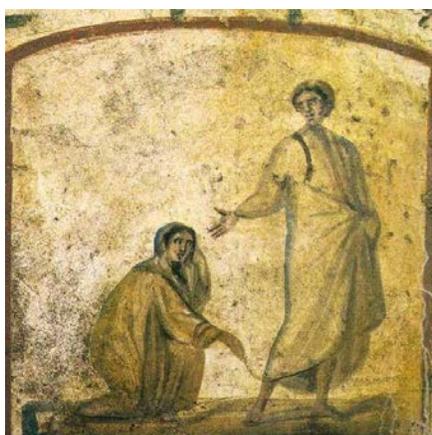


Territorial Acknowledgement

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
Winter 2022**



Fresco from the Catacomb of Marcellinus and Peter, Rome (4th century)

Class Time: Thursdays (on zoom, 10-11:50 am; then in person, 9-11:50 am in CGR 2201)
We will meet on Zoom for the first few weeks of class, then, when the university permits “in-person” instruction, we hold class at Grebel, in room 2201, from 9-11:50 am. While we are on Zoom, I will provide pre-recorded videos on Learn (under “Content” for each week) which you should review prior to class.

Zoom Link (we will use this until we are permitted to meet in-person):

<https://uwaterloo.zoom.us/j/4808798674?pwd=M1prVIB5ampETUI5b3RXMFM5LzJTUT09>

Instructor: Dr. Alicia Batten

Office Hours: Immediately after class and by appointment

Office Location: CGUC, Room 2124

Phone: 519-885-0220 x24246 (but better to contact me by email since I must work from home)

Email: abatten@uwaterloo.ca

Course Description

A study of the literary genres, history of composition, and canonization of the New Testament. The course will examine various methodological approaches to the New Testament, including their implications for Christian theological interpretation.

Course Objectives or Outcomes

1. Students will gain a general understanding of the content and diversity of material found within the collection of documents known as the New Testament (2 of [Programme Objectives](#)).
2. Students will learn about the complexity of the creation and canonization of the NT (2, 3).
3. Students will understand some of the different methods* for interpreting the NT, and some of the tools available for engaging in these approaches (3, 6).
4. Students will understand 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 (4, 6, 7, and 8).
5. Students will further develop reading, research, writing and discussion leadership skills (1)

* A note on methods: Today there are many, many approaches to reading and analyzing the Bible. This course does not cover them all! We will focus on the historical-critical method (even if you reject it, you should know what it is), literary and contextual approaches, as well as contemporary methods that attend to questions of gender, ethnicity, disability, and class. However, this course can only skim the surface as we have so much to cover. I encourage you to read as much as possible, and I will sometimes provide optional reading and bibliography in order for you to further explore things on your own. Feel free to share other things that you are reading with the class.

Required Reading Materials

1. *A Bible*. You may 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 these books 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.
2. Articles and book chapters that are posted to the class LEARN page.

Suggested Style Guide

You should use the Chicago style for your assignments in this course. There is a link to a “Chicago Quick Guide” on the LEARN page, but many writing guides include that style (you can use either Bibliography-Notes or Author-Date in Chicago). For grammar, I suggest the “classic” little book, *The Elements of Style*, by William Strunk (first published in 1918, it never goes out of style!). Just note that you should use Canadian spellings.

Learn Web Page

This course relies upon a WATERLOO LEARN website. This site will provide general information for the course, including presentations made by the instructor (at least for the first few weeks), marks, and announcements regarding the course and other relevant items of information. I will occasionally post optional reading materials on our LEARN page. There is a DROPBOX set up for the submission of each assignment.

ONLINE RESOURCES: As you know, the World Wide Web is reliable for peer reviewed resources. However, the following websites are scholarly and may come in handy when searching for bibliography and various translations of ancient Christian texts.

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](#)

The [Bible Odyssey](#) website, sponsored by the Society of Biblical Literature, may come in handy for bibliography or short peer reviewed articles.

ATLA is the primary database used in Religious Studies and Theology. It is accessible through the UWaterloo Library webpage. You can search for articles, book chapters, and book reviews in this database. You will need this database when you work on one of your assignments. When you use it, please make sure that you check “peer reviewed” before performing a search. I will talk about this more during class.

Evaluation

1. Attendance and Participation – 12%

Attendance is required. Missing more than 2 classes for no good reason will result in 3% off your final mark per class missed. If you are ill, have an emergency, or your internet malfunctions, please let me know as soon as possible. When we meet on Zoom, I can record the class and post it under “Content” so that you can review it if you have missed for a reason beyond your control (and you can get notes from another student in the class). There is an expectation that students will complete all the reading for each class, and attend class ready to share observations and questions about the reading (whether it is about the primary or secondary materials). Good participation includes listening to one another, and a willingness to ask questions and venture observations relevant to the course content. Our class time together should also be an environment in which everyone, regardless of background and identity (national, ethnic, religious, cultural, linguistic, academic, age, physical ability, gender, sexuality, economic) feels safe and respected.

2. Initial List of Thoughts and Questions about the New Testament (approximately 250 words in sentence form = approximately 1 page due to the Dropbox on **Wed, January 12th by 5 pm**) – 3% (pass/fail)

3. Matthew, Mark, Luke comparison assignment **30%** - due by **in the LEARN DROPBOX by Feb 18th (submit as a pdf to preserve formatting)**. See separate assignment page for more detail.

4. Acts, Gospel of John, or Letter assignment **35%** - due **in the LEARN DROPBOX (submit as a pdf)**. This assignment consists of topic and a preliminary 5 source annotated bibliography (**worth 5% due March 4th**) then the paper itself (**worth 30% due March 18th**). See separate assignment page.

5. "Implications" paper **20%** - due in the **LEARN DROPBOX on April 8th (submit as a pdf)**.
See separate assignment page.

Course Schedule

Week	Date	Topic	Read and review before class	Class Session	Assignment after class
1	Jan 6	Introduction to the course, students, instructor Text Criticism Translation	Read through course syllabus; familiarize yourself with our LEARN page; review Learn materials for week 1 (click "Content" then "Week 1")	Introductions to each other and to the course syllabus; Text Criticism; Translation	Prepare your one page assignment that consists of questions and observations that you have about the NT (due Wed, Jan 12 th by 5 pm) ; Read for next week; review Learn content for week 2
2	Jan 13	Canonization Method: Historical and contextual criticism engaging the social sciences	Michael Holmes, "The Biblical Canon;" Philip F. Esler, "Reading the Mediterranean Social Script;" Richard L. Rohrbaugh, "Hermeneutics as Cross-Cultural Encounter: Obstacles to Understanding"; Review materials for week 2	Discussion of canonization, context	Read for next week; review Learn content for week 3
3	Jan 20	The Gospels; Focus on Mark Methods: Literary criticism; the Bible and colonialism	Read the Gospel of Mark (try to do it in one sitting); Mary Ann Tolbert, "The Gospel of Mark"; Raj Nadella, "The Two Banquets: Mark's Vision of Anti-Imperial Economics"; Review materials for week 3	Discussion of responses to reading Mark in one sitting (what did you notice?); discussion of literary criticism and secondary readings	Read for next week and review Learn content for week 4
4	Jan 27	Gospel of Matthew	Read all of Matthew at once	Discussion of chief	Read for next week and review Learn

		Methods: The Bible and Disability Studies	if possible; Read Candida R. Moss, "Mark and Matthew"; Review materials for week 4	features of Matthew; discussion of Matthew and Mark and Disability	content for week 5 (if we are still online)
5	Feb 3	The Gospel of Luke Interpretive Issues: The Narrative World of Luke-Acts and its Implications for Today	Try to read all of Luke in one sitting if possible; Read Eric Barreto, "A Gospel on the Move: Practice, Proclamation, and Place in Luke-Acts;" review Learn materials for week 5	Discussion of chief features of Luke; discussion of the notion of the narrative imagination	Read for next week and Learn content for week 6 (if we are still online)
6	Feb 10	The Book of Acts Intersectional Approaches	Read through the Book of Acts Read Marianne B. Kartzow and Halvor Moxnes, "Complex Identities: Ethnicity, Gender and Religion in the Story of the Ethiopian Eunuch (Acts 8:26-40) Review Learn materials for week 6	Discuss Acts; the value of an intersectional approach to studying biblical texts	Read for next week (and review content for week 7 if we are still online)
7	Feb 17	Johannine Literature Interpretive Issues: The Portrayal of Judaism	Read the Gospel of John in one sitting if possible; 1,2,3 John; Read Adele Reinhartz, "Judaism in the Gospel of John"	Discuss Johannine literature and the impact of negative portrayals of Jews in the NT	Matthew/Mark/Luke Comparison Assignment Due to Dropbox by Feb 18 th .
Reading Week	Feb 24	No class	Work on assignments	No class – work on assignments	Read for next week – work on research paper.
8	March 3	Historical Jesus Special focus on parables	Read Halvor Moxnes, "Historical Readings: How	The Quest for the Historical Jesus	Topic and Bibliography Due to the Dropbox by

			Modernity Shaped New Testament Scholarship;" Richard L. Rohrbaugh, "A Peasant Reading of the Parable of the Talents/Pounds: A Text of Terror"	Parables research	March 4 th . Read for next week
9	March 10	Introduction to the Apostle Paul (1 Thessalonians, Galatians, Romans, Philippians) Key Issue: Paul and Jewish Law	Read 1 Thessalonians, Galatians, Philippians, Romans; Read Jouette Bassler, "Paul and his Letters;" Paula Fredriksen, "Why Should a 'Law Free' Mission Mean a 'Law Free' Apostle?"	Discussion of the Apostle Paul, and the letters attributed to him	Read for next week
10	March 17	Paul, week 2 Gender in antiquity Deutero-Paul, with a focus on 1 Timothy and the role of the widows	Read 1 and 2 Corinthians, Philemon; Carolyn Osiek and Jennifer Pouya, "Constructions of Gender in the Roman Imperial World"; Read 2 Thessalonians, Colossians, Ephesians, 1 and 2 Timothy, Titus; Read Harry Maier, "The Entrepreneurial Widows of 1 Timothy"	More discussion of Paul with attention to gender issues Pseudonymous writings in the NT	Read for next week.
11	March 24	Hebrews James, 1 and 2 Peter, Jude	Read Hebrews, James, 1 and 2 Peter, Jude; Clarice J. Martin, "The Haustafeln (Household	Discussion of Hebrews, James, 1 and 2 Peter, Jude	Read for next week. Acts, John, or Letter paper due to Dropbox by March 18 th .

		African-American/Womanist approaches Urban and rural imagery in the Letter of James	Codes) in African American Biblical Interpretation: Free Slaves and Subordinate Women;" Alicia J. Batten, "The Urban and the Agrarian in the Letter of James"	Discussion of African-American and Womanist approaches to the Bible The rhetorical power of urban vs. rural imagery in epistolary literature	
12	March 31	Book of Revelation The Role of Class Implications of the Academic Study of the NT Course summary	Read the Book of Revelation; Read Steven J. Friesen, "Class Analysis in the Book of Revelation: Intersections of Economy, Religion, and Gender" Come to class with draft notes for your implications paper	Discussion of the Book of Revelation; the significance of "class" in the study of the NT Discussion of drafts of "Implications" paper	"Implications" paper due in the LEARN Dropbox by April 8 th .

Late Work

There are due dates indicated for each assignment. If you have a health issue or an emergency, please let me know if it prevents you from meeting the deadline. Late work receives a penalty of 3% per day late.

Please note that no late work will be accepted after April 13th, 2022.

Announcements

I use the **Announcements** widget on the Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. I might announce that I have posted an article/essay, or other type of material that may be of interest to the class. You are expected to read the announcements on a regular basis.

Ask the Instructor Forum

On the Learn page, use the Ask the Instructor Discussion Forum when you have a question that may benefit the whole class. Also, check this forum to see if your question has already been answered before reaching out to your instructor.

Contact Us

Who and Why	Contact Details
<p>Instructor</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p><i>Instructor: Alicia Batten</i> abatten@uwaterloo.ca</p> <p><i>I check email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24 hours, Monday to Friday.</i></p>

Who and Why	Contact Details
<p>Technical Support</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Student Resources</p>	<p>Student Resources</p> <ul style="list-style-type: none"> • Academic advice • Student success • WatCards, Library services and more

[Library COVID-19: Updates on library services and operations.](#)

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. Check the [Office of 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 their 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 they have a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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.

Writing Centre

[The Writing Centre](#) at the University of Waterloo offers all sorts of writing and communication services freely to students. They have virtual services, assignment planners and many other services. I encourage you, even if you are a good writer, to use their services as we can all improve our writing.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

[Coronavirus Information](#)

[Coronavirus Information for Students](#)

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

[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.