



## **New Testament I Online NT 601Z**

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Elective. *Three credit hours.*

### **Course Description**

The course explores the background, literary art, theological teaching, and contemporary message of Matthew, Mark, Luke, John, and Acts. Attention is given to the canonical significance of these writings and to their value for ministry.

### **Course Objectives**

The Seminary's Mission Statement affirms: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church." Central to any kind of Christian ministry is bearing witness in word and deed to the coming of Jesus into the world as the God-Man. The New Testament is an account of the life and work of Jesus as well as a witness to its significance for human life. Thus, a course that introduces students to the New Testament is at the very heart of the Seminary's mission.

More specifically, by the end of this course, the student should be able to:

1. Describe the major historical events that occurred in Palestine from the time of Alexander the Great through the Jewish War (336 B.C. – A.D. 70);
2. Define rabbinic and Hellenistic Judaism and describe the major commonalities and differences of the two;
3. Describe the major geographical features of Palestine and show their importance for understanding the New Testament;
4. Describe the major religious and political parties of Judaism in Palestine in the first century A.D.;



5. Describe the major intellectual and religious movements in the Greco-Roman world in the first century A.D.;
6. Discuss the problems confronted in the quest of the historical Jesus;
7. Describe current attempts to uncover the historical Jesus;
8. Define “Gospel” as a literary form;
9. Describe the likely process by which the Gospels were written and transmitted and indicate the probable uses they had in the early churches;
10. Describe the basic process by which the canonization of the New Testament occurred;
11. Describe the process by which the text of the New Testament has come to us;
12. Describe the probable historical circumstances that called forth Matthew, Mark, Luke, John, and Acts;
13. State in his/her own words the major themes of Matthew, Mark, Luke, John, and Acts;
14. Describe the picture of Jesus that emerges in each of the Gospels of Matthew, Mark, Luke, and John;
15. Outline the basic contents of each of the four Gospels and the book of Acts;
16. List and describe major tools that are valuable in studying the New Testament.

## Required Texts

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students’ and professors’ purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.

Patzia, Arthur G. *The Making of the New Testament*. Downers Grove, Ill.: InterVarsity, 1995.



Roetzel, Calvin J. *The World That Shaped the New Testament*, Revised Edition. Louisville: Westminster John Knox Press, 2002.

Soulen, Richard N. and R. Kendall Soulen. *Handbook of Biblical Criticism*. Third Edition, Revised and Expanded. Louisville: Westminster/John Knox, 2001.

**Two recommended but not required books are:**

D. S. Russell, *Between The Testaments* (Philadelphia: Fortress, 1965)  
James C. Vanderkam, *An Introduction to Early Judaism* (Grand Rapids: Eerdmans, 2001).

In addition to these texts, the student will need a New Testament in the translation of his/her choice.

### Recommended Websites

Online students have access to the Erskine Library. You can access online services at <http://www.erskine.edu/library/>. Though you may wish to check out books via inter-library loan, the [online database](#) has a number of articles and resources available for download. As an Erskine Seminary student, you have access to the ATLA Religion database which has 500,000 citations of articles and books. Subjects covered include: Biblical Studies, Theology, Church History, Pastoral Care, Ethics, etc. About 150,000 of these records have full-text articles attached. You can access the online database by logging into your account using your student identification number.

### Grading Criteria

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.



C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.

D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

#### Erskine Seminary Grading Scale:

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C		
92-91	B+	79-78	C-	69-0	F
90-88	B	77-76	D+		
87-86	B-	75-72	D		

### Course Components

#### FAQ's

1. All assignments must be submitted via e-mail attachments unless otherwise notified.
2. Please use Microsoft Word when submitting assignments electronically.
3. All assignments should be clearly marked on the e-mail subject line with the student's last name and assignment number. Failure to include this information will result in a returned assignment.

#### COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that Virtual Campus has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning Moodle tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High speed access to the Internet

## Course Assignments

The purpose and objectives of this course will be achieved through four learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by listening to the e-lectures and taking 3 exams.

The second is the **Reading Component**. The student will complete the reading of the required textbooks. Students build on the e-lectures by completing the required reading.

The third is the **Collaborative Component**. The student will participate in an online journal. Each student is expected to actively participate in ongoing journal postings in the online classroom for this course located on the EDEN web page.

The fourth is the **Written Component**. The student will submit reviews of the 2 assigned secondary texts. I will send you the guide-sheets for these 2 books in a separate email.

## Course Outline

### I. An Introduction to the Study of the New Testament

- A. Introduction
- B. Approaches to New Testament study
- C. The historical-critical method
- D. Type of New Testament literature and the interpretive significance of recognizing the types
- E. The New Testament canon and its development
- F. The history of the text of the New Testament

### II. The World of the New Testament

- A. Introduction
- B. The geography of Palestine in the first century A.D.
- C. Palestine under Roman rule
  - 1. Alexander the Great to the Maccabean revolt (336 – 167 B.C.)
  - 2. The Maccabean revolt and its aftermath (167 – 142 B.C.)
  - 3. The Hasmonean rule (142 – 63 B.C.)
  - 4. The Roman period (63 B.C. – A.D. 70)
- D. Judaism in the first century A.D.
- E. The Greco-Roman world in the first century A.D.



### **III. An Introduction to the Gospels**

- A. Introduction
- B. What is a Gospel?
- C. The probable process of composition of the Gospels
- D. The Synoptic problem
- E. The problem of finding the historical Jesus
- F. Disciplines for the study of the Gospels
  - 1. Source criticism
  - 2. Form criticism
  - 3. Redaction criticism
  - 4. Narrative (Rhetorical) criticism

### **IV. The Gospel of Mark**

- A. Introduction
- B. Unique features of Mark
- C. Authorship, date, recipients, historical situation addressed
- D. The purpose(s) of Mark
- E. The themes of Mark
- F. Resources for the study of Mark

### **V. The Gospel of Matthew**

- A. Introduction
- B. Unique features of Matthew
- C. Authorship, date, recipients, and historical situation addressed
- D. The purpose(s) of Matthew
- E. The structure of Matthew
- F. The themes of Matthew
- G. Resources for the study of Matthew

### **VI. The Gospel of Luke**

- A. Introduction
- B. Unique features of Luke
- C. Authorship, date, recipients, and historical situation addressed
- D. The relationship between Luke and Acts
- E. The purpose(s) of Luke
- F. The themes of Luke
- G. Resources for the study of Luke

### **VII. The Gospel of John**



- A. Introduction
- B. Unique features of John
- C. Authorship, date, recipients, and historical situation addressed
- D. The thought-world of John
- E. The structure of John
- F. The purpose(s) of John
- G. John and the Synoptic Gospels
- H. The themes of John
- I. Resources for the study of the Gospel of John

### VIII. The Book of Acts

- A. Introduction
- B. Unique features of Acts
- C. The relationship of Acts to the Gospel of Luke
- D. Authorship, date, recipients, and historical situation addressed
- E. The structure of Acts
- F. The purpose(s) of Acts
- G. The themes of Acts
- H. Resources for the study of Acts

## Course Overview

### ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening and watching all e-lectures and completing 3 exams. These tests are to be requested from me when the student is at that point in the course.

### ASSIGNMENT TWO: Required Reading

Maintain Journal/Reading Log

Each student will read the assigned readings (see schedule below). As the student reads, he or she will maintain a journal throughout the course of the semester in which he or she records significant insights, questions, or challenges relating to the reading. The journal must include, but does not necessarily have to be limited to, the following:

- Insights and reactions to assigned readings as each assignment is read
- Insights to personal growth and awareness of the student's understanding of the New Testament



### **ASSIGNMENT THREE: Online journal**

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the online journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

In order to facilitate community building, fellow students will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted. The following rubric may serve as a guide to assisting you in online postings.

Please note: Part of your grade depends on collaborative learning

### **ASSIGNMENT FOUR: Papers**

The student will submit reviews of the 2 assigned secondary texts. I will send you the guide-sheets for these 2 books in a separate email.

### **Reading/Lecture Schedule**

The following course management system is designed to provide you an advance organizer of course assignments.

#### **MODULE 1**

**All work for the first module should be completed five weeks from the start of the semester.**

Week	Lectures to View	Assignments Due
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1	Lecture 1 Lecture 2 Lecture 3	<ol style="list-style-type: none"> <li>1. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. xxxiii – xxxvii, pp. 3-54.</li> <li>2. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• “Apocryphal N. T.” (pp. 11-12)</li> <li>• “Biblical Criticism” (pp. 18-23)</li> <li>• “Canon” (p. 29)</li> <li>• “Codex” (p. 34)</li> <li>• “Exegesis, etc.” (p. 57)</li> <li>• “Historical Critical Method” (p. 78)</li> <li>• “Historical Criticism” (p. 79)</li> <li>• “Papyrus Manuscripts” (p. 128)</li> <li>• “Postmodern Biblical Interpretation” (pp. 140-142)</li> <li>• “Textual Criticism” (pp. 189-192)</li> <li>• “Textus Receptus” (p. 192)</li> <li>• “Theological Interpretation” (pp. 192-196)</li> <li>• “Variant Reading” (p. 204)</li> <li>• “Vellum” (p. 205).</li> </ul> </li> <li>3. Read Arthur G. Patzia, <i>The Making of the New Testament</i>, pp.102-149.</li> </ol>
2	Lecture 4 Lecture 5 Lecture 6	<ol style="list-style-type: none"> <li>1. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 55-96.</li> <li>2. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• “Am Ha Arez” (p. 6)</li> <li>• “Dead Sea Scrolls” (pp. 43-44)</li> <li>• “Gnosis, etc.” (pp. 67-68)</li> <li>• “Haggadah” (p. 70)</li> <li>• “Halakah” (p. 71)</li> <li>• “Josephus, Flavius” (pp. 91-92)</li> <li>• “Mishnah” (pp. 113-114)</li> <li>• “Midrash” (p. 113)</li> <li>• “Philo of Alexandria” (p. 137)</li> <li>• “Talmud” (p. 186)</li> <li>• “Targum” (p. 187).</li> </ul> </li> </ol>
3	Lecture 7 Lecture 8 Lecture 9	<ol style="list-style-type: none"> <li>1. Continue reading Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 55-96.</li> <li>2. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• “Am Ha Arez” (p. 6)</li> <li>• “Dead Sea Scrolls” (pp. 43-44)</li> <li>• “Gnosis, etc.” (pp. 67-68)</li> <li>• “Haggadah” (p. 70)</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• “Halakah” (p. 71)</li> <li>• “Josephus, Flavius” (pp. 91-92)</li> <li>• “Mishnah” (pp. 113-114)</li> <li>• “Midrash” (p. 113)</li> <li>• “Philo of Alexandria” (p. 137)</li> <li>• “Talmud” (p. 186)</li> <li>• “Targum” (p. 187).</li> </ul>
4	Lecture 10 Lecture 11 Lecture 12	<ol style="list-style-type: none"> <li>1. Continue reading Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 55-96.</li> <li>2. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• “Am Ha Arez” (p. 6)</li> <li>• “Dead Sea Scrolls” (pp. 43-44)</li> <li>• “Gnosis, etc.” (pp. 67-68)</li> <li>• “Haggadah” (p. 70)</li> <li>• “Halakah” (p. 71)</li> <li>• “Josephus, Flavius” (pp. 91-92)</li> <li>• “Mishnah” (pp. 113-114)</li> <li>• “Midrash” (p. 113)</li> <li>• “Philo of Alexandria” (p. 137)</li> <li>• “Talmud” (p. 186)</li> <li>• “Targum” (p. 187).</li> </ul> </li> </ol>
5	Lecture 13 Lecture 14 Lecture 15	<b>TEST # 1. Please contact me for this test.</b>

## MODULE 2

All work for the second module should be completed ten weeks from the start of the semester.

Week	Lectures to view	Assignments Due
6	Lecture 16 Lecture 17 Lecture 18	<ol style="list-style-type: none"> <li>1. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 99-125.</li> <li>2. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• “Form Criticism” (pp. 61-64)</li> <li>• “Four Document Hypothesis” (p. 64)</li> <li>• “Gospel” (p. 68)</li> <li>• “Griesbach Hypothesis” (p. 70)</li> <li>• “Harmony of the Gospels” (p. 71)</li> <li>• “Jesus Seminar” (p. 91)</li> <li>• “Literary Criticism” (pp. 105-106)</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• “Nag Hammadi Codices” (pp. 116-117)</li> <li>• “Narrative, Narrative Criticism” (pp. 118-120)</li> <li>• “Oral Tradition” (pp. 125-126)</li> <li>• “Pericope” (p. 136)</li> <li>• “Q” (pp. 151-153)</li> <li>• “Quest of the Historical Jesus, etc.” (pp. 153-156) “Redaction Criticism” (pp. 158-160)</li> <li>• “Rhetorical Criticism” (pp. 164-165)</li> <li>• “<i>Sitz-em-Leben</i>” (pp. 173-174)</li> <li>• “Source Criticism” (pp. 178-179)</li> <li>• “Streeter” (pp. 179-180); “Synopsis” (p. 184) “Synoptic Problem” (pp. 184-185)</li> <li>• “Two Source Hypothesis” (p. 200).</li> </ul> <p>3. Read Arthur G. Patzia, <i>The Making of the New Testament</i>, pp. 35-68.</p>
7	Lecture 19 Lecture 20 Lecture 21	<p>1. Continue reading Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 99-125.</p> <p>2. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:</p> <ul style="list-style-type: none"> <li>• “Form Criticism” (pp. 61-64)</li> <li>• “Four Document Hypothesis” (p. 64)</li> <li>• “Gospel” (p. 68)</li> <li>• “Griesbach Hypothesis” (p. 70)</li> <li>• “Harmony of the Gospels” (p. 71)</li> <li>• “Jesus Seminar” (p. 91)</li> <li>• “Literary Criticism” (pp. 105-106)</li> <li>• “Nag Hammadi Codices” (pp. 116-117)</li> <li>• “Narrative, Narrative Criticism” (pp. 118-120)</li> <li>• “Oral Tradition” (pp. 125-126)</li> <li>• “Pericope” (p. 136)</li> <li>• “Q” (pp. 151-153)</li> <li>• “Quest of the Historical Jesus, etc.” (pp. 153-156) “Redaction Criticism” (pp. 158-160)</li> <li>• “Rhetorical Criticism” (pp. 164-165)</li> <li>• “<i>Sitz-em-Leben</i>” (pp. 173-174)</li> <li>• “Source Criticism” (pp. 178-179)</li> <li>• “Streeter” (pp. 179-180); “Synopsis” (p. 184) “Synoptic Problem” (pp. 184-185)</li> <li>• “Two Source Hypothesis” (p. 200).</li> </ul> <p>3. Read Arthur G. Patzia, <i>The Making of the New</i></p>

		<p><i>Testament</i>, pp. 35-68.</p> <p><b>The review of Arthur G. Patzia, <i>The Making of the New Testament</i>, due.</b></p>
8	Lecture 22 Lecture 23 Lecture 24	<ol style="list-style-type: none"> <li>1. Read Mark 1-16 in a translation of your choice. Note the tone of Mark's account of Jesus. What are the particular emphases in Mark that strike you as being significant? What portrait of Jesus emerges from Mark?</li> <li>2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 126-170.</li> <li>3. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• "Aretalogy" (pp. 13-14)</li> <li>• "Messianic Secret" (p. 110)</li> <li>• "Theosis Aner" (p. 192)</li> <li>• "Urmarkus" (p. 204)</li> <li>• "Wrede, William" (p. 210).</li> </ul> </li> </ol>
9	Lecture 25 Lecture 26 Lecture 27	<ol style="list-style-type: none"> <li>1. Read Matthew 1-28 in a translation of your choice. What things seem to be emphasized in this Gospel? What is the relationship between Jesus and Judaism in Matthew? What is the portrait of Jesus that emerges from Matthew?</li> <li>2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 171-224.</li> <li>3. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>:           <ul style="list-style-type: none"> <li>• "Parable, etc." (pp. 128-132).</li> </ul> </li> </ol>
10	Lecture 28 Lecture 29 Lecture 30	<b>TEST # 2. Please contact me for this test.</b>

### MODULE #3

**All work for the third module (and the course) should be completed fifteen weeks from the start of the semester.**

Week	Lectures	Assignments Due
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	<b>to view</b>	
11	Lecture 31 Lecture 32 Lecture 33	<ol style="list-style-type: none"> <li>1. Read Luke 1-24 in a translation of your choice. Note the things that Luke emphasizes in his story of Jesus. What is the portrait of Jesus that emerges from this Gospel?</li> <li>2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 225-278.</li> <li>3. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>: <ul style="list-style-type: none"> <li>• “Apology” (p. 12)</li> <li>• “Benedictus” (pp. 17-18)</li> <li>• “Proto-Luke” (p. 146).</li> </ul> </li> <li>4. Read Calvin J. Roetzel, <i>The World That Shaped the New Testament</i>.</li> </ol>
12	Lecture 34 Lecture 35	<ol style="list-style-type: none"> <li>1. Read Luke 1-24 in a translation of your choice. Note the things that Luke emphasizes in his story of Jesus. What is the portrait of Jesus that emerges from this Gospel?</li> <li>2. Continue reading Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 225-278.</li> <li>3. Continue reading Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>: <ul style="list-style-type: none"> <li>• “Apology” (p. 12)</li> <li>• “Benedictus” (pp. 17-18)</li> <li>• “Proto-Luke” (p. 146).</li> </ul> </li> <li>4. <b>The review of Calvin J. Roetzel, <i>The World That Shaped the New Testament</i>, due.</b></li> </ol>
13		<ol style="list-style-type: none"> <li>1. Read John 1-21 in a translation of your choice. Note the tone of this Gospel. How is it significantly different from the Synoptic Gospels? What is the portrait of Jesus that emerges from John? How does this picture compare to that in Matthew, Mark, and Luke?</li> <li>2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp.333-382.</li> <li>3. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>: <ul style="list-style-type: none"> <li>• “Realized Eschatology” (p. 157)</li> <li>• “Signs Source” (p. 173).</li> </ul> </li> </ol>
14		<ol style="list-style-type: none"> <li>1. Read Acts 1-28 in a translation of your choice. Note the selective nature of Luke’s account of</li> </ol>



		<p>the history of the church. Note the peculiar features of the story. How does Luke show concern for the Jew-Gentile problem in Acts?</p> <ol style="list-style-type: none"> <li>2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 279-332.</li> <li>3. Read Richard N. Soulen and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i>: <ul style="list-style-type: none"> <li>• “Glossolalia” (p. 67)</li> <li>• “Kerygma” (pp. 93-94)</li> </ul> </li> <li>4. Read Frank Stagg, “The Unhindered Gospel” in <i>Review and Expositor</i>, Vol. LXXi, No. 4 (Fall, 1974), pp. 451-462. <b>(to be provided)</b></li> </ol> <p><b>5. TEST #3</b></p>
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### Relevant Institutional and Class Policies

Click here to view policies:

[http://seminary.erskine.edu/content\\_policies/SeminaryPoliciesforETSStudents.pdf](http://seminary.erskine.edu/content_policies/SeminaryPoliciesforETSStudents.pdf)