

# ***THEO 5312: Introduction to the New Testament***

*Instructor: Prof. Eric K. C. WONG;*

*Tutor:*

*1st Term 2018–2019; Thu 10:30 am – 1:15 pm; FYB603*

## I. Aim of the Course

The main purpose of this course is to give students a general understanding the text of the New Testament, its methods of studies, its background and the issues involved. To achieve this purpose, it is necessary for students to know how the NT is interpreted in the light of modern thoughts. This involves firstly a good knowledge of the meaning of the basic text of the NT - this is in fact the prerequisite condition for students who are going to take this course; those do not know the text of the NT have to read through it twice (both Chinese and English version) at least. Besides, students are also required to read some basic works of modern interpretation of the NT.

## II. Learning Outcomes:

### A) Knowledge Outcomes

To give students a general understanding the text of the New Testament, its methods of studies, its background and the issues involved.

### B) Attitude Outcomes

(1) To develop students' appreciation of the New Testament text as well as the diversity of interpretation of it.

(2) To develop students' ability to have a critical, yet sympathetic understanding of the NT.

(3) To develop students' analytical mind in reading scholarly opinions.

## III. Learning Activities

### A) Lectures:

There will be lectures. The electronic teaching medium BLACKBOARD will serve as a discussion and information exchange forum.

### B) Tutorial:

There are tutorial classes occasionally. Tutorials are used for discussion on specific reading materials and issues related to lectures. Students are expected to participate actively in the tutorials. Schedule will be announced in the due course.

### C) Extra Meeting beyond Class:

Besides scheduled lectures and tutorials, it is possible for students to ask for individual or group discussion / meeting with teacher or tutors outside class.

D) Class Schedule:

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<u>Date</u>	<u>Content</u>	<u>Readings</u>	<u>Submission</u>
Week 1 6/9	Course Requirements, Tools, Text; Methods of Biblical Studies  Manuscript & Translation	新約聖經 1)周天和：《新約研究指南》 2)李熾昌：《現代人與聖經》28-33 * 3)黃錫木：《新約經文鑑別學概況》23-74 * 4)周天和：《新約研究指南》第三至四章 5)許牧世：《經與譯經》 6) K. Aland & B. Aland, <i>The Text of the NT</i> 7) W. G. Kümmel, <i>Introduction to the NT</i> , 23-25; 513-4 #8) U. Schnelle, <i>The NT Writings</i> , 1-14 9) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch 1-2 10) Eric Wong, A Theological Reflection on the Text, Translation and Interpretation of the Bible – Between Possibility and Actuality, Taiwan Baptist Christian Seminary Annual Bulletin (2013) 63-86	
Week 2,3 13/9, 20/9	Pauline Epistles/Letters: Characteristics & Authenticity Paul & his Mission  <b>Term Paper: requirements</b>	* 1a)施壯樂：《聖經考釋大全：新約論叢》49-69(527-601) * 1b)祁霍華：《新約聖經探源》234-271 * 1c)麥資基：《新約導論》215-280 159-207 2) W. G. Kümmel: <i>Introduction to the NT</i> , 247-255 3) D. Trobisch, <i>Pauls' Letter Collection</i> , 28-47 4) G. Lüdemann, <i>Paul-Apostle to the Gentiles</i> 5) Conzelmann & Lindemann <i>Interpreting NT</i> , ch. 23-33 #6) U. Schnelle, <i>The NT Writings</i> , 15-150 (- 2.x.5-10) 7) Theissen, chapter 4-5	Week2: <b>Letter Form</b>  Week3: <b>RR</b>
Week 4-6 27/9, 4,11/10	Synoptic Gospels: Text, Synoptic Problem, Two-source Theory, Form & Redaction Criticism, Recent Trends	* 1) 施壯樂：《聖經考釋大全：新約論叢》169-211 2) Kümmel, <i>Introduction to the NT</i> , 35-80 (42-52) 3) R. Bultmann, <i>Jesus and the Word</i> , 16-26 * 4)周天和：《新約研究指南》第五至八章 5) W. B. Tatum, <i>In Quest of Jesus</i> , 23-36 6) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch34-37 7) U. Schnelle, <i>The NT Writings</i> , 155-257 8) Theissen, chapter 6	Week5: <b>RR</b>  Week6: <b>Sequence</b>

<u>Date</u>	<u>Content</u>	<u>Readings</u>	<u>Submission</u>
<b>**Requirements of a Term Paper / Its Title</b>			
Week 7,8 18/10, 25/10	Johannine Literature: Structure, Source Date & Place Authorship    Catholic Epistles	* 1a) 施壯樂：《聖經考釋大全：新約論叢》 69-76 * 1b) 祁霍華：《新約聖經探源》 441-480 2) Kümmel, <i>Introduction to the NT</i> , 188-246 3) M. Hengel: <i>The Johannine Question</i> , 1-23 4) O. Cullmann: <i>The Johannine Circle</i> , 1-19 5) R. Bultmann: <i>Theology of the NT. Vol 2</i> , 3-14 6) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch 38-39 #7) U. Schnelle, <i>The NT Writings</i> , 434-439; 469-516 8) Theissen, chapter 8  * 1) 麥資基：《新約導論》 281-312 2) Kümmel, <i>Introduction to the NT</i> , 387-451 3) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch 41-44 (40-45) 4) U. Schnelle, <i>The NT Writings</i> , 383-433 (- 7.x....)	Week7 : <b>RR</b>               Week 8: <b>Term Paper Title</b>
Week 9 1/11	Social Context of the NT	Theissen: <i>The New Testament – History, Literature, Religion</i> chapter 2-3 1a) 施壯樂：《聖經考釋大全：新約論叢》213-314 * 1b) 祁霍華：《新約聖經探源》 5-48 1c) 麥資基：《新約導論》 1-66 2) 許牧世：《聖地春秋》 3) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch14-18 (13-22)	
Week 10,11 8/11, 15/11	Jesus of History: Survey Jesus of Nazareth Jesus' Traditions Sources  <b>Term Paper Submission</b>	1a) 施壯樂：《聖經考釋大全：新約論叢》319-403 1b) 祁霍華：《新約聖經探源》 87-200 1c) 麥資基：《新約導論》 67-185 2) W. B. Tatum, <i>In Quest of Jesus</i> , 63-79 3) Conzelmann & Lindemann, <i>Interpreting NT</i> , ch. 46-57 4) Theissen & Merz, <i>Historical Jesus</i> , 1-15 (prepared)	Week 12: <b>Term Paper</b>
Week 12	Canon & Canonization, Authority of the Bible	1c) 麥資基：《新約導論》 313-317 2) Kümmel, <i>Introduction to the NT</i> , 475-513 * 3) 李熾昌：《現代人與聖經》 3-27 4) 許牧世：《聖與譯經》 40-48 * 5) 周天和：《新約研究指南》第二章 6) 韓大輝編《聖經無誤的再思》 7) Canon of the NT, in <i>IDB</i> or <i>ABD</i>	
Week 13 30/11	Hermeneutics Discussion		

\*) Pre- readings for general knowledge

#) Required Reading Reports for MDiv and BD3 Students

E) Further Readings Suggested:

- a. The text of the New Testament (any English version)
- b. Suggested readings are given along with the content of lectures.
- c. Choose & read one or two NT Introductions from V.-F below.
- d. Those marked with asterisks (\*) are pre-readings before reading reports. If there is more than one asterisk (\*) in each block, students can choose one of them.

IV. Assessment scheme

Time for submission of the works required is on the teaching day as specified. Late submission is not allowed. If granted by the instructor, each day of delay will result a deduction of 3 marks.

1. Reading Reports (3 x 10 marks) 30%  
After reading the chapters concerned (and the related pre-readings), students are required to write a 1-2 page report evaluating critically its content, method and others if appropriate, on the 3 topics.
2. Letter Form and Comparison of Sequences (2 x 10 marks) 20%
3. Title of the Term Paper 20%  
4 Pages (Table of Content, Introduction, Conclusion and Bibliography)
4. Final Paper 30%  
An essay with footnotes and bibliography of about 4,000 words is to be submitted on or before Week 12 (23 November 2017). Assessment based on Paper-Grading Rubric System (see Attachment). A list of suggested titles for the essay is attached at the end.

\*\*\*Students must submit their papers [not book report] via the Webpage of the Chinese University Plagiarism Identification Engine VeriGuide:

[https://academic.veriguide.org/academic/login\\_CUHK.aspx](https://academic.veriguide.org/academic/login_CUHK.aspx); post the soft copy onto the BLACKBOARD and give a hardcopy together with a print out of receipt and signed Academic Honesty Declaration Statement from VeriGuide (received via e-mail after you have submitted your assignment) to their tutors.\*\*\*

V. Learning resources for students (tools)

A. The Biblical Text

The easiest accessible edition of the original Greek text is:

*The Greek New Testament.* (New York: United Bible Societies, 1983, 1994)

*Novum Testamentum Graece.* (Stuttgart: Deutsche Bibelgesellschaft, 1979, 1994)

Any reliable Chinese (和合本、思高、呂振中、現代中文譯本等) or English (RSV, NRSV, NIV, Jerusalem etc.) translation may be used.

B. Gospel Synopsis

*Synopsis of the Four Gospels.* 《四福音合參》 or

*A Synopsis of the First Three Gospels.*

- C. Concordance  
*Exhaustive Concordance of the Bible* (J. Strong)  
*Analytical Concordance* (R. Young)  
*Computer Concordance of the NTG*  
*Complete Concordance of the NTG* (K. Aland)
- D. Bible Dictionary:  
*The Anchor Bible Dictionary*  
*The Interpreter's Dictionary of the Bible*  
*The Theology Dictionary of the NT*, etc
- E. Commentary  
 There are some standard (English) series: e.g. *ICC*, *Anchor*, *Jerome*, etc.
- F. New Testament Introduction Available in Chung Chi Library

LC/NLM Call No.	Author	LC/NLM Call No.	Author
BS2330.B3	B Bacon	BS2330.2F73	E. Freed
BS2330.C4 1948	F. Clogg	BS2330.2J64	L. Johnson
BS2330.D5 1970	M. Dibelius	BS2330.2K813	W. Kümmel
BS2330.F413	P. Feine	BS2330.2M28 V1 & V2	R. Martin
BS2330.F5	F. Filson	BS2330.2M3	R. Mackenzie
BS2330.G65	E. Goodspeed	BS2330.2M313	W. Marxsen
BS2330.H39	H. Herklots	BS2330.2M6	C. Moule
BS2330.H8	A. Hunter	BS2330.2P45	P. Perkins
BS2330.K63	R. Knudse	BS2330.2P69 1995	R. Pregeant
BS2330.M33 1953	A. Macheile	BS2330.2P7	J. Price
BS2330.M6 1918	J. Moffatt	BS2330.2R5	F. Rhein
BS2330.M618	W. Ramsay	BS2330.2S37 1992	E. Schweizer
BS2330.P4 1922	A. Peake	BS2330.2S613 1998	U. Schnelle
BS2330.S45	E. Scott	BS2330.2S65	R. Spivey
BS2330.W453	A. Wikenhauser	BS2330.3 .A34	P. Achtemeier
BS2330.2B45 1994	J. Becker	BS2330.3 .C48 2004	D. Smith
BS2330.2B6713	G. Bornkamm	BS2330.3 .D47 2004	D. DeSilva
BS2330.2B76 1997	R. Brown	BS2330.3 .D73 2001	J. Drane
BS2330.2C66	H. Conzelmann	BS2330.3 .E38 2004	B. Ehrman
BS2330.2C813	O. Cullmann	BS2330.3 .T5513 2003	G. Theissen
BS2330.2D35	W. Davies	BS2330.3 .W58 2004	B. Witherington
BS2330.2F8	R. Fuller	BS2361.2J83	D. Juel
BS2330.2G7	R. Grant	BS2361.2M6	C. Moule
BS2330.2G8	D. Guthrie	BS2407.K37	H. Kee
BS2330.2H33	E. Harrison	BS2410.K613	H. Koester
BS2330.2E36 1997	B. Ehrman	BS2410.L6413	E. Lohse

#### VI. Feedback for evaluation

A tailored made mid-term course evaluation and end-of- term university wide course evaluation will be conducted in class. Students' comments and feedback on the course through the BLACKBOARD or personal meeting with instructor and/or tutors are always welcomed.

#### VII. Teachers' & TA's Contact Details

Instructor: Prof. Eric K C Wong (Divinity School) e-mail: [kunchunwong@cuhk.edu.hk](mailto:kunchunwong@cuhk.edu.hk)

Instructor's office Hour: (please make appointment ahead)

Tutor: Mr XIE, Ganlin (PhD Specialising in NT) email: [1155047353@link.cuhk.edu.hk](mailto:1155047353@link.cuhk.edu.hk)

Please use the e-mails and Discussion Forum in the BLACKBOARD for all course communication.

### VIII. Academic Honesty and Plagiarism

Honesty is a kind of virtue, for which everyone at the university is expected.

Students must submit their papers via VeriGuide and hand in a print out of receipt and a signed Academic Honesty Declaration Statement. Relevant information on academic honesty and plagiarism can be allocated via: <http://www.cuhk.edu.hk/policy/academichonesty>

### IX. Suggested Titles for Term Paper

1. The relation between Jesus and the religious leaders in one or more Gospels.
2. Which order of dialogue between Jesus and Satan in the Matthean and Lukan Temptation Narrative would reasonably be original?
3. The dating of John the Gospel.
4. The significant differences between Synoptics and John the Gospel.
5. Reasons about the death of Jesus from an historical perspective.
6. Arguments for and against the authenticity of one or more Pauline Letters
7. A comparison between the Pauline and Lukan report about the Jerusalem Conference.
8. Other approved titles.

**The Chinese University of Hong Kong  
Divinity School of Chung Chi College  
Paper-grading rubric**

	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Thesis	A clear statement of what is being proposed or argued in the paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.
Arguments	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.
Counter-Arguments	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.

	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
Organization	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.
Style	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.
Documentation	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Source materials are used without documentation.