

Introduction to the New Testament

THEO 1212/5312

LKC LT1 2:30-5:15 (Tue)

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 in order to help students to develop their skill and basic knowledge to do their independent investigation and studies.

All PPT will be in English and some reading will be in English. Both Chinese and English are accepted for student's works.

2. Learning Outcome:

After the course, students 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	Assigned Reading
1	8/9	Introduction: Text, context and interpretation of New Testament	
2	15/9	New Testament Context 1: Greco-Roman Context	
3	22/9	New Testament Context 2: Greco-Roman Context 2	T1 Ch 1*
4	29/9	New testament Context 2: Jewish Context	T1 Ch 3
5	6/10	No Lecture: Australia conference delivered by Prof. IP	T1 Ch 2*
6	13/10	NT Criticisms	
7	20/10	Socio-Rhetorical Interpretation	T2 Ch 13 (1 st 12/10)
8	27/10	Gospel 1: Genre and Synoptic problems	T2 Ch 15*
9	3/11	Gospel 2: Literal Characteristics, Major Themes and Theology	T1 Ch 4
10	10/11	Pauline letters 1: Roman Letter and Rhetoric	T1 Ch 11*
11	17/11	Pauline Letters 2: Major themes and Theology	T2 Ch 21
12	24/11	Johannine Epistles: Genre	T1 Ch 10*
13	1/12	The Letter of James	T2 Ch 20

5. Assessment Scheme:

Assessment (% Share):	Main Criteria:
1. Contextual analysis (25%)	Choose one of the NT contexts, (Honor and Shame, Slavery, Family, etc) analyze its basic nature and possible relationship with NT. No more than 1500 words. (1200 for course 1212) Deadline: 9/11 (23:59)
2. Reading Logbook (25%)	Reading logbook on each assigned chapter of the textbook in each lecture.

3. Final paper (50%)	A final interpretation paper with word limit of <u>no more than</u> 5000 words (English) or 6500 words (Chinese). <i>4000 words (English) or 5500 words for students taking Theo 1212</i> Deadline: 13/12 (Tentative)
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Assessment policy: All works have to be submitted through the Blackboard.

Mark will be deducted unless approval granted before the deadline. 1 mark for each day for the first five days (1,2,3,4,5). 2 Marks will be deducted (7,9,11,13,15) after the fifth day till the tenth day. Deferred work will be accepted only with teacher's approval.

6. Rubric of assessments:

5.1. Reading Log: 3% each

	Excellent (3)	Good (2)	Fair (1)
Criteria: 1. Understanding of the key ideas	Fully	Mostly	Fairly
2. Critical thought	Well demonstrated	Critical thought shown but not enough	Barely shown a critical thought

甲、 Final Paper (50%)

	Excellent (43-50)	Good (35-42)	Fair (28-34)	Fail (under 28)
Criteria: 1. Content: Provide relevant points and information to support the argument (50%)	Strong arguments are well presented	Relevant arguments are well provided. May have weaknesses in some points	Some arguments provided but not substantial enough	Only weak and incomplete argument provided
2. Logically sound of argument and critical	Well and clearly argued. Critical	Well and clearly argued	Overall a logical presentation provided but no	Cannot provide a logical argument

thought reflected (25%)	thought demonstrated		critical thought shown	throughout the paper
3. Coherence: the question is clear and the flow of the paper is addressing the question (25%)	Tightly connected and argued throughout the paper	Coherently argued overall with some parts may not be totally connected with the flow.	Either the question is not clear enough or the structure of the answer may not totally connected.	Simply incoherent due to unclear question or structure of answer.

7. References:

Text books:

*T1. DeSilva, David A.. *An Introduction to the New Testament: Context, Methods and Ministry Formation*. Illinois, IVP Academic, 2018. (With Chinese Edition)

T2. Aune, David ed. *The Blackwell Companion to The New Testament*. West Sussex: Wiley Blackwell, 2010. (E-book available in Library)

* 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）or Warren Carter. *The Roman Empire and the New Testament: An Essential Guide*. Nashville, Abingdon, 2006. (with Kindle edition)

*recommended to buy

Other Introduction to the New Testament:

Brown, Raymond. *An Introduction to the New Testament*. New Haven: Yale University Press, 2016.

Cousar, Charles. *An Introduction to the New Testament: Witness to God's New Work*. Kentucky: Westminster John Knox Press, 2006.

孫寶玲《新約聖經研究導論：初代基督徒的信仰與實踐》台灣：校園書房，2018

NT Context:

Scheidel, Walter ed. *The Cambridge Companion to the Roman Economy*. Cambridge: Cambridge University Press, 2012.

Peter Garnsey and Richard Saller. *The Roman Empire: Economy, Society and Culture*. Oakland: University of California Press, 2015.

DeSilva, David. *Honor, Patronage, Kinship & Purity: Unlocking New Testament Culture*.

Interpretation:

Thiselton, Anthony. *Discovering Romans: Content, Interpretation, Reception*. Grand Rapids, Mich: Williams B. Eerdmans Publishing Company, 2016.

Edwards, Ruth. *Discovering John: Content, Interpretation, Reception*. Grand Rapids, Mich: Williams B. Eerdmans Publishing Company, 2015.

DeSilva, David. *The hope of glory: Honor discourse and New Testament interpretation*. Collegeville, Minn: Liturgical Press, 1999.

DeSilva, David. *Despising Shame: Honor discourse and Community Maintenance in the Epistle to the Hebrews*. Atlanta: Scholars Press, 1995.

Commentaries:

Yale Anchor Bible Commentary (Yale University Press)

Word Biblical Commentary (Thomas Nelson)

Sacra Pagina (The Liturgical Press)

Hemeneia (Fortress Press)

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. *I 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)

8. 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.

9. Contact details:

Email: dripromans2015@gmail.com

10. 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.

11. 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.