

## **EMB1506: Introduction to the New Testament, Part II**

Winter 2020 (Tuesday 9:00 am – 12:00 noon)

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### **Purpose**

This course is Part Two of a two-part introductory survey course. It aims to acquaint the student with issues that scholars and other attentive readers of the New Testament often have found to be significant in the Pauline Corpus + Catholic Epistles + Book of Revelation. In other words, the course offers a foretaste of the feast to come for those who would continue in this line of inquiry.

### **Outcomes**

By the end of this course the student will be able to:

1. Describe salient features of each of the different biblical books making up the Pauline Corpus + Catholic Epistles + Revelation
2. Practice diverse methods of biblical interpretation regarding these texts
3. Demonstrate how the social history that the Pauline Corpus + Catholic Epistles + Revelation imply, both collectively and individually, is part of the theological vision that they all create together

### **Methods of Instruction**

1. Weekly assigned reading (before class)
2. Weekly lectures by the professor
3. Occasional small-group discussions on the basis of specific questions
4. Four written assignments

**Student Assessment** will be based upon:

1. Regular attendance with informed participation (25 %)
2. Timely and proper completion of all written assignments (75%)

*Written assignments should synthesize:*

1. Content of the weekly assigned readings
2. Learning from classroom and small-group discussions
3. Response to the weekly lectures by professor

### **Grading System**

A+ (90-100)  
A (85-89)  
A- (80-84)  
B+ (77-79)  
B (73-76)  
B- (70-72)  
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work.** Basic Degree students are expected to hand in assignments by the date given in the course outline. A penalty is not applied to students with medical or compassionate difficulties; 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. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes 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.

**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. Course grades may be adjusted where they do not comply with University grading policy

<http://www.governingcouncil.utoronto.ca/policies/grading.htm>

or college grading policy.

### *Policies*

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students 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](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>.

**Back-up copies.** Please make back-up copies of essays 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](http://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.

***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 should 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.

### **Written Assignments**

1. *Due 14 January 2020:* In 2-3 pages – double-spaced, 1-inch margins, 12-point type – describe the earliest Christian gospel according to 1 Thessalonians. Remember that this was the only Christian writing existing at the time to help you know anything about that gospel.

2. *Due 25 February 2020:* In 7-10 pages – double-spaced, 1-inch margins, 12-point type – compare and contrast the different ways in which Jesus “saves” in 1 Thessalonians, 1 and 2 Corinthians, Philippians, Galatians, and Romans. In other words, describe what Paul’s “gospel” was according to each of these writings? Be specific in your textual references, citing chapter and verse. Do not confuse the distinctive discourse of each of the “letters” with any of the others. In other words, don’t ‘mix’ your epistles! The focus of the paper should be on the exegetical evidence as you find it in each biblical book. Use the textbooks and the weekly lectures as “guides” to reading what is said in the biblical text; and then use them either as “corroboration” of your own reading, if you agree, or as a “qualification” of what you would conclude, if there is disagreement.

3. *Due 17 March 2020:* In 3-5 pages – double-spaced, 1-inch margins, 12-point type – compare the ethical instructions regarding EITHER women OR slaves in 1 Thessalonians, 1 and 2 Corinthians, Philippians, Philemon, Galatians, and Romans, on the one hand, and, on the other hand, in Colossians, Ephesians, 1 and 2 Timothy, Titus, and Hebrews. How does “Paul’s” gospel regarding the female or enslaved body change within AND between these two groups of texts, which together make up the *corpus paulinum*. Plainly, you will not be able to discuss everything. Focus therefore on what is GLARINGLY OBVIOUS! For example, you could compare what is said about slaves in 1Cor 7:17-24; Philemon; Gal 3:28; Rom 6:15-23; 13:1-7 with what is said about the same in Col 3:22-41; Eph 6:4-9; 1Tim 6:1-2; Tit 2:9-10; Heb 12:1-13. Again, be sure to pay attention to the differences within each of these two groups of texts as well as to the differences between the two groups as a whole. Once more, focus on the FLAGRANTLY OBVIOUS.

4. *Due 7 April 2020*: In 3-5 pages – double-spaced, 1-inch margins, 12-point type – discuss how EITHER James OR Revelation would “supplement” the *corpus paulinum*. In other words, how does one or the other of these two writings “correct,” “extend” and / or “redo” something that “Paul” wrote? Said otherwise, what would be “missing” from the New Testament if James or Revelation had not been included in the canonical (orthodox) New Testament? Do you agree with this? Explain why you answer as you do.

### Textbooks

- *The Christian Bible* (including the Apocrypha; preferably the Revised or New Revised Standard Version)
- Raymond E. Brown, S.S. *An Introduction to the New Testament* (New York: Doubleday, 1997)
- Bart D. Ehrman. *The New Testament: A Historical Introduction to the Early Christian Writings*, 6th ed. (Oxford: Oxford University Press, 2016)

### Course Outline

<b>January 07</b>	<b>Introduction / 1 and 2 Thessalonians</b>
	Ehrman 334-367, 434-441
	Brown 409-455, 456-466, 590-598
<b>January 14</b>	<b>1 Corinthians</b>
	Ehrman 368-379
	Brown 511-540
	FIRST WRITTEN ASSIGNMENT DUE
<b>January 21</b>	<b>2 Corinthians</b>
	Ehrman 379-383
	Brown 541-558
<b>January 28</b>	<b>Philippians / Philemon</b>
	Ehrman 392-400
	Brown 483-510
<b>February 04</b>	<b>Galatians</b>
	Ehrman 383-392
	Brown 467-482
<b>February 11</b>	<b>Romans</b>
	Ehrman 401-422
	Brown 559-584

<i>February 18</i>	<i>NO CLASS – Reading Week!</i>
<b>February 25</b>	<b>Colossians / Ephesians</b>
	Ehrman 442-448
	Brown 585-589, 599-637
	SECOND WRITTEN ASSIGNMENT DUE
<b>March 3</b>	<b>1 and 2 Timothy; Titus</b>
	Ehrman 449-473
	Brown 638-680
<b>March 10</b>	<b>Hebrews</b>
	Ehrman 474-492
	Brown 683-704
<b>March 17</b>	<b>Acts / 1 and 2 Peter / Jude</b>
	Ehrman 312-333, 493-512, 523-526
	Brown 279-332, 705-724, 748-772
	THIRD WRITTEN ASSIGNMENT DUE
<b>March 24</b>	<b>James</b>
	Ehrman 513-528
	Brown 725-747
<b>March 31</b>	<b>1-3 John / Revelation</b>
	Ehrman 529-546
	Brown 383-405, 773-813
<b>April 7</b>	FOURTH WRITTEN ASSIGNMENT DUE