

## New Testament in Contexts

THEO 5910

ELB 401 7:00 – 9:15 pm

Prof. Alex Hon Ho IP

### 1. Introduction

This is an introductory course to New Testament studies. The main purpose of this course is to introduce the main themes, methods of study and contexts of New Testament studies. In order to help students to develop their skill and basic knowledge to do their independent investigation and studies.

### 2. Learning Outcome:

After the course, the student will be able to:

To understand the basic history and backgrounds of the emergence of New Testament as a historical and religious text.

To understand the historical contexts and their relevance that constitute the meaning formation of the text.

To make use of the relevant historical contexts to develop their own interpretation in any selected passage of New Testament.

### 3. List of Topics:

Topics	Content
History of the New Testament	Investigate the emergence of New Testament and how it became a canon of Christianity.
Contexts of New Testament	Investigate the social, political, economic, philosophical and literary context of New Testament and how they affect the development of the text.
New Testament Criticisms	Investigate the basic ideas and methodology of major historical criticisms of New Testament
Interpretation of New Testament	Basic interpretation method in interpreting New Testament in light of the contexts
Main theme of different books	Introducing the basic thoughts of various books in New Testament

#### 4. Teaching Schedule:

No	Date	Theme
1		New Testament in context; New Testament of context
2	10/1	The making of New Testament + Synoptic problems
3	17/1	Social context in general of NT + Gospel of Mark
4	24/1	Religious context and Political context of NT + Gospel of Matthew
5	31/1	Economic context of NT + Gospel of Luke
6	7/2	Philosophical context of NT + Gospel of John
7	14/2	Literary context of NT + Pauline letters in general
	21/2	Holiday
8	28/2	Pauline letters in making + Romans
9	7/3	Criticisms of NT (1) + Johannine literature (1)
10	14/3	Criticisms of NT (2) + Johannine literature (2)
11	21/3	Presentation (1) + Catholic epistles (1)
	28/3	Prof. IP Africa Trip
	4/4	Reading week
12	11/4	Presentation (2) (begins at 6:30) + Catholic epistles (2)
13	18/4	Presentation (3) + Summary (Begins at 6:30)

#### 5. Assessment Scheme:

Assessment (% Share):	Main Criteria:
1. Book report (20%)	<p>新世代來了，我們該如何讀聖經 How to Read the Bible</p> <p>作者：哈維．考克斯 (Harvey Cox)</p> <p>出版社：基督教文藝</p> <p>No more than 2500 words</p>
2. Group Presentation (30%)	Students in group of two or three to present a topic focusing in one book, one relevant context of that book and their relationship. (Max 15 mins each)

3. Final paper (50%)	A final paper with word limit of <u>no more than</u> 5000 words (English) or 6500 words (Chinese).
----------------------	--

## 6. Reference:

### Basic reading for NT context:

1. 華倫·卡特 (Warren Carter)。譯者：顧華德。《羅馬帝國與新約聖經要點指南》(聖經資源中心：2016)
2. Warren Carter. *The Roman Empire and the New Testament: An Essential Guide*. Nashville, Abingdon, 2006. (with Kindle edition)
3. Scheidel, Walter ed. *The Cambridge Companion to the Roman Economy*. Cambridge: Cambridge University Press, 2012.
4. Peter Garnsey and Richard Saller. *The Roman Empire: Economy, Society and Culture*. Oakland: University of California Press, 2015.

Other references: C- Context; I- Introduction; T- Theology

- Alfoldy, Geza. *The Social History of Rome*. London: Croom Helm, 1985. (C)
- Bassle, Jouette, ed. *Pauline Theology*. Vol. 1 of 3. Minneapolis: Fortress, 1994. (T)
- Brown, Raymond. *An Introduction to the New Testament*. New York: Doubleday, 1996. (I)
- Dunn, James. *1 Corinthians*. Sheffield: Sheffield Academic, 1995.
- , ed. *New Testament Theology: An Introduction*. Nashville: Abingdon, 2009. (I)
- , ed. *The Cambridge Companion to St. Paul*. New York: Cambridge University Press, 2003. (T)
- , ed. *The Theology of Paul the Apostle*. Cambridge: William B. Eerdmans, 1998. (T)
- , ed. *New Testament Theology in Dialogue*. London: SPCK, 1987. (I)
- , ed. *The Living Word*. Minneapolis: Fortress, 2009. (I)
- , ed. *Unity and Diversity in the New Testament: An Inquiry into the Character of Earliest Christianity*. London: SCM, 1990. (I)
- Furnish, Paul. *Theology and Ethics in Paul*. Louisville: Westminster John Knox Press, 2009. (T)
- Meeks, Wayne. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven: Yale University Press, 1983. (C)
- Robbins, Vernon. *Exploring the Texture of Texts: A Guide to Socio-Rhetorical Interpretation*. Valley Forge, Penn.: Trinity Press International, 1996. (I)

Schnelle, Udo. *Apostle Paul: His Life and Theology*. Grand Rapids, Mich.: Baker Academic, 2003. (T)

-----, *Theology of the New Testament*. Grand Rapids, Mich.: Baker Academic, 2009. (T)

Theissen, Gerd. *The Social Setting of Pauline Christianity: Essays on Corinth*. Edited and translated by John H. Schutz. Edinburgh: T&T Clark, 1982. (C)

#### . Learning activities

There are various learning activities in this course.

Individual work: A learning portfolio style of assessment to help students to construct their knowledge step by step.

Presentation and discussion: Portfolio presentation can help to stimulate the class knowledge as well as the awareness of the complex layers of New Testament.

Online resources will be used to facilitate class discussion from time to time.

#### 6. Contact details:

Email: [dripromans2015@gmail.com](mailto:dripromans2015@gmail.com)

#### 7. Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at

<http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide. The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic.

#### 8. Feedback for evaluation

Feedback and recommendation are welcome. Students are advised to either give feedback during lecture or through email. Response will be made promptly based on the need of students.