "Rootlessness and Community in Contexts of Diaspora." - Watch: “The Dead Sea Scrolls” by Piled Higher and Deeper - PhD Comics (youtube: https://www.youtube.com/watch?v=SLQB-Y97bxk) <p>* <u>Optional Reading:</u></p> <ul style="list-style-type: none"> - Leonard J. Greenspoon, “Between Alexandria and Antioch: Jews and Judaism in the Hellenistic Period.” <p>* <u>Assessment:</u></p> <ul style="list-style-type: none"> - Weekly Reading Exercise (WRE) 1
Week 4: Sept 28	<p>* <u>Topic:</u></p> <ul style="list-style-type: none"> - Hermeneutics and Criticisms <p>* <u>Readings:</u></p> <ul style="list-style-type: none"> - Kwok Pui-lan, “Reading the Christian New Testament in the Contemporary World.” - Musa Dube, “A Postcolonial Feminist Reading of Matthew 15:21-28.” - Tat-siong “Benny” Liew, “What is Asian American Biblical Hermeneutics?”

	<p><u>*Optional Reading:</u> - Revelation Velunta, <i>Reading the Parables of Jesus Inside a Jeepney</i>.</p> <p><u>* Assessment:</u> - WRE 2</p>
<p>Week 5: Oct 5</p>	<p><u>* Topics:</u> - Synoptic Studies - Gospel of Mark</p> <p><u>* Readings:</u> - Moore, Ch.3: The Synoptic Problem, and Ch.2: Gospel of Mark - Jin Young Choi, "The Consumed Body: Mark 7:24-30." - Liew, "Re-Mark-able Masculinities? Jesus, the Son of Man, or the (Sad) Sum of Manhood."</p> <p><u>* Assessment:</u> - WRE 3</p>
<p>Week 6: Oct 12</p>	<p><u>* Topics:</u> - Gospel of Matthew - Gospel of Luke</p> <p><u>* Readings:</u> - Moore, Ch.4: Gospel of Matthew, and Ch.5: Gospel of Luke - Elaine M. Wainwright, "Land of the Kauri and the Long White Cloud: Beginning to Read Matthew 1-2 Ecologically." - Nancy Eiesland, "The Disabled God."</p> <p><u>* Assessment:</u> - WRE 4</p>
<p>Week 7: Oct 19</p>	<p><u>* Topics:</u> - Acts of the Apostles - Gospel of John</p> <p><u>* Readings:</u> - Moore, Ch.6: Acts of the Apostles, and Ch.7: Gospel and Letters of John (just the Gospel) - Sean Burke, "Early Christian Drag: The Ethiopian Eunuch as a Queering Figure." - Liew, "Overlapping (His)Stories: Reading Acts in Chinese America" - Adele Reinhartz, "Judaism in the Gospel of John."</p> <p><u>* Optional Reading:</u></p>

	<p>- Daniel Boyarin, "IOUDAIOI in John and the Prehistory of 'Judaism.'"</p> <p><u>* Assessment:</u></p> <p>- WRE 5</p>
<p>Reading Week: Oct 21-22</p>	
<p>Week 8: Oct 26</p>	<p><u>* Topics:</u></p> <p>- Introduction to Paul</p> <p>- 1st Thessalonians</p> <p><u>* Readings:</u></p> <p>- Moore, Ch.8: Lives of Paul, Ch.10: Paul, Women, Homosexuality, Ch.9: Letters of Paul (Apocalyptic Thessalonians)</p> <p>- John Byron, "African-American Responses to Paul and Slavery."</p> <p>- Denise Buell and Johnson Hodge, "The Politics of Interpretation: The Rhetoric of Race and Ethnicity in Paul."</p> <p><u>* Optional Reading:</u></p> <p>- Melanie Johnson-Debaufre, "'Gazing Upon the Invisible:' Archaeology, Historiography, and the Elusive Women of 1 Thessalonians," in <i>From Roman to Early Christian Thessalonike: Studies in Religion and Archaeology</i>.</p> <p>- Charles H. Cosgrove, "Paul and American Individualism."</p> <p>- Althea Spencer-Miller, "Lucy Bailey Meets the Feminists."</p> <p>- Joseph A. Marchal, ed. <i>Bodies on the Verge: Queering Pauline Epistles</i>. Atlanta: SBL Press, 2019.</p> <p>- _____, <i>Appalling Bodies: Queer Figures Before and After Paul's Letters</i>. New York: Oxford University Press, 2020.</p> <p><u>* Assessment:</u></p> <p>- Gospel Writing Exercise Due</p>
<p>Week 9: Nov 2</p>	<p><u>* Topics:</u></p> <p>- 1st Corinthians</p> <p>- 2nd Corinthians</p> <p><u>* Readings:</u></p> <p>- Moore, Ch.9: Letters of Paul (Contentious Corinthians 1, 2, 3)</p> <p>- Liew, "Redressing Bodies at Corinth: Racial/Ethnic Politics and Religious Difference in the Context of Empire."</p> <p>- Antoinette Wire, "Women Prophets in the Corinthian Church."</p> <p><u>* Optional Reading:</u></p>

	<p>- Joseph A. Marchal, ed. <i>After the Corinthian Women Prophets: Reimagining Rhetoric and Power</i>. Atlanta: SBL Press, 2021.</p> <p>- Jennifer A. Quigley. <i>Divine Accounting: Theo-Economics in Early Christianity</i>. New Haven: Yale University Press, 2021.</p> <p><u>* Assessment:</u></p> <p>- WRE 6</p>
<p>Week 10: Nov 9</p>	<p><u>* Topics:</u></p> <p>- Galatians - Romans</p> <p><u>* Readings:</u></p> <p>- Moore, Ch.9: Letters of Paul (Anguished Apostle + Judaism after Jesus: Romans) - Yeo, "Navigating Romans through Cultures." - David G. Horrell, "Paul and the Redemption of the Cosmos."</p> <p><u>* Optional Reading:</u></p> <p>- Yeo, "Christ and the Earth in Pauline and Native American Understandings."</p> <p><u>* Assessment:</u></p> <p>- WRE 7</p>
<p>Week 11: Nov 16</p>	<p><u>* Topics:</u></p> <p>- Philippians - Philemon</p> <p><u>* Readings:</u></p> <p>- Moore, Ch.9 Letters of Paul (Beloved Philippians + Paul and Slavery: Philemon) - Efrain Agosto, "The Letter to the Philippians." - Eric Barreto, "Philemon."</p> <p><u>* Optional Reading:</u></p> <p>- Joseph A. Marchal, ed. <i>The People Beside Paul: The Philippians Assembly and History from Below</i>. Atlanta: SBL Press, 2015.</p> <p><u>* Assessment:</u></p> <p>- WRE 8</p>
	<p>Thanksgiving Break: Nov 23</p>
<p>Week 12: Nov 23</p>	<p><u>* Topics:</u></p> <p>- Pseudepigrapha and the General Epistles</p>

	<p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Moore, Ch.11: Pseudo-Pauline Letters, and Ch.12: General Letters - Deborah Krause, “1 Timothy.” - Timothy B. Cargal, “James.” - Dong Hyeon Jeong, “Like a Dog Returns to His Own Vomit: Ruminations on the (Re-)Production of Animalizing Hate in 2nd Peter.” <p><u>* Assessments:</u></p> <ul style="list-style-type: none"> - WRE 9 - Pauline Letters Writing Exercise Due
Week 13: Nov 30	<p><u>* Topic:</u></p> <ul style="list-style-type: none"> - The Book of Revelation <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Moore, Ch.13: Book of Revelation - Moore, “Beastly Boasts and Apocalyptic Affects.” - Barbara R. Rossing, “Revelation.” <p><u>* Optional Reading:</u></p> <ul style="list-style-type: none"> - Yeo, “Hope for the Persecuted, Cooperation with the State, and Meaning for the Dissatisfied: Three Readings of <i>Revelation</i> from a Chinese Context.” <p><u>* Assessment:</u></p> <ul style="list-style-type: none"> - WRE 10
Finals Week	<p>*Assessment: Book of Revelation Writing Exercise due on Dec 21, 2021.</p>

* Fall extensions due: Jan 12, 2022.