



NT 601
NEW TESTAMENT I
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John Montgomery Bell Professor of New Testament
Due West Campus
Wednesdays, 8:00 – 11:00 a.m.
Fall, 2010

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I. 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.

REQUIRED. Three hours credit.

II. COURSE OBJECTIVES

The Seminary's Mission Statement affirms: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church." (ETS 2009-2010 *Catalog*, p. 6) 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.

III. REQUIRED TEXTBOOKS

Each student must purchase the following textbooks for the course:

Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997. **ISBN 0-385-24767-2**

Patzia, Arthur G. *The Making of the New Testament*. Downers Grove, Ill.: InterVarsity, 1995. **ISBN 0-8308-1859-6**

Roetzel, Calvin J. *The World That Shaped the New Testament*, Revised Edition. Louisville: Westminster John Knox Press, 2002. **ISBN 0-6642-2415-6**

Christian Commitment and Excellence in Learning

Soulen, Richard N. and R. Kendall Soulen. *Handbook of Biblical Criticism*. Third Edition, Revised and Expanded. Louisville: Westminster/John Knox, 2001. **ISBN 0-664-22314-1**

Two recommended but not required books are D. S. Russell, *Between The Testaments* (Philadelphia: Fortress, 1965) and 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.

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.

IV. COURSE REQUIREMENTS

- A. **Each student must attend each session of class.** If the student must be absent from all or part of a class session, he/she is responsible for all work missed and for any work due. **A student who misses more than three class meetings for any reason will automatically fail the course.**
- B. The student must be adequately prepared for each class session. Adequate preparation consists of reading all required assignments and being able to participate intelligently in classroom discussions. Notice that in addition to textbook reading assignments, the student is also assigned reading from the New Testament. The assigned reading from the New Testament is important and should not be neglected.
- C. **Three one-hour tests will be given.** See the **COURSE OUTLINE** for the dates and contents of these tests. The *Christian Commitment and Excellence in Learning*

professor will indicate prior to these tests the nature of the questions, the proper way to prepare, etc. These tests will be given during the first part of the class period. The class will resume after the test is finished. All tests must be taken on the assigned dates.

- D. The third test will be given during the Exam period at the end of the semester. **This test will be given Wednesday morning, December 8.**
- E. **Two book reviews will be required.** The student will write an analysis of Arthur G. Patzia, *The Making of the New Testament*. This analysis will be written in response to a guide-sheet which will be provided. This analysis is due **no later than Wednesday, October 13**. The analysis of Calvin J. Roetzel, *The World That Shaped the New Testament* is due **no later than Wednesday, November 10**. A guide-sheet will also be provided for this analysis.
- F. The student is encouraged to keep a loose-leaf notebook for the course. He/she can use it for class notes, reading notes, hand-outs, sermon ideas, bibliographical information, etc. If done properly, this notebook can be a helpful resource for further study, teaching, and preaching from the New Testament.
- G. The Seminary encourages all students to make use of language, in reference to human beings, that is inclusive rather than needlessly exclusive. Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men.")
- H. Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all

written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

- I. The student should review the Seminary policy on “Incompletes.” **A grade of “Incomplete” is not a privilege of the student. It is the prerogative of the professor. It can be given as a final grade only (1) when the student has completed most of his/her course work and (2) when the student has been providentially hindered from doing the rest. In this class, the grade “Incomplete” will be given only when both of these conditions are met.** If the student’s situation meets the above criteria and he/she is given a grade of “Incomplete” for the course, the deadline for removing the “Incomplete” is March 1, 2011. After this date, the grade will automatically become an “F.”
- J. All morning and afternoon on-campus classes (except Friday and Saturday courses) carry a chapel attendance requirement. Consult the catalog or registration booklet for the specifics of the chapel attendance policy. There is a per chapel fee if the student attends fewer chapels than required.
- K. All papers must be typed/processed (twelve point type, double-spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards for All Masters Level Programs” (Erskine Seminary). The two papers required in this course are essentially book reviews. The student may use the page numbers in parentheses for any direct quotes from the books.
- L. The student must be careful about plagiarism. Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. Plagiarism is a serious offense that undermines both the witness and integrity of the Christian community. The student should read the appropriate section in the Catalog about plagiarism.
- M. The professor has regular office hours posted on his door (Office 20). However, the student is advised to set up an

appointment first especially if he/she is driving a long distance to Due West.

- N. If a student registers for a course and decides not to attend the class meetings, he/she must officially withdraw by submitting a drop/add form to the Registrar. **Failure to withdraw will result in a grade of “F” and responsibility for paying the full tuition for the course.** The professor cannot withdraw a student from a course. **No exceptions will be made to this policy.**
- O. Students who plan to graduate this year must make application for graduation. **If the degree is to be conferred in January, the deadline for application for graduation is September 1, 2010. If the degree is to be conferred in May or September, the deadline is November 1, 2010.**

V. EVALUATION

The Seminary grade scale (ETS 2009-2010 *Catalog*, p. 46) will be used. The student’s final grade will be determined as follows:

Three tests	=	70%
Two book reviews	=	30%

COURSE OUTLINE

9-1 Course introduction, requirements, procedures, etc.

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

ASSIGNMENT FOR 9-1:

1. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. xxxiii – xxxvii, pp. 3-54.

2. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Apocryphal N. T.” (pp. 11-12); “Biblical Criticism” (pp. 18-23); “Canon” (p. 29); “Codex” (p. 34); “Exegesis, etc.” (p. 57); “Historical Critical Method” (p. 78); “Historical Criticism” (p. 79); “Papyrus Manuscripts” (p. 128); “Postmodern Biblical Interpretation” (pp. 140-142); “Textual Criticism” (pp. 189-192); “Textus Receptus” (p. 192); “Theological Interpretation” (pp. 192-196); “Variant Reading” (p. 204); “Vellum” (p. 205).
3. Read Arthur G. Patzia, *The Making of the New Testament*, pp.102-149.

9-8 II. The World of the New Testament

9-15

9-22

9-29

- 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.

ASSIGNMENT FOR 9-8, 9-15, 9-22, 9-29:

1. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 55-96.
2. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Am Ha Arez” (p. 6); “Dead Sea Scrolls” (pp. 43-44); “Gnosis, etc.” (pp. 67-68); “Haggadah” (p. 70); “Halakah” (p. 71); “Josephus, Flavius” (pp. 91-92); “Mishnah” (pp. 113-114); “Midrash” (p. 113); “Philo of Alexandria” (p. 137); “Talmud” (p. 186); “Targum” (p. 187).

10-6 TEST # 1 ON I AND II ABOVE (first part of period)(10-6)

10-13

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

ASSIGNMENT FOR 10-6 AND 10-13:

1. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 99-125.

2. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Form Criticism” (pp. 61-64); “Four Document Hypothesis” (p. 64); “Gospel” (p. 68); “Griesbach Hypothesis” (p. 70); “Harmony of the Gospels” (p. 71); “Jesus Seminar” (p. 91); “Literary Criticism” (pp. 105-106); “Nag Hammadi Codices” (pp. 116-117); “Narrative, Narrative Criticism” (pp. 118-120); “Oral Tradition” (pp. 125-126); “Pericope” (p. 136); “Q” (pp. 151-153); “Quest of the Historical Jesus, etc.” (pp. 153-156); “Redaction Criticism” (pp. 158-160); “Rhetorical Criticism” (pp. 164-165); “*Sitz-em-Leben*” (pp. 173-174); “Source Criticism” (pp. 178-179); “Streeter” (pp. 179-180); “Synopsis” (p. 184); “Synoptic Problem” (pp. 184-185); “Two Source Hypothesis” (p. 200).

3. Read Arthur G. Patzia, *The Making of the New Testament*, pp. 35-68.

4. The analysis of Arthur G. Patzia, *The Making of the New Testament*, is **due on October 13**.

10-20 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

ASSIGNMENT FOR 10-20:

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?
2. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 126-170.
3. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism: "Aretalogy" (pp. 13-14); "Messianic Secret" (p. 110); "Theosis Aner" (p. 192); "Urmarkus" (p. 204); "Wrede, William" (p. 210).*

10-27 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

ASSIGNMENT FOR 10-27:

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?
2. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 171-224.

3. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Parable, etc.” (pp. 128-132).

11-3 TEST # 2 ON III-V ABOVE (first part of period)

11-3 VI. The Gospel of Luke

11-10

- 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

ASSIGNMENT FOR 11-3 and 11-10:

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?
2. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 225-278.
3. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Apology” (p. 12); “Benedictus” (pp. 17-18); “Proto-Luke” (p. 146).
4. The review of Calvin J. Roetzel, *The World That Shaped the New Testament*, is **due on November 10**.

11-17 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

ASSIGNMENT FOR 11-17:

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?
2. Read Raymond E. Brown, *An Introduction to the New Testament*, pp.333-382.
3. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism: "Realized Eschatology"* (p. 157); "Signs Source" (p. 173).

11-24

NO CLASS (THANKSGIVING HOLIDAY)

12-1

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

ASSIGNMENT FOR 12-1:

1. Read Acts 1-28 in a translation of your choice. Note the selective nature of Luke's account of the history of the church. Note the peculiar features of the story. How does Luke show concern for the Jew-Gentile problem in Acts?
2. Read Raymond E. Brown, *An Introduction to the New Testament*, pp. 279-332.

3. Read Richard N. Soulen and R. Kendall Soulen, *Handbook of Biblical Criticism*: “Glossolalia” (p. 67); “Kerygma” (pp. 93-94).
4. Read Frank Stagg, “The Unhindered Gospel” in *Review and Expositor*, Vol. LXXi, No. 4 (Fall, 1974), pp. 451-462. **(to be provided)**

12-8 TEST #3 ON VI – VIII ABOVE

ERSKINE SEMINARY POLICIES

Drop/Add/ and Course Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church’s historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing “humanity” rather than “man” or “people” rather than “men”).

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Incompletes

The grade of “I” or incomplete is given at the discretion of the professor. A grade of “I” is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An “I” in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become “F.”

Style and Bibliographical Formatting Requirements (SAMPLE)

All papers must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards” (Erskine Seminary). In this course, footnotes and a bibliography are required in each paper. The paper’s cover page and bibliography are not counted towards page requirements.

Exegesis Credit Policy for Bible Elective/Exegesis Course Syllabi

Students intending to use this course to fulfill their Old or New Testament exegesis requirement, must choose a passage and do a thorough exegetical study, using the exegetical procedure taught in the Principles of Exegesis course. Such students, then, must have successfully completed BI 502 Principles of Exegesis and, for those who began in Fall 2008 or after, BI 503 Introduction to the Biblical Languages prior to taking any course for exegesis credit. Additionally, students who are required to take the Biblical languages (Hebrew and Greek) must, in place of BI 503 Introduction to the Biblical Languages, successfully complete the respective language courses (Hebrew I & II for Old Testament courses; Greek I & II for New Testament courses) prior to taking any Bible course for exegesis credit. Students taking Bible electives without having met the exegesis and language course prerequisites may only count those courses as general Bible electives, and cannot receive exegesis credit for them.

Chapel Attendance Policy (FOR TUESDAY-THURSDAY ON-CAMPUS CLASSES)

All morning and afternoon on-campus classes (except for Friday and Saturday courses) carry a chapel attendance requirement. Consult the catalog for the specifics of the chapel attendance policy. There is a per chapel fee if you attend fewer chapels than required.

PORTFOLIO REQUIREMENTS

If your course contains a paper or project required as a portfolio submission, star or highlight the project and inform students it is their responsibility to submit the graded and polished document to the appropriate administrative person for filing in their portfolio.

PLAGIARISM

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning

academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

NOTE: Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic "F" or "0". As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others' work in the student's own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.