

## SCRIPTURE II

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Louisville Presbyterian Theological Seminary  
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Scripture II is a survey course designed (a) to introduce students to the basic matters of New Testament studies and (b) to lay a foundation for all advanced work in the area. With regard to each book of the New Testament, we will, as possible, think about the *literary shape, social context, and theological concerns* of the writing. In addition, the course of study will cover the historical environments to which the New Testament makes reference and in which these documents were written, the interrelationship of the canonical Gospels, the historical Jesus, slavery in the New Testament, the letters of Paul, and a number of other pertinent issues.

### COURSE REQUIREMENTS

**Preparation of assignments.** *The reading of the Bible is presupposed.* Above all and in the first place, read the relevant portions of the New Testament as we work our way through the books of the canon. If you have read a book or books of the New Testament before, take this opportunity to read it/them again. Furthermore, prior to each class session you are assigned materials to read in the textbook for the course, *An Introduction to the New Testament*. Please note that the syllabus specifies the work to be done in the *Introduction*, but it does not delineate the reading of books of the New Testament.

**Attendance of and participation in class sessions.** Lectures that incorporate informal, spontaneous discussions are the framework for this course of study. You should plan to attend all sessions; otherwise it will be very difficult to complete the requirements for the class adequately. The minimal standards for attendance are stated in the “Course Policy Statements” at the end of this syllabus.

**Evaluation.** After each topic is covered in class, each student should prepare a 500-600 word (absolute maximum!) single- or double-spaced typewritten summary of the materials covered in the assigned readings and the lecture. These summaries are to be turned in at the following class period. *It will not be possible to accept late papers.* These summaries will be checked for quality, recorded for grading purposes, and returned to you as quickly as possible. Students will need to collect all summaries in the form of a notebook to be turned in at the end of the course. This notebook will count for 75% of the final grade (see “Grading” below). These papers do *not* amount to a reading response or devotional journal; they should provide a critical summary of contents and issues related to the topics addressed in the course. The aim here is to produce a clear comprehension and summary of the broad issues of NT interpretation. If one does the work for the notebook in a conscientious manner, later, the notebook may provide a valuable resource for further study, reflection, and doing various tasks in ministry.

**Due: May 10 by 12:00 p.m. Early submissions will be appreciated.**

All persons should write twenty summary papers for the course. This means that each student can choose which lectures to write summaries for- as long as they write twenty for the semester. Each summary paper will be scored on a scale of three points. Poor summaries or the failure to turn in summaries will adversely affect the final grade in the course. A good summary will be credited at 3 points; an adequate summary will be credited at 2 points; and a poor summary will be credited at 1 point (or in some cases in no points of credit at all).

*Here's how the system should work:* On February 14, each student should bring to class a summary of the lecture on "Introduction to New Testament and Its Study" from February 7. This paper should be returned on February 19 (or ASAP) and, then, it goes in the notebook. In turn, on February 19 each student should bring to class an integrated summary of both the assigned reading and the lecture on "The Historical Environment of New Testament Times" from February 14. Again, the paper will be returned after it has been checked and recorded. This process continues throughout the course until its end.

**Grading.** Summaries, attendance and participation account for 65% of the grade, "Participation" is not merely talking willy-nilly, but saying something germane that reveals careful preparation and engagement with the texts and assignments. A final exam will account for 35% of the grade.

### TEXTBOOKS

A scholarly translation of the Bible (e.g., NAB, NASB, NIV, TNIV, NKJV, NJB, RSV, NRSV). I recommend *The New Interpreter's Study Bible* (NRSV) or *The New Oxford Annotated Bible with Apocrypha, 4<sup>th</sup> ed.* (NRSV).

Raymond E. Brown, *An Introduction to the New Testament*. Anchor Bible Reference Library. New York/New Haven: Doubleday/Yale, 1997. (On reserve and available for purchase in the bookstore.)

### • SCHEDULE OF LECTURES AND READINGS •

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|-------------|---|
| February 7  | <b>Meeting, Greeting, Getting a Syllabus</b><br>and<br><b>An Introduction to the New Testament and Its Study</b><br>(As you are able during the course of the semester, be sure to read Brown, <i>Introduction</i> , pp. xxxiii-xxxvii + 3-54.) |
| February 12 | <b>No class</b>   |
| February 14 | <b>The Historical Environment of New Testament Times</b><br>Read: Brown, <i>Introduction</i> , pp. 55-96.   |

- February 19            **The Synoptic Gospels**  
Read: Brown, *Introduction*, pp. 99-125.
- February 21            **The Gospel according to Mark**  
Read: Brown, *Introduction*, pp. 126-70.
- February 26            **The Gospel according to Matthew**  
Read: Brown, *Introduction*, pp. 171-224.
- February 28            **The Gospel according to Luke**  
Read: Brown, *Introduction*, pp. 225-78.
- March 5                **The Gospel according to John**  
Read: Brown, *Introduction*, pp. 333-82.
- March 7                **The Historical Jesus**  
Read: Brown, *Introduction*, pp. 817-30.
- March 12              **The Acts of the Apostles**  
Read: Brown, *Introduction*, pp. 279-332.
- March 14              **1 & 2 Thessalonians**  
Read: Brown, *Introduction*, pp. 456-66 + 590-98.
- March 19              **Research and Study**
- March 21              **Research and Study**
- March 26              **1 Corinthians**  
Read: Brown, *Introduction*, pp. 511-40.
- March 28              **Easter Break (no class)**
- April 2                **Galatians (Marty Soards lecturing)**  
Read: Brown, *Introduction*, pp. 467-82.
- April 4                **2 Corinthians**  
Read: Brown, *Introduction*, pp. 541-58.
- April 9                **Romans (pt 1)**  
Read: Brown, *Introduction*, pp. 559-84.
- April 11              **Romans (pt 2) and Philippians**  
Read: Brown, *Introduction*, pp. 483-501.

- April 16                    **Slavery in the New Testament**  
Read Scott Bartchy, "Slavery in the New Testament" in *Anchor Bible Dictionary*, 65-73 and Mitzi J. Smith, "Slavery in the Early Church," in *True to Our Native Land*, (Fortress, 2007), 11-22.
- April 18                    **Philemon and Interpretations of Slavery in the Church**  
Read: Brown, *Introduction*, pp. 502-10 and Demetrius K. Williams, "No Longer as a Slave: Reading the Interpretation History of Paul's Epistle to Philemon," in *Onesimus Our Brother* (Fortress, 2012), 11-45.
- April 23                    **Colossians and Ephesians**  
Read: Brown, *Introduction*, pp. 585-89 + 599-619.
- April 25                    **The Pastoral Epistles: 1 & 2 Timothy and Titus**  
Read: Brown, *Introduction*, pp. 638-80.
- April 30                    **Hebrews and James**  
Read: Brown, *Introduction*, pp. 683-704.
- May 2                        **1 & 2 Peter and Jude**  
Read: Brown, *Introduction*, pp. 705-24 + 748-72.
- May 7                        **The Johannine Epistles: 1, 2, & 3 John**  
Read: Brown, *Introduction*, pp. 383-405.
- May 9                        **The Book of Revelation**  
Read: Brown, *Introduction*, pp. 773-813.

## Course Policy Statements

### 1. Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, consult [http://www.lpts.edu/Academic\\_Resources/ASC/avoidinggenderbiasinlanguage.asp](http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp).

### 2. Academic Integrity

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

### 3. Special Accommodations

Students requiring accommodations for a documented physical or learning disability should communicate with the Director of the Academic Support Center ([kmapes@lpts.edu](mailto:kmapes@lpts.edu)) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### 4. Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides:

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

*The Chicago Manual of Style*, 16<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

### 5. Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (approximately 1/4 of the classes) may result in a failing grade in the course.