Territorial Acknowledgement
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Conrad Grebel University College
University of Waterloo
TS 611: Studying the New Testament
Fall 2019

Class Time: Wednesdays 9-11:50 am
Location: CGUC, Room 2201
Instructor: Dr. Alicia Batten
Office Hours: Wednesdays, 2:30-4:00 and by appointment
Office Location: CGUC, Room 2116
Phone: 519-885-0220 x24246
Email: abatten@uwaterloo.ca

Course Description

Course Objectives
1. Provide an overview of the content and diversity of material found within the collection of documents known as the New Testament.
2. Attend to the process of the creation and canonization of these texts.
3. Introduce some of the different methods for interpreting these texts, and some of the tools available for engaging in these approaches.
4. Wrestle with some of the hermeneutical and theological questions that arise in the critical study of the New Testament and the challenges posed for interpreting these texts in the 21st century.

5. Further develop reading, research, writing and discussion leadership skills.

Required Reading Materials

1. A Bible. You are welcome to bring a translation of your choice and you are encouraged to read multiple translations. No translation lacks an interpretive dimension but some are more historically and contextually informed than others. It is especially helpful to have a Bible that includes the Apocryphal/Deuterocanonical books given that they were used by some writers within the New Testament. Study Bibles, such as the New Oxford Annotated Bible, and the Harper Collins Study Bible, are useful as they are produced by committees of diverse biblical scholars (not one particular denomination). Paraphrases, such as The Living Bible, or The New Living Bible, are not acceptable. If you have studied Greek, I encourage you to use it as much as possible.


Suggested Writing Guide

If you do not have a good writing reference, the 8th edition of Kate L. Turabian, A Manual for Writers. Chicago: University of Chicago Press, 2013, is excellent. It is important that you familiarize yourself with the Chicago Manual of Style format for essays. There is a link to a “Chicago Quick Guide” on the “Instructions for Writing Assignments.”

Learn Web Page

This course uses a WATERLOO LEARN website. This site will provide general information for the course, marks, and announcements regarding the course and other events on campus. I may occasionally post optional materials here. There is a DROPBOX set up for each paper.

RESOURCES: There are many other resources available for theology and religion in the CGUC library (Milton Good Library), at St. Jerome’s library, Renison Library and at the Dana Porter library. You can also take out books from the Wilfrid Laurier library, which has a significant Religious Studies/Theology collection. The library liaison at the Porter library for Religious Studies is Sandra Keys (skeys@library.uwaterloo.ca) (X32279).

ONLINE RESOURCES: As you are probably aware, the World Wide Web is not always reliable. However, the following websites are scholarly and may come in handy when searching for bibliography and various translations of ancient Christian texts.

The online New Testament Gateway is a useful source for bibliography and comparing translations.

For early Christian writings, including non-canonical texts, see Early Christian Writings

Another good site for Christian writings in late antiquity is on the North American Patristics Society
Finally, the Bible Odyssey website, sponsored by the Society of Biblical Literature, may come in handy for bibliography or short peer reviewed articles.

**Evaluation**

1. **Attendance and Participation.**
   Students are expected to attend each class unless there is an illness or emergency (please let the instructor know), to have prepared the reading and taken notes, and to participate in class discussion. Although this portion of the evaluation is not formally marked, I may reduce the final course mark by up to 10% should students miss class with no explanation or not make any effort to prepare for and participate in class. As it is a graduate class, it is seminar format, although I will provide mini-lectures throughout.

2. **20 minute class discussion leadership. 5% (marked on a pass/fail basis)**
   Once during the semester, each student should lead class discussion of a specific reading (the reading is bolded) for 20 minutes. The student should begin by identifying the thesis or main point of the reading and evidence used to support the thesis or argument, then raise a couple of questions for discussion that emerge from the reading. The questions should not focus on whether or not people like the reading or agree or disagree with it, but on the implications for understanding the New Testament texts or figures and ideas. You should raise questions or point about the implications of the material for understanding aspects of Christian faith and practice today. Depending upon the class size, one or two readings may be presented in pairs, in which case each person should present for 20 minutes (= 40 minutes). “Paired” presentations will only be on days in which there is one article or essay to present. I have “starred” a couple of days that would be possible.

3. **Gospel assignment 35% - due October 11th in the LEARN DROPBOX (submit as a pdf to preserve formatting).**
4. **Luke, Acts, Gospel of John, or Letter assignment 40% - due Nov 15th in the LEARN DROPBOX (submit as a pdf).**
5. **“Implications” paper 20% - due Dec 6th in the LEARN DROPBOX (submit as a pdf).**

*Please note that unexcused late work receives a 2% reduction per day late.*

**Course Schedule**

Note: Please do the reading in the order listed on the syllabus. This usually means that you start with the New Testament text, then move to an essay in the NTT (these are general background essays) then the essay or article from the reader (on more specific topics). It is a good idea to take notes and write down questions and responses as you read.

**Sept 4**

Introductions
Introduction to Interpretation
Textual Criticism
Translation Questions
Sept 11
History of Interpretation; Methodological Developments
Canonization of the New Testament
The Context of Ancient Mediterranean Culture
Reading: Fernando F. Segovia, “Methods for Studying the New Testament” (NTT); Michael Holmes, “The Biblical Canon” (Pages 103-23 in Reader); Philip F. Esler, “Reading the Mediterranean Social Script” (Pages 139-48 in Reader); Richard L. Rohrbaugh, “Hermeneutics as Cross-Cultural Encounter: Obstacles to Understanding” (Pages 150-58 in Reader).

Sept 18
The Gospels, with a focus on the Gospel of Mark and Literary Approaches
Reading: Try to read the Gospel of Mark in one sitting. Write down what you noticed about this gospel after you have read it (the characterization of Jesus? The disciples? The pace of the gospel ... etc). Next, read Mary Ann Tolbert, “The Gospel of Mark” (NTT); David Rhoads, “Jesus and the Syrophoenician Woman (Pages 69-85 in Reader). *

Sept 25
Gospel of Matthew
Reading: Read through the Gospel of Matthew in the same manner that you did for Mark (if possible), taking notes on your responses to the text. In what ways is Matthew different from Mark? Note where attention to cultural values might affect how we interpret elements of the story. Now read, Donald A. Hagner, “The Gospel of Matthew” (NTT); John Kampen, “The Gospel of Matthew and the Challenge of Antisemitism” (Pages 56-67 in Reader).

Oct 2
The Gospel of Luke

Oct 9
Acts
Reading: Read through Acts in one sitting (if possible). Do you notice any similarities to the Gospel of Luke, even though the content is different? Read, Steven Friesen, “Injustice or God’s Will? Early Christian Explanations of Poverty” (Pages 126-36 in Reader). *

Oct 11 – Submit Gospel assignment in the LEARN DROPBOX by 5 pm.

Oct 16 – Reading Week
Oct 23
Johannine Literature
Reading: Read through the Gospel of John in the same manner as the other gospels (if possible; pay specific attention to how John characterizes “the Jews”). Read 1, 2, 3 John. Read Gail R. O’Day, “Johannine Literature” (NTT); Jean K. Kim, “A Korean Feminist Reading of John 4:1-42” (Pages 194-204 in Reader).

Oct 30
Historical Jesus
Reading: Halvor Moxnes, “The History of How to Read the New Testament” (Pages 41-53 in Reader); John S. Kloppenborg Verbin, “The Life and Sayings of Jesus” (NTT); Richard L. Rohrbaugh, “A Peasant Reading of the Parable of the Talent/Pounds: A Text of Terror” (Pages 161-68 in Reader); Amy-Jill Levine, “The Good Samaritan” (Pages 20-38 in Reader).

Nov 6
Paul
Reading: Read 1 Thessalonians, Galatians, Romans, and Philippians; Read Marion L. Soards, “The Life and Writings of Paul (NTT); James D. G. Dunn, “Pauline Theology” (NTT); Paula Fredriksen, “Why Should a ‘Law Free’ Mission Mean a ‘Law Free’ Apostle?” (Pages 88-101 in Reader – Note: A version of this article with English translations of Greek words is on LEARN).

Nov 13
Paul cont’d and Deutero-Paul
Reading: Read 1 and 2 Corinthians, Philemon; Carolyn Osiek and Jennifer Pouya, “Constructions of Gender in the Roman Imperial World” (Pages 170-76 in Reader). Read 2 Thessalonians, Colossians, Ephesians, 1 and 2 Timothy, Titus; Richard P. Carlson, “The Disputed Letters of Paul” (NTT).


Nov 20
Hebrews; Catholic Epistles
Reading: Hebrews, James, 1 and 2 Peter, Jude; Pheme Perkins, “Hebrews and the Catholic Epistles” (NTT); Clarice J. Martin, “The Haustafeln (Household Codes) in African American Biblical Interpretation: Free Slaves and Subordinate Women” (Pages 179-91 in Reader).*

Nov 27
Revelation and Revisiting Ways of Reading the New Testament
Reading: The Book of Revelation; M. Eugene Boring, “Revelation” (NTT)
Everyone: bring a draft of your implications paper to class. You do not need to hand it in but you will use it as a basis for discussion. It is important to write a draft because the writing process will force you to articulate questions and observations.

Dec 6 – “Implications” papers due in the LEARN DROPBOX by 5pm.
UWaterloo Policies

Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**
- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213
Full details can be found online on the Faculty of Arts website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

Academic freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.