

Rel. 5: Introduction to the New Testament
 Professor: Lisa Karnan, Ph.D.
 Spring 2013

Primary Texts: Copies are on reserve at the library

The New Oxford Annotated Bible: New Revised Standard Version With the Apocrypha (4th ed.)
 by Michael D. Coogan, *et al.* editors.
 ISBN: 978-0195289602

Bacchae by Euripides (You may use any translation.)
 ISBN: 978-0486295800

The Canon of the New Testament: Its Origin, Development, and Significance by Bruce M. Metzger
 ISBN: 978-0198269540

A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams (available April 15th)
 ISBN: 978-0226816388

The New Testament: Its Background Growth and Content by Bruce M. Metzger
 ISBN: 978-0687052639

The Other Bible by Willis Barnstone
 ISBN-13: 978-0060815981

Ancient Judaism: New Visions and Views by Michael E. Stone
 ISBN: 978-0802866363

Supplemental Texts (Also on reserve):

The Complete Gospels (4th ed.) by Robert J. Miller
 ISBN: 978-1598150186

Documents for the Study of the Gospels by David R. Cartlidge and David L. Dungan, editors.
 ISBN: 978-0800628093

Documents and Images for the Study of Paul by Neil Elliott and Mark Reasoner, editors.
 ISBN: 978-0800663759

The Galilee in Late Antiquity by Lee Levine
ISBN: 978-0674341142

Invisible Romans by Robert Knapp
ISBN-13: 978-0674061996

Jews, Pagans and Christians in the Galilee: 25 Years of Archaeological Excavations and Surveys: Hellenistic to Byzantine Periods by Mordechai Aviam
ISBN: 978-1580461719

Life in Year One: What the World Was Like in First-Century Palestine by Scott Korb
ISBN: 978-1594485039

The Oral and the Written Gospel: The Hermeneutics of Speaking and Writing in the Synoptic Tradition, Mark, Paul, and Q by Werner H. Kelber
ISBN: 978-0253210975

Paul Among Jews and Gentiles by Krister Stendahl
ISBN: 978-0800612245

Q/Thomas Reader by John S Kloppenborg, et al.
ISBN: 978-0944344118

Warning: There will be unannounced pop quizzes on the reading

Week 1: *Introduction: The Hellenistic Jewish Background of the New Testament or “How Can Jews Be Jewish with no Temple, Land or King?”*

For Tuesday: Bring all seven textbooks to class

For Thursday: Read “Introduction to the Apocryphal/Deuterocanonical Books” p. 1361-7, read “Introduction to Tobit” p. 1368-9, read Tobit 1:4-1:20, 3:7-5:9, 5:11-17, 6:1-9:6, 12:1-22. 14:5-7 and all of the footnotes in the Apocrypha of *The New Oxford Annotated Bible*, study the map on p. 1370, locate Shalmaneser V in the “Timeline” p. 2255 and on the “Chronological Table of Rulers” p. 2258, look for Tobit in each of the three columns of the chart “Canons of the Hebrew Bible” p. 2187, and read “Cultural Contexts: The Persian and Hellenistic Periods” p. 2242-7.

* Hand in 1 paragraph writing assignment: “Looking for Jewish History in Tobit”

* Flip ahead and look over the New Testament in *The New Oxford Annotated Bible* to get a sense of the different kinds of books in it: notice that you must pick a paper topic next week

Week 2: *Introduction to the Audiences of the New Testament or “What Happens When a God Visits Earth?”*

Tentative Final Paper Topic Due
(You Have Until Week 4 To Change Your Mind)

For Tuesday: Read *Bacchae* by Euripides. Read “Textual Criticism” p. 2192-7 in *The New Oxford Annotated Bible*.

* Hand in 1 paragraph writing assignment: “The Greeks (and Romans) and Their Gods: Reading for Theology”

For Thursday: Read the “Introduction to the Letter of James” p. 2119-20, the Letter of James 1:1-5:19, all of the footnotes, and the essay “Cultural Contexts: The Roman Period” p. 2247-53.

Read excerpt from *The Canon of the New Testament: Its Origin, Development, and Significance* by Bruce M. Metzger, and read excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone. James in later Christian imagination: read excerpt from *The Apocryphon of James* in *The Other Bible*.

* Hand in a 1 paragraph writing assignment: “What is the Author of the Letter of James Against?”

Week 3: *Unwritten Christianity or “Jesus Asks: ‘Who Made Me A Divider?’”*

For Tuesday: Read Q in *The Complete Gospels*

Read “Foreword” in *The Q/Thomas Reader*, read “Introduction to the Sayings Gospel Q” in the *Q/Thomas Reader*. Read excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone, and read excerpts from *The Oral and the Written Gospel: The Hermeneutics of Speaking and Writing in the Synoptic Tradition, Mark, Paul, and Q* by Werner H. Kelber. How to memorize a list of disconnected things: read excerpts from *The Gospel of Thomas* and the *Gospel of Philip* in *The Other Bible*.

* Hand in 1 paragraph writing assignment: “What are the Q People Against?”

For Thursday: Read “Introduction to the Letter of Jude” p. 2149, the Letter of Jude 1:1-24, and all of the footnotes; read “Introduction to the Letter to the Hebrews” p. 2103, Letter to the Hebrews 2:1-18, 3:12-5:14, 8:1-9:28, 12:1-12:21, and all of the footnotes; read the essay “Interpretation: The New Testament Interprets Jewish Scriptures” p. 2204-7. Also read 2nd excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone. Other windows on Jewish Christianity: read the *Gospel of the Hebrews* and the *Gospel of the Ebionites* in *The Other Bible*.

* Hand in short writing assignment: “What Information Does the *Letter of Jude* (or the *Letter to the Hebrews*) Provide About Divisions in Early Christian Communities?”

Week 4: *Introduction to Paul (More Early Christian Letters) or “Are Christians Jewish?”*

Final Paper Section 1 Outline Due

(Your Topic Choice Cannot be Changed after Week 4)

For Tuesday: Read “Introduction to the Letters/Epistles in the New Testament” p. 1973-4, “The Letter of Paul to the Galatians” p. 2041-2, Galatians 1:1-6:18, all the footnotes, study the map on p. 2044. Read excerpts from *Paul Among Jews and Gentiles* by Krister Stendahl, read excerpt from *The Canon of the New Testament: Its Origin, Development, and Significance* by Bruce M. Metzger. Christianity within Judaism: read “Ode 17” in the *Odes of Solomon* in *The Other Bible*

p. 277-8.

* Hand in short writing assignment: “Paul’s View of Himself in Galatians”

For Thursday: Read “The First Letter of Paul to the Thessalonians” p. 2074-5, 1 Thessalonians 1:1-5:28, and all of the footnotes. Paul in later Christian memory: read excerpt from the *Acts of Paul* in *The Other Bible*.

* Hand in short writing assignment: “How Do The Early Christians Set Themselves Apart in 1 Thessalonians?”

Week 5: *Shaping Christian Identity or “Does Early Christian Freedom Include Women, Too?”*

For Tuesday: Read “The First Letter of Paul to the Corinthians” p. 1999-2000, 1 Corinthians 1:1-16:24, and all of the footnotes. Read excerpt from *The New Testament: Its Background Growth and Content* by Bruce M. Metzger, read excerpt from *Paul Among Jews and Gentiles* by Krister Stendahl. The traveling proclaimer from the Christian assembly’s point of view: read excerpt from the *Didache*.

* Hand in short writing assignment: “Reconstructing an Early Christian Church Service”

For Thursday: Read “The Second Letter of Paul to the Corinthians” p. 2025, 2 Corinthians 1:1-13:13, and all of the footnotes. Read excerpt from *Invisible Romans* by Robert Knapp. Other views on Christian baptism and liberation: read excerpts from the *Gospel of Philip* and the *Gospel of Thomas* in *The Other Bible*.

* Hand in short writing assignment: “Reconstructing the Lives of Early Christian Missionaries” (Use only 2 Corinthians, not 1 Corinthians or the *Didache*, for this assignment.)

Week 6: *Shaping the Christian Message with Gospels or “We’re a New Religion: We Need Our Own Books!”*

Final Paper Section 2 Outline And Bibliography Due

For Tuesday: Read “Introduction to the Gospels” p.1743-5, examine the diagram “The Four Source Hypothesis” on p. 1745, study the 2 charts “Parallel Texts” p. 2266-7, read “The Gospel According to Mark” p. 1791, the Gospel of Mark 1:1-16:8, study the map on p. 1800, read all of the footnotes including “Two attempts to provide a more satisfactory ending to the Gospel of Mark”. Read excerpt from *Life in Year One: What the World Was Like in First-Century Palestine* by Scott Korb, read excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone. Other Jewish views on righteousness and the correct understanding of religion: read excerpt from the *Manual of Discipline* in the *Other Bible*.

* Hand in short writing assignment: “Looking for Jewish Diversity in the Gospel of Mark”

* On Thursday, bring to class any translation from the Bible that is not the *Revised Standard Version* or the *New Revised Standard Version*.

For Thursday: Read “Translations of the Bible into English” p. 2197, read 2nd excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone, and read excerpt from *The New Testament: Its Background Growth and Content* by Bruce M. Metzger. Ancient ideas about

translating the Bible: read excerpt from the *Letter of Aristeas* in *The Other Bible*.

* Hand in short writing assignment: “Bible Prefaces and Bible Translators”

Week 7: *Refining the Gospel or “Christians Aren’t Jews! Everyone (Including Women and Minorities) Are Welcome!”*

Final Paper Rough Draft Due

For Tuesday: Read “The Gospel According to Luke” p. 1827-9, the Gospel of Luke 1:1-24:53, all of the footnotes, find King Herod of Judea, the Emperor Augustus and the Emperor Tiberius on the “Timeline” and the “Chronological Table of Rulers” in the back. Read excerpt from *Life in Year One: What the World Was Like in First-Century Palestine* by Scott Korb and read excerpt from *Invisible Romans* by Robert Knapp. Early Christian fan fiction: read excerpts from the *Infancy Gospel of Pseudo-Matthew* and the *Infancy Gospel of Thomas* in *The Other Bible*.

* Hand in short writing assignment: “Looking for Roman History in the Gospel of Luke”

For Thursday: Read “The Gospel of Matthew” p. 1746-7, the Gospel of Matthew 1:1-15:39, 18:1-22, 20:17-21:46, 23:1-24:51, 25:31-28:20, all of the footnotes, study the map on p. 1777, look again at the diagram on p. 1745, and re-examine the 2 charts “Parallel Texts” p. 2266-7. Read “Establishing the Text of Q” in *The Complete Gospels*, and read excerpt from *Ancient Judaism: New Visions and Views* by Michael E. Stone. Read second excerpt from the *Gospel of Thomas* in *The Other Bible*.

* Hand in short writing assignment: “Looking for Jewish History in the Gospel of Matthew”

Week 8: *A Gospel for (and from) Eternity or “Christians Really Aren’t Jews – And Women and Minorities Should Read the Fine Print About Christian Freedom”*

For Tuesday: Read “The Gospel of John” p. 1879-81, the Gospel of John 1:1-4:54, 6:1-6:71, 8:1-14:31, 17:1-21:25, all of the footnotes including “Jesus and the Adulteress” p. 1895, study the map on p. 1883. Read the excerpt from *The Canon of the New Testament: Its Origin, Development, and Significance* by Bruce M. Metzger. Read excerpt from the *Secret Book of John* (some translations call it the *Apocryphon of John*) in *The Other Bible*.

* Hand in short writing assignment: “The Jesus of Q and the Jesus of the Gospel of John”

For Thursday: Read 2nd excerpt from *The Canon of the New Testament: Its Origin, Development, and Significance* by Bruce M. Metzger, read 2nd excerpt from *The New Testament: Its Background Growth and Content* by Bruce M. Metzger, read excerpts from the *Acts of John* in *The Other Bible*.

* Hand in short writing assignment: “The Death of Jesus in the Gospel of Matthew and the Gospel of John”

Week 9: *Late Christian Letters or “The Social Experiment is Over: Christians Are Romans! (Now Please Don’t Throw Us To the Lions)”*

Final Paper Due

For Tuesday: Read “Introduction to the Pastoral Epistles” p. 2084, read “The First Letter of Paul

to Timothy” p. 2085, read 1 Timothy 1:1-6:20, and all of the footnotes. Read “The Second Letter of Paul to Timothy” p. 2091, 2 Timothy 1:1-4:22, and all of the footnotes, and “Interpretation: Christian Interpretation in the Premodern Era” p. 2213-20. Read excerpt from *The Canon of the New Testament: Its Origin, Development, and Significance* by Bruce M. Metzger, read excerpt from *Invisible Romans* by Robert Knapp, read handout on Roman social order from *When Women Were Priests* by Karen Torjesen.

* Hand in short writing assignment: “1 Timothy and 2 Timothy and Roman Social Order”

For Thursday: Read “Introduction to Titus”, Titus 1:1-3:15, and all of the footnotes. Read “The Canons of the Bible: The New Testament” p. 2189-91, study the chart on p. 2191. Read excerpt from *The New Testament: Its Background Growth and Content* by Bruce M. Metzger. Other early Christian letters and women: read excerpt from *Ptolemaeus’ Letter to Flora* in *The Other Bible*.

* Hand in short writing assignment: “Comparing Church Officials in Titus and 1 Corinthians”

Description: This course is designed to familiarize the student with the gospels and letters in the New Testament 1. Develop familiarity with the two main types of literature found in the New Testament 2. Understand the history of Christianity and the New Testament 3. Understand the history and cultures that produced early Christianity

This class will teach how historians read religious books. This class is not designed to make anyone more (or less) religious nor talk anyone into changing their beliefs (or their doubts or their lack of beliefs). This classroom will maintain a tone of respect towards all religions (and towards those who do not have a religion) and it is not a place for promoting any single religion nor for ranking religions as superior or inferior. Dead religions will be treated with the same attention and respect as living ones.

Class Requirements: 1. Read all the primary texts and other assigned material 2. Attend class (including all announced x-hours), participate in class and online discussions, activities and presentations, read aloud when called upon 3. Do all take-home, online and in-class quizzes and writing assignments 4. Submit a final paper (8 pages minimum). Do not use Wikipedia. Papers should be submitted by email in .RTF or PDF format (check the “save as” options on your word processor). No eating or drinking in class.

Grade Evaluation: Attendance, assignments, online and in-class participation: 1/4 of final grade, Pop quizzes and short writing assignments: 1/4 of final grade, Final paper 1/2 of final grade. Late assignments and papers will lose one letter grade per day. Inform professor promptly of any anticipated absences from class.

These requirements are subject to change by Professor Karnan.

Final Paper:

Minimum length: 8 pages

Don't open a search engine or go to the library yet!

Section 1:

Chose one of the books in the New Testament from *The New Oxford Annotated Bible*. It does not have to be a book we have covered in class. Read your chosen book in its entirety, ignoring (or deliberately forgetting) the introduction and footnotes. Then, before doing any research answer the following questions:

WHO – What can you learn about the writer of this document just by reading it? Describe the clues they give to their own identity, with quotes. Does this match who the document claims it was written by? (Ignore the title and traditional author.) Are there reasons to think the document may have been written by several people at different times? (Do any parts look tacked on or like something was cut out?)

WHAT – What kind of document is this? Is it a letter, a history, a collection of sayings? How do you imagine that it was read or used? Why was it kept after being read once? If it says it is one thing (a song, a letter, a history) are there things about the text that point to it starting out life as one thing and getting reshaped into another?

WHERE – What clues does this document give about where it was written? You won't be able to give GPS coordinates but what type of environment was the writer in? Were they alone? Did they work from any sources? Do they quote any books or other works, mention any titles, use a secretary or a scribe, or put in long passages that do not look like their own way of writing?

WHEN – When was this document written? What government was in power? What kind of things were going on in the world? What historical events or famous people does the writer refer to or know about? Does the document mention any rival people or religious groups that the author disagrees with? (Even if it is just by a nasty name?)

WHY – Why did the author of this document write this text? Were they trying to persuade their readers, put forward a vision of how things should be, win converts, or write a neutral historical account? How did this document further their interests or make them look good? (Or does it?) If there were other documents of the same kind then what motivated the writer to produce this one? What did they do different or what special point did they make?

Use quotes from your chosen book (with **CHAPTER:VERSE** citations) to back up all of your points.

Close with SO WHAT – how does thinking about these answers change this document’s meaning or importance? Would it make a difference to most readers to know the answers you have come up with?

Do not get anxious and look up the answers! For this section of your Final Paper, I care far more about your own thinking-through of these questions and your ability to read for details than whether your answers are right. At this point you are only coming up with theories and hypotheses about history: you are free to be wrong.

Section 2:

After you have written Section 1 of your paper now go to the library and fact-check yourself on the first five questions (Who-Why). Use only print sources (or sources that also exist in print form) from the past 10 years. (Check with me if you need to make an exception). Your Turbabian-formatted bibliography should contain at least 5 separate items. Finish your paper with a section on what you guessed correctly and include a detailed description of which (if any) historical details in your book you overlooked. Pick only the most significant details if you are working on a longer document like a gospel. (No matter what book you are working on you will encounter a great deal of general historical information you did not know: you are not expected to know it. Look for historical arguments that depend on details you did not notice or interpreted differently.) **Footnote your sources.**

For the last part of your paper, write up the results of your research for questions (Who-Why). Did you agree or disagree about the importance and meaning of the details they noticed? (Avoid using the word “I”, *i.e.* instead of “I disagree with Dr. Karnan’s assertion about John the Baptist’s shoes” write something like: “Dr. Karnan places too much importance on the detail that John the Baptist wore sandals. Sandals were worn all over the Roman world and John’s footwear, by itself, does not support Dr. Karnan’s assertion that the Baptist was an avid beachgoer.”) End your paper with a paragraph or section on how the views of more experienced historians change your last question: So What?

Rules of thumb:

Ignore titles, introductions, and footnotes: ancient books often circulated for centuries on their own in widely varied forms under various titles and attributed to various authors. Read each work as if it came down to us without a title or an author as a single bundle of papyrus or parchment. If it is now part of a collection of books (*i.e.* the Bible), ignore that fact while writing your paper.

Be specific: quote which words, phrases, or short passages in the document support your statements. Do not use these quotes to pad your term paper: blocks of text which seem to be ornamental or only dimly related to your point will count against your grade.

When writing fact-checking portion of your paper you may use all of the footnotes and

supplemental materials in *The New Oxford Annotated Bible* and any print resource you can find at the library. Do not use any online-only sources.

Footnote all quotations from historians or secondary sources. Use *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams for all of your paper's formatting, style, and footnotes. Your paper must be double spaced, in 12-point Times New Roman font, on one side of the page, with one inch margins all the way around the page. Quotes longer than three sentences long must be single spaced with two blank single-spaced lines above and below the quote. Papers may be emailed in .RTF or PDF format. Late papers and assignments lose a grade a day.