



**School of Theology and Christian Ministry**  
**Bib-102 (2): New Testament History and Religion**  
**Three (3) Units**

**Fall Semester 2017**

<b>Meeting days:</b> M / W / F	<b>Professor:</b> Robert W. Smith, D.Min.
<b>Meeting times:</b> 8:25 – 9:20	<b>Phone:</b> x2594 [cell 858-539-6226]
<b>Meeting location:</b> LBST 203	<b>E-mail:</b> rsmith@pointloma.edu
<b>Final Exam:</b> May 2, 7:30 AM	<b>Office:</b> Smee Hall #211 [MTWRF – 1:00 – 3:00]

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

Within the context of Christian origins, an overview of the canonical literature of the New Testament with special attention to its literary history and theological themes.

**Purpose of the Course**

*The person and work of Jesus Christ formed the center of early Christian preaching. Moreover, he provided the pattern for the church and for discipleship. Apart from Christ neither the Christian church nor the New Testament documents would exist. The purpose of this course, therefore, is to study the New Testament documents from the perspective of what they reveal about Jesus Christ. The focus of this class is broader than the traditional study of the historical Jesus [the focus of which is to create a historical reconstruction of his life]. Our quest is to discover what the New Testament teaches about his person and work so that we might be able to grasp his significance for us today. To do this we will learn to think Christologically by reflecting on both his words and his life.*

**COURSE LEARNING OUTCOMES**

- Identify the historical context of the New Testament
- Articulate the unity of the New Testament in its canonical context within the diverse literature of the Christian canon
- Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church’s central norm for Christian discipleship, faith and practice
- Articulate the basic content of the books of the New Testament and the methods appropriate to the interpretation of those books

## COURSE OBJECTIVES

- Learn to read the New Testament documents within their *literary, historical, and theological* settings.
- Recognize the central importance of Jesus in the literature of the New Testament (in the development of the early Christian church) and his significance for people in the twenty-first century.
- Gain an overview of the New Testament Scriptures, their origin, background, major themes and essential message (e.g., note the relationship between early Christian thought and its roots in Judaism).
- Make first-hand contact with the New Testament documents in an English translation by formulating the basic theological message of each book and noting its significance for the mission of the contemporary church.
- Become familiar with the various types of literature (*genre*) contained in the New Testament and be able to apply this in the basic interpretation of an assigned biblical text.

## COURSE REQUIREMENTS

- Complete all assigned readings from the New Testament and the textbooks.
- Complete all assignments, quizzes, and examinations on their designated dates.
- Write a 1500 word biblical interpretation paper following the exegetical method included in this syllabus. The paper is due **April 6, 2018**, at the beginning of class.
- Participate in class discussions.

## COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Jan 9	Introduction to the Class – Mark 6:1-6	
Jan 10	<b><i>The New Testament World</i></b> Historical Setting of the New Testament	<input type="checkbox"/> <b>INT</b> 15-45 <input type="checkbox"/> <b>Luke</b> 1:1-4; 3:1-6
Jan 12	<b><i>The New Testament Writings</i></b>	<input type="checkbox"/> <b>INT</b> 47-61 <input type="checkbox"/> <b>F/S</b> 21-35
Jan 15	<b>No Class – MLK, Jr. Holiday</b>	
Jan 17	<b><i>Jesus</i></b>	<input type="checkbox"/> <b>INT</b> 63-67

Jan 19	<b><i>The Gospels</i></b>	<input type="checkbox"/> <b>INT</b> 47-61 <input type="checkbox"/> <b>F/S</b> 127-148 <input type="checkbox"/> <b>Matt</b> 5-7; 13:1-52
Jan 22	<b><i>The Gospel of Mark</i></b> (1)	<input type="checkbox"/> <b>INT</b> 125-145 <input type="checkbox"/> <b>Mark</b> 1-3

Jan 24	<b>The Gospel of Mark (2)</b>	<input type="checkbox"/> <b>Mark</b> 4-7
Jan 26	<b>The Gospel of Mark (3)</b>	<input type="checkbox"/> <b>Mark</b> 8-10
Jan 29	<b>The Gospel of Mark (4)</b>	<input type="checkbox"/> <b>F / S</b> 132-153 <input type="checkbox"/> <b>Mark</b> 11-12
Jan 31	<b>The Gospel of Mark (5)</b>	<input type="checkbox"/> <b>Mark</b> 13
Feb 2	<b>The Gospel of Mark (6)</b> <b>Writing Assignment :</b> <b>The Kingdom of God in Mark</b>	<input type="checkbox"/> <b>Mark</b> 14-16
Feb 5	<b>The Gospel of Matthew</b>	<input type="checkbox"/> <b>INT</b> 103-123 <input type="checkbox"/> <b>Matt</b> 1-4; 16; 20-28
Feb 7	<b>The Gospel of Luke</b>	<input type="checkbox"/> <b>INT</b> 147-167 <input type="checkbox"/> <b>Luke</b> 1-3; 9:51-19:27; 24
Feb 9	<b>The Gospel of John (1)</b>	<input type="checkbox"/> <b>INT</b> 169-189 <input type="checkbox"/> <b>John</b> 1-12
Feb 12	<b>The Gospel of John (2)</b>	<input type="checkbox"/> <b>John</b> 13-21
Feb 14	<b>Exam 1</b>	

Feb 16	<b>Acts (1)</b>	<input type="checkbox"/> <b>INT</b> 191-213 <input type="checkbox"/> <b>F / S</b> 112-131 <input type="checkbox"/> <b>Acts</b> 1-14
Feb 19	<b>Acts (2)</b>	<input type="checkbox"/> <b>Acts</b> 15-28
Feb 21	<b>Introduction to the Letters of Paul</b>	<input type="checkbox"/> <b>INT</b> 215-229; 231-253 <input type="checkbox"/> <b>F / S</b> 57-92 <input type="checkbox"/> <b>Philemon</b>
Feb 23	<b>Galatians (1)</b>	<input type="checkbox"/> <b>INT</b> 307-321 <input type="checkbox"/> <b>Gal</b> 1-6
Feb 26	<b>Galatians (2)</b>	<input type="checkbox"/> <b>Gal</b> 1-2
Feb 28	<b>Galatians (3)</b>	<input type="checkbox"/> <b>Gal</b> 3-4
Mar 2	<b>Galatians (4)</b> <b>Writing Assignment 2:</b> <b>Galatians and the Law</b>	<input type="checkbox"/> <b>Gal</b> 5-6

Mar 5	<b>No Class – Spring Break</b>	
Mar 7	<b>No Class – Spring Break</b>	
Mar 9	<b>No Class – Spring Break</b>	
Mar 12	<b>Romans (1)</b>	<input type="checkbox"/> <b>INT</b> 255-271 <input type="checkbox"/> <b>Romans</b> 1:1-3:20
Mar 14	<b>Romans (2)</b>	<input type="checkbox"/> <b>Romans</b> 3:21-5:21
Mar 16	<b>Romans (3)</b>	<input type="checkbox"/> <b>Romans</b> 6-8
Mar 19	<b>Romans (4)</b>	<input type="checkbox"/> <b>Romans</b> 9-16
Mar 21	<b>1 Corinthians</b>	<input type="checkbox"/> <b>INT</b> 273-291 <input type="checkbox"/> <b>1 Corinthians</b> 1-16
Mar 23	<b>2 Corinthians</b>	<input type="checkbox"/> <b>INT</b> 312-320 <input type="checkbox"/> <b>2 Corinthians</b> 1-13
Mar 26	<b>Ephesians and Colossians</b>  <b>Interpretation Paper Due</b>	<input type="checkbox"/> <b>INT</b> 323-341; <input type="checkbox"/> <b>INT</b> 357-369 <input type="checkbox"/> <b>Ephesians</b> 1-6; <input type="checkbox"/> <b>Colossians</b> 1-4
Mar 28	<b>Exam 2</b>	
Mar 30	<b>No Class – Easter Break</b>	
April 2	<b>No Class – Easter Break</b>	
April 4	<b>Philippians</b>	<input type="checkbox"/> <b>Philippians</b> 1-4
April 6	<b>1 and 2 Thessalonians</b>  <b>Interpretation Paper Due</b>	<input type="checkbox"/> <b>INT</b> 371-395 <input type="checkbox"/> <b>1 Thessalonians</b> 1-5 <input type="checkbox"/> <b>2 Thessalonians</b> 1-3
April 9	<b>Pastoral Epistles</b>	<input type="checkbox"/> <b>INT</b> 397-413 <input type="checkbox"/> <b>1 Timothy</b> 1-6; <input type="checkbox"/> <b>2 Timothy</b> 1-4; <input type="checkbox"/> <b>Titus</b> 1-4
April 11	<b>Hebrews</b>	<input type="checkbox"/> <b>INT</b> 427-443 <input type="checkbox"/> <b>Hebrews</b> 1-13
April 13	<b>James</b>	<input type="checkbox"/> <b>INT</b> 445-461 <input type="checkbox"/> <b>F/S</b> 233-257 <input type="checkbox"/> <b>James</b> 1-5

April 16	<b>1 and 2 Peter; Jude</b>	<input type="checkbox"/> <b>INT</b> 463-491; <input type="checkbox"/> <b>INT</b> 509-517; <input type="checkbox"/> <b>1 Peter; 2 Peter; Jude</b>
April 18	<b>The Letters of John</b>	<input type="checkbox"/> <b>INT</b> 493-507 <input type="checkbox"/> <b>1 John; 2 John; 3 John</b>
April 20	<b>The Revelation of John (1)</b>	<input type="checkbox"/> <b>INT</b> 426-439 <input type="checkbox"/> <b>F / S</b> 258-274 <input type="checkbox"/> <b>Revelation</b> 1-5
April 23	<b>The Revelation of John (2)</b>	<input type="checkbox"/> <b>Revelation</b> 6-14
April 25	<b>The Revelation of John (3)</b>	<input type="checkbox"/> <b>Revelation</b> 15-22
April 27	<b>Summary of the Class – The Significance of New Testament Christology</b>	
May 2	<b>Final Examination 7:30 AM</b>	

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

### Required Texts

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009. [**INT**]

A standard translation of the Bible – e.g., ESV, NRSV, NASB, NIV, NKJV, etc.

### Recommended Text

Fee, Gordon D., and Stuart, Douglas. *How to Read the Bible for All Its Worth*. Fourth Edition. Grand Rapids, MI: Zondervan, 2014. [**F / S**]

## ASSESSMENT AND GRADING

<b>Points for Assignments Distribution:</b> <ul style="list-style-type: none"> <li>• Quizzes 100 points</li> <li>• Exam 1 150 points</li> <li>• Exam 2 150 points</li> <li>• Interpretation Paper 250 points</li> <li>• Writing Assignments 150 points</li> <li>• Final Exam 200 points</li> </ul>	<b>Grading Scale:</b> <table style="width: 100%; border: none;"> <tr> <td>A = 94 - 100</td> <td>C = 73 - 76</td> </tr> <tr> <td>A- = 90 - 93</td> <td>C- = 70 - 72</td> </tr> <tr> <td>B+ = 87 - 89</td> <td>D+ = 67 - 69</td> </tr> <tr> <td>B = 83 - 86</td> <td>D = 63 - 66</td> </tr> <tr> <td>B- = 80 - 82</td> <td>D- = 60 - 62</td> </tr> <tr> <td>C+ = 77 - 79</td> <td>F = 0 - 59</td> </tr> </table>	A = 94 - 100	C = 73 - 76	A- = 90 - 93	C- = 70 - 72	B+ = 87 - 89	D+ = 67 - 69	B = 83 - 86	D = 63 - 66	B- = 80 - 82	D- = 60 - 62	C+ = 77 - 79	F = 0 - 59
A = 94 - 100	C = 73 - 76												
A- = 90 - 93	C- = 70 - 72												
B+ = 87 - 89	D+ = 67 - 69												
B = 83 - 86	D = 63 - 66												
B- = 80 - 82	D- = 60 - 62												
C+ = 77 - 79	F = 0 - 59												

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due. Incompletes will only be assigned in extremely unusual circumstances.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## INTERPRETATION PAPER GUIDE

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First, select a passage of Scripture to be interpreted. To find the meaning of your selected passage, choose a thought-unit of reasonable size. If it is too large, you will not be able to provide adequate detail. If too small, you may not have enough content to demonstrate a structural meaning. A non-narrative thought-unit could range from four to 15 verses, a narrative passage might be considerably longer (see Jesus and the Woman at the Well [John 4]). Briefly explain why your passage is a legitimate thought-unit. Look for indicators such as change of subject, speaker, location, genre, etc.

Second, read, re-read, and re-re-read your passage. Spent at least a week (two weeks are recommended) reading through your passage before actually beginning careful study of the passage. After four or five readings of the text, begin to note (by writing down) the significant details of the text and show how they fit together. Note carefully any questions that have arisen during your reading of the text. Think carefully about the overriding purpose of the document in which your passage is found and note how your text is related to it (if you can find the purpose of your book in an Introduction to the New Testament or in the opening of a standard commentary). The goal of this assignment is to learn how to make an appropriate interpretation of your passage by analyzing its structure, setting and content

Third (to be done throughout your study), pray that the Lord will guide you in understanding the text and in hearing (and taking to heart) its message. Prayer is not a substitute for research. But neither is research a substitute for prayer. Do your research with your heart open before God.

Fourth, section your paper under the following headings:

**Introduction:** Introduce not only your passage, but the paper. Provide an **outline** of the paper within the introduction. Say what you are going to do. Length: One to two paragraphs.

**Justify Your Thought-Unit:** Explain why your passage is a legitimate thought unit. Look for indicators such as change of subject, speaker, location, genre, etc. Pay attention to inclusions. Length: One paragraph. *Note: This section is not about justifying why it is good to study your passage. Rather, it is about justifying why you being with a particular verse and end with a particular verse.* Length: One to two paragraphs.

**Identify the Genre:** What is the genre of your specific passage as well as the document to which it belongs? Use Fee and Stuart (*How to Read the Bible for All Its Worth*) to point out the implications of your genre for exegesis. Length: One to two paragraphs.

**Do the Exegesis:** Now direct your attention to the details of the text. Probe your passage by asking relevant questions of it. Identify the parts by which it is composed. Carefully outline your passage. What did the text mean to its author and its first recipients? Key questions to ask:

(1) What is the **historical context** of your passage? This includes pertinent political, cultural, and social factors, and especially the occasion and purpose of the text. What situation called forth the text from the author? Who is writing/speaking to whom and why? What outside information do we need to know in order to understand what is being said? Are there possible and/or identifiable multiple historical contexts? For example, in the NT the Gospels have the dual setting of Jesus in his ministry and also that of the evangelists and his church. Length: One or two major paragraphs

(2) What is the **literary context** of your passage? What is the larger argument/story-line? What is the writer's line of thought and where does your passage fit within it? Length: One to two major paragraphs.

(3) What is the **content** of your passage? Unpack the "meaning load" that the passage is carrying. Trace the line of thought/argument within the text. Identify the meaning of key words, the significance of key events, etc. Be able to outline your passage. Know how it hangs together and the point(s) that is/are being made. How does it speak to the situation and what is it saying? This is where you finally get at what specifically the author intended to say, what the author was saying/writing to those who first heard/read it. At this point, you

must decide what your passage is really saying. You may do this by identifying the **Big Idea** of your passage. Construct a single statement that holds all the components of the text together into a meaningful whole. *Do not overlook this step!* The work you do here will pay dividends throughout your entire paper. Length: This is the focal point of your paper. It will take several paragraphs to complete this section.

(4) What is the **theological witness** of your passage? What does the text reveal about the nature of God or what it means to belong to the people of God? What do we learn about God, humanity and the world? The **theological witness** of the text is shaped by the *intention* (or purpose) of your passage. What is the passage doing in the document? What anything of importance be lost were the passage excluded from the document? Can you identify the assumptions which provide the foundation for the content of the passage? (What assumptions are necessary to create a miracle story?) Can you tell the *story/narrative* that surrounds the passage? Beware! This may be your first attempt to make a *descriptive* theological statement! Length: One to two paragraphs.

**Make the Application:** Explore how the first-century text in its setting speaks to life today. What is the meaning of the text? Remember that what the text meant governs what the text means today. Make application of the theological witness to our own life. Your thinking must go beyond what you passage means to individuals. Think of its impact on the church and society as well. Length: One or two paragraphs, not more than one page.

**Conclusion:** You may make the above interpretation section your conclusion, or you may add a conclusion, summarizing the results of your research. You might re-emphasize what the text meant, what it means, and even add a personal note on how doing the paper has affected you. Length: One paragraph.

**Bibliography:** Use at least three translations of the Bible recommended by Fee and Stuart (*How to Read the Bible for All Its Worth*). Also use a Bible dictionary and/or Bible handbook where pertinent. Course textbooks should be drawn upon when relevant. You must also consult at least three biblical commentaries, but only after you have completed your own observation of the text. Consult a Bible atlas, if necessary.

**NOTE WELL:** *Material found on internet sites is not acceptable for this study.* Ryan Library is filled with excellent resources that will allow you to complete this assignment with ease. Also, notes from your study Bible are not acceptable. While these notes are usually of high quality, their worth is limited by the framework in which they are placed. If necessary, your professor will gladly introduce you to the library.

**Length:** The number of paragraphs (and pages) will be governed by the length of your passage, the issues it contains and by the observations you make. Your paper should follow the four headings listed above: historical context, literary context, content, and theological witness. The paper should be approximately 1500 words in length. Your paper should be typed, with one inch margins, double spaced with a 12 point Times New Roman font (or a font of similar size). Follow a standard manual for bibliography, footnotes, etc. While I am primarily interested in content, care should be taken for spelling, grammar, etc. The paper should read well!

[These guidelines have been gleaned from the work of Dr. Alan Wheatley and Rev. Steve Rodeheaver]