

11/12-830 “Biblical Seminar: The Old Testament in the New Testament”

Garrett Evangelical Theological Seminary

Fall 2014, W 9:00–12:00 a.m.

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Preliminary FAQ for Students Registering:

1. *"Why is this an 800-level course? Can I register?"* By offering the course at the 800 level, we can accept PhD students as well as Masters students. In the past, the course has had mostly Masters students, plus one or two PhD students. The readings are fairly demanding in terms of "theory," but that's true of my 600-level courses, anyway. Also see below regarding our plans for public presentations and collaborative work. To get instructor's permission to register, please just send me an email asking permission to join the course: brooke.lester@garrett.edu.

2. *"I've heard that there's some oddball stuff going on here. What gives?"* There are two aspects of the course that are fairly novel. Firstly, we plan to promote and live-stream our in-class presentations. That's right: Through the magic of social media and the Web, your presentation may be viewed by literally tens of viewers in real time! Secondly, the class will collaborate to create an online, public "exhibition" on the subject of "The OT in the NT." This Web site will include our recorded presentations, selections of course materials, and external links, all set into an interpretive/explanatory context. Let me know if you have any questions!

3. *"Is this course for OT credit or NT credit?"* Yes. That is to say, you can take it as your OT elective or as your NT elective. But you do have to choose one at the start. Ask your friendly neighborhood Registrar any questions about achieving the credit of your choice. We will help you craft your work according to your selection.

4. *"Is there anything else I need to know?"* Yes, you need to know that "The OT in the NT" is amazing. You can't believe how frequently Paul and the Gospels (for starters) are alluding to the Hebrew Bible...and how many different things they seem to be trying to accomplish by doing so.

You have to see it to believe it.

I. Course Description and Goals:

The New Testament frequently refers to the Old Testament. In this course, students will read select examples of such references, asking first how the OT text functions in its own literary and historical context, then also how the reference functions in its own NT context. **Knowing** how the biblical authors re-appropriate scripture, students will critically assess those re-appropriations and their own **doing** of the same, with the goal of **being** more informed and self-critical interpreters of OT and NT texts.

Students may take the course as an OT or NT required elective, with their work being shaped accordingly. Because we will exegete OT and NT texts, both 11-500 and 12-500 are prerequisites for this course.

II. Texts (Three Books Are Required in Total)

I agree to provide resources that will provoke and challenge us, in order to invite our alert engagement of genuine questions. *You agree* to make consistently rigorous use of the fullness of those resources, recognizing that they are carefully chosen and that they can not simply be substituted with alternative approaches to preparation. *You agree* to recognize that the course may demand that we engage material that proves offensive to some of us, whether in its theology, its apparent irreverence, or its language. Our conviction is that any offense is outweighed by the opportunity for critical reasoning and unexpected learning that such sources provide us. If this is unacceptable to you, then you should strongly consider not taking this class.

1. Books required for all (2 books):

1. Moyise, Steve. *The Old Testament in the New : An Introduction*, T & T Clark Approaches to Biblical Studies. London: T & T Clark, 2001. **ISBN-10:** 0567081990. Price: \$34.95
2. Porter, Stanley E. *Hearing the Old Testament in the New Testament*, McMaster New Testament Studies. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2006. **ISBN-10:** 0802828469. Price: \$30.00 (Amazon Kindle edition available.)

2. Also choose one (1) book from this list. You may wait to decide until after classes commence.

Attention Bookstore: No need to order these.

1. Hatina, Thomas R. *In Search of a Context: The Function of Scripture in Mark's Narrative*. Vol. 232, Journal for the Study of the New Testament. Supplement Series. London: Sheffield Academic Press, 2002. **ISBN-10:** 0826460674. Price: \$180 (*I expect you will not buy it, but will share our reserve copy or borrow another by Interlibrary Loan.*)

2. Hylen, Susan. *Allusion and Meaning in John 6*. Berlin; New York: W. de Gruyter, 2005. **ISBN-10:** 3110185776. Price: \$109. (*I expect you will not buy it, but will share our reserve copy or borrow another by Interlibrary Loan.*)

3. Wagner, J. Ross. *Heralds of the Good News : Isaiah and Paul "In Concert" In the Letter to the Romans*, Supplements to Novum Testamentum ; V. 101. Leiden ; Boston: Brill, 2002. **ISBN-10:** 0391042041. Price: \$196.00 (*I expect you will not buy it, but will share our reserve copy or borrow another by Interlibrary Loan.*)

3. Articles and Essays

In addition to the text books, there will be many articles and essays assigned. These will be the basis for the presentations and for much of our discussion.

IV. Assignments:

I agree to assign readings and course work that are relevant to the questions I ask you to engage and to the assessments I make about your participation. *You agree* to spend **at least two hours outside of class for every hour inside of class:** that is, a minimum of six (6) hours per week, for a total of at least nine (9) hours per week devoted to our shared undertaking. Readings assume a minimum average reading speed of about 150 words per minute, a common rubric for new learning from a textbook. If you judge that the hours outlined here will not be possible for you, you should strongly consider not taking this class.

Please see the rubrics for complete details on each assignment.

1. Public Presentation

Each student will offer one presentation of a book chapter, an essay or an article that is primarily methodological. Presenters will prepare a written handout, to be distributed to the instructor and classmates *the Friday before the date presenting*. Presenters should plan on 45 minutes of session time, of which no more than 20 minutes is a presentation delivered from a standing position with an A/V component, with the remaining time spent facilitating a planned discussion. Ph.D. candidates and MTS students should plan a presentation that could be delivered at a professional conference.

3. Book Review or Report

Each student will read one of a list of books on some aspect of allusion to the Hebrew Bible in the New Testament. Ph.D. candidates and MTS students will write a book review, such as could be submitted to the *Journal of Biblical Literature*, the *Journal for the Study of the Old Testament*, or *Catholic Biblical Quarterly*. Other students may plan to write an analytical report.

4. Collaboratively-Built Public Exhibition

Each student will write a thesis paper on some NT text that appears to allude to the Hebrew Bible. Students will submit *a complete draft* at the midterm, to be assessed by three classmates.

The final draft is due near term's end, to be graded by the instructor. *See rubric.*

V. Attendance:

I agree to do my part to make sessions worth attending. *Sessions will not simply reproduce the readings.* A stimulating variety of kinds of interaction will be planned. Students will be given opportunity to share discoveries, display accomplishments, deepen understanding, and be tested by one another and by me. *You agree to be present at all sessions.* We are available to one another in class for conversation, challenge, and support, on the working hypothesis that “a rising tide lifts all boats.” Nobody is in the class only for herself and her grade: our contract is to “bootstrap” one another, and for that, we have to be present. If you do not assent to that understanding of attendance, you should strongly consider not taking this class.

For *every* absence, the student will write a 500 word summary for each of the readings assigned for that class, due one week from the date of absence. *Every* absence will have a negative effect on one's "professionalism" grade. *Any* absence may result in re-evaluating a student's role in collaborative projects. Per the Student Handbook, students who miss 20% of sessions will not pass the course.

Tardiness: Please respect your classmates and our subject matter by arriving on time. Tardiness, especially excessive or frequent tardiness, also affects one's "professionalism" grade. Opportunities missed on account of tardiness may not be made up.

VI. Late Work:

Written work is due by the dates and times set in the schedule (below) and in its rubrics. Late individual work will be penalized one letter grade for the first 24 hours, one letter grade during the second 24 hours, and so on. Please plan your work so that an acute crisis—brief illness, computer or internet trouble, locusts—does not interfere with timely accomplishment of course work.

Emergency: occasionally, a student may require a sudden absence from the institution because of a genuine and time-consuming emergency. Such a matter should be brought to the attention of the Dean of Students without delay. At the Dean's discretion, a plan for completion of missed work might be arranged. This protects the student from unintended difficulties that can arise if she tries to make separate arrangements with individual professors.

Disability: a student who believes her circumstances require extended deadlines for written work, or longer completion times for quizzes and exams, may bring this to the attention of the Dean of Students. At the Dean's discretion, such arrangements might be made. Such arrangements will not be retroactive: they take effect when made.

VII. Courtesy:

We agree to be fully present to our classmates during our sessions. Phones and laptops will only be used in ways directly related to activities underway during our class time. Students may not accept phone calls or TMs during class, nor engage in side conversations and side texting. Web-surfing not related to the activity underway is profoundly discourteous and will not be permitted. At the same time, there should be many opportunities for course-related use of the Web and of

social media.

VIII. Grading:

I agree to assess your work by rubrics that are available to you. You agree that your work will be assessed according to those shared rubrics.

Presentation:	20.0%
Review or Report:	20.0%
Exhibition Project:	40.0%
Professionalism:	20.0%

All work must be completed as assigned to achieve a passing grade in the course.

IX. Schedule:

TBA: