



Course Syllabus
WYB2660HS – Introduction to the New Testament II: *Who is Jesus? Kerygma, Cross, and Community from Paul to Revelation*
Wycliffe College
Toronto School of Theology
Winter 2020

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number:	WYB2660HS
Course Name:	Introduction to the New Testament II: <i>Who is Jesus? Kerygma, Cross and Community from Paul to Revelation.</i>
Campus:	St. George
Class Meetings	Wednesdays: 6:45pm-9:45pm
Room:	TBD

Instructor Information

Instructor:	Stephen Chester, PhD
E-mail:	schester@wycliffe.utoronto.ca
Office Location:	Room 225, Wycliffe College, 5 Hoskin Ave.
Office Telephone:	(416)-946-3535 ext. 3599
Office Hours:	Thursdays 2:00pm – 4:00pm or by appointment at other times
Teaching Assistant:	

Course Prerequisites or Requisites

None

Course Description

An introduction to a portion of the New Testament: 1 Thessalonians, 1 and 2 Corinthians, Galatians, Romans, Philippians, Colossians, 1 Peter, Hebrews and Revelation. The guiding question of the course is: 'Who is Jesus?' with significant emphasis placed on the New Testament authors' understanding of Jesus as the one who saves. The course approaches the question through a variety of optics: a close reading of the biblical texts, attention to historical context, especially as revealed through art and artifacts, and the reception of the texts in the art and life of the church. This course functions as the second half of the Wycliffe introduction to the New Testament, or it can be taken on its own.

Course Methodology

Lectures, tutorials, readings, inductive paper, exegetical paper, student presentations, weekly questions.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will identify historical context of various New Testament books studied	Tutorial discussion; papers	MTS: 1.1, 1.3 MDiv: 1.1
• will analyze NT letters in relation to their historical context	Tutorial discussion; papers.	MTS: 1.1, 1.3 MDiv: 1.1, 1.2
• will be able to express, restate and recognize the Christological particularities of the various New Testament books studied	Tutorial Presentations	MTS: 1.1 MDiv: 1.1, 1.2
• will analyze and compare particular christologies	Inductive paper Comparative Exegetical Paper	MTS: 1.1, 1.2 MDiv: 1.1, 1.2, 2.2

Course Resources

Required Course Texts

- *The New Revised Standard Version.*
- P. J. Achtemeier, J. B. Green and M. Meye Thompson, *Introducing the New Testament. Its Literature and Theology.* Grand Rapids: W. B. Eerdmans, 2001.
- David G. Horrell, *An Introduction to the Study of Paul.* 3rd edition. New York: Bloomsbury T&T Clark, 2015.

These books have been ordered for you at the University of Toronto Faculty of Law Bookstore, 78 Queens Park, Room P125, Toronto ON M5S 2C5.

Course Website

- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN

gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar for further help (jhocking@wycliffe.utoronto.ca).

Class Schedule

Week 1 (January 8): Syllabus Review, Introduction to Greco-Roman Society I (empire, economy, and religion), 1 Thessalonians

Readings: 1 Thessalonians, Horrell 153-80.

PLEASE NOTE: The readings are to be done ahead of class. That is, the readings listed under Jan. 8 should be done prior to coming to class. This is necessary in order to participate as fully as possible in the tutorial discussions.

Week 2 (January 15): Introduction to Greco-Roman Society II (social status, gender, and ethnicity), 1 and 2 Corinthians

Readings: 1 Corinthians; John M.G. Barclay, "Thessalonica and Corinth: Social Contrasts in Pauline Christianity," in *Journal for the Study of the New Testament* 47 (1992), 49-74.

Week 3 (January 22): Paul's Life and Mission

Readings: Gal 1:11-24, Phil 3:4b-11, Rom 7:7-25; Horrell, 17-59; Larry W. Hurtado, "Paul's Messianic Christology" in G. Boccaccini and C.A. Segovia eds., *Paul the Jew: Rereading the Apostle as a Figure of Second Temple Judaism* (Minneapolis: Fortress, 2016), 107-32.

Week 4 (January 29): Galatians

Readings: Galatians; Horrell, 125-52.

Week 5 (February 5): Romans

Readings: Romans 1-8; Horrell 79-124.

Week 6 (February 12): Romans

Readings: Romans 9-16; AGMT, 299-326. **Inductive Study Due at Beginning of Class.**

Week 7 (February 19): Reading Week: No Class

Week 8 (February 26): Philippians

Readings: Philippians; AGMT, 391-405.

Week 9 (March 4): Colossians

Readings: Colossians; Horrell 181-205.

Week 10 (March 11): Hebrews

Readings: Hebrews; AGMT, 456-90.

Week 11 (March 18): 1 Peter

Readings: Readings: 1 Peter; AGMT, 513–27.

Week 12 (March 25): Revelation

Readings: Revelation; AGMT, 555–87.

Week 13 (April 1) Revelation continued; closing discussion; **Comparative Exegetical Paper Due at Beginning of Class**

Readings: R. Bauckham, *The Theology of the Book of Revelation* (Cambridge: CUP, 1996), 1-22

Evaluation

Requirements

1. Attendance at class and active participation in tutorials (10%). It is expected that students will attend every class and tutorial. If there is an urgent reason why you cannot be in attendance, you must contact the professor to explain. The class participation grade is worth a significant amount of the final grade and will be allotted on the basis of class attendance and participation in tutorials.

2. Inductive Exegesis Paper: DUE Feb. 12; at the *beginning* of class. Worth 25%.

Read 1 Thess 1:5-10 and 1 Cor 1:18-2:1 in light of what you have learned about Paul's life and gospel proclamation. Address the questions: 1. Who is Jesus in Paul's proclamation (kerygma) in this passage? 2. What does this passage suggest about the implications for the community of who Jesus is (the kerygma) [in Paul's theology?

Choose one of these two passages (i.e. either 1 Thess 1:5-10 or 1 Cor 1:18-2:1) on which to write your paper.

Instructions: Write a 1200-1500 word paper and include the following sections: (As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Context of Passage (15%)

Observe where this passage fits in the letter, what has gone before it, what comes after it, and what function this passage serves in the letter. You will rely first on reading the letter several times without the help of commentaries, and then use commentaries to help you understand. *NOTE:* Use primarily commentaries in major series, such as Anchor Bible Commentary Series, Hermeneia, Word Biblical Commentary Series, The International Critical Commentary Series, The New International Greek Testament Commentary Series, The New International Commentary on the New Testament, etc. You can also be guided by the list of recommended reading on p. 446 in the textbook by Achtemeier et al.

2. Observations and Your Opinion (65%)

Articulate what the issues are in interpreting this particular passage (i.e. what questions does it raise that you have to answer in order to analyze it) and offer your analysis of what Paul was saying. Be sure to give reasons for what you think Paul is saying.

Preparation: Preparation for the presentation of your ideas for this second part of the paper requires you asking yourself: what words and phrases are difficult to understand, and/or what

concepts and events are difficult to make sense of? What words or ideas are unusual in a 21st century context? As with the first step, prior to consulting secondary sources, read the passage over several times with these questions in mind. Make notes on the challenges you have for understanding what Paul is saying, then refer to scholarly aids such as commentaries, Bible dictionaries, Theological Dictionary of the New Testament (TDNT), books, or articles.

NOTE: This preparatory work is not meant to be documented in your paper. It is, however, essential that you do it in order to properly present your observations and opinions.

After this preparation: Present in cogent and concise form your observations and opinions about what Paul is saying and why you think this.

You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007).

Note: The bibliography and footnotes should indicate that you have consulted at least four secondary sources.

3. The Passage's Contribution to Christology (15%)

Suggest what Paul may be saying about the work of Christ and the significance of Christ's work for God's creation. That is, how does this passage contribute to an understanding of Paul's Christology?

4. Practical Use and/or Questions that Remain (5%)

Ideas for preaching or teaching, or questions for further study.

Please Note:

- a. Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft. All papers must include a word count.
- b. Plagiarism is a serious offence. *The minimum penalty for a plagiarized paper is the grade of zero.* If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you must acknowledge your sources.

3. Comparative Exegetical Paper: DUE April 1; at the *beginning* of class. Worth 35%

A 3000-3500 word paper describing and comparing the identity and significance of Jesus Christ in the following passages: Hebrews 1:1–4 and Phil 2:5–11.

Instructions:

Preparation: For each of Hebrews 1:1–4 and Phil 2:5–11 follow the steps (except for #4) outlined above for the Inductive Exegesis Paper. Following these steps is the preparatory work for writing the paper. That is, the paper you hand in will not describe in detail, or in order, the essential work you do in the preparatory inductive study of the passages. Evidence of your having done this work, however, will be clear in the observations and footnotes you include in your final product.

The paper must include the following sections. As with the Inductive Exegesis Paper, there is a value attached to each section. Be sure the amount of space and effort you devote to each section reflects the value assigned.

1. Interaction between the Two Passages (80%)

The paper will put Hebrews 1:1–4 and Phil 2:5–11 in interaction with each other, looking at the similarities and differences between their views of the significance of Christ's identity. This section must evidence the preparatory work described above.

2. Relevance for Proclamation (20%)

Discuss how the similarities and differences you have noted affect presenting, teaching and proclaiming Christ today.

Note: Consult at least four secondary sources (commentaries, monographs and/or articles). See above (under instructions for Inductive Exegesis Paper) regarding recommended commentaries, warnings about plagiarism and the importance of style.

4. Tutorial Presentation 20%

Each tutorial (beginning Jan 15) will begin with a student presentation and discussion arising from it. Students will sign up for either presentation #1 (Jesus the savior) or presentation #2 (preaching the kerygma). Presentations are worth 20%.

Presentation #1: Present the main points made by the NT book assigned for that week about how Jesus saves human beings. Write a brief profile of Jesus as savior on the basis of the evidence of the assigned NT book.

An excellent presentation will evidence careful study of the NT book and will focus on what God has done for the world in and through Jesus. One way to do this (even for non-narrative texts) is to try to get inside the mind of the NT author you are reading and imagine the story of Jesus that (consciously or unconsciously) informed what the author wrote to the original audience. However, in some cases it may be that a NT book concentrates on particular aspects of God's actions in Christ and that rather than telling a story of Jesus it is more appropriate to present a set of key concepts that are emphasized with that particular book. You need to decide which approach fits best the nature of the text on which you are presenting. Either way, remember that in order accurately to reflect what a NT book says about how Jesus saves it may be necessary to include characters other than Jesus, such as God, Satan, humanity, creation, the author of the book on which you are working, etc. Please note, however, that the figure of Jesus must remain the main focus of the presentation.

Making your presentation to the tutorial group must take NO LONGER THAN 15 minutes. You MUST leave time for discussion (10 minutes at least). *You need to have directive questions prepared in order to stimulate discussion.* The discussion should be centred on interesting aspects of the presentation of Jesus which you have found embedded in the NT book with which you worked and which you tried to highlight by means of your presentation.

Hand in the text of your presentation and questions for grading. Worth 20%.

OR

Presentation #2: Prepare a 12-15 minute sermon based on a key passage (chosen in consultation with the professor) from the NT book of the week. The sermon should arise from the passage and speak to the question of who Jesus is, and what that means for the life of *this* community. Your sermon should seek to uncover the kerygma – the gospel proclamation -- that is contained in the book, and to re-present it for this 21st-century 'ekklesia' (the class!). Keep at the centre of your preparation the question of who Jesus is for Paul/Hebrews/1 Peter/Revelation, and what that means for the life of the people to whom you are speaking the "good news about Jesus" (kerygma) today. Pay attention to how the passage works in its context in the NT book – what comes before it, what comes after it, what part does

it play in the structure of the book? Use your literary/theological imagination to investigate OT echoes and ask how they illuminate and add depth to the passage and its proclamation. Use your historical imagination to recreate how the first listeners would have heard Paul's or 1 Peter's or Hebrews' or Revelations' words (remember, as a first-century listener you are a brand new believer and many of the claims about Jesus are unprecedented or, at the very least, unusual!). You may also want to ask how people have heard this book's words in the life of the church (this is a question about "reception," and you can find the answer not just in commentaries and sermons but in art, music, poetry, etc.). Then speak the gospel as you have uncovered it in this NT passage.

Hand in the text of your sermon for grading. Worth 20%.

(The *tutorial group's* responsibility is to use the Biblical text as the basis of their responses.).

5. Weekly Questions: 10%.

For each of the 10 weeks for which readings are assigned, students shall hand in one question on the reading assigned from the textbook (not the Biblical reading). The question must demonstrate that students have read and grappled with the textbook material. Each question is worth 1%. *They must be handed in at the beginning of class (i.e., before the lecture begins) to your tutorial leader.*

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Exceptional
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Acceptable
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty

AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Up until a week after submission deadlines, two percentage points per day will be deducted from the assignment grade if an extension has not been requested by the stated deadline. Beyond the end of the first week a further 10% will be deducted from the assignment grade for each week or part of a week. However, no late work will be accepted without an approved extension after Friday December 13.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from

<http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

Back-up copies. Please make back-up copies of all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.