**Course Description**

The New Testament is a collection of some of the earliest traditions and teachings of the Christian community. From the stories of Jesus in the gospels to accounts of early church prophets and ministers, from letters addressing pastoral problems to theological reflections and apocalyptic visions, this anthology shapes our Christian imagination and our very lives. This course introduces you to these central texts, to the figure of Jesus in them, and to the early Christian authors and audiences who wrote them. We’ll discuss the pastoral issues they faced even while we consider our own pastoral context today. And since this is also your core New Testament course, it will introduce you to the spiritual and intellectual discipline of biblical studies through its focus on methods of inquiry and tools of study. The course privileges Catholic perspectives on the interpretation of scripture in the life of the Church, perspectives that amplify the voice of the poor and marginalized as we reflect on what the “good news” might mean today.

**Course Learning Objectives**

The GPPM Program curriculum is designed around ten learning objectives distributed across your courses. This core New Testament course focuses on two, so that by the end of this course you will be able to:

1. Demonstrate an understanding of the New Testament according to the following competencies *(GPPM Objective 1.A)*:
   a. Summarize principles of Catholic and academic biblical interpretation (quiz #1, class 2).
   b. Describe the overall structure, peculiar purpose, literary genre, theological themes and probable audience for one gospel (quiz #2, class 7).
   c. Use the basic tools for biblical exegesis, namely the concordance, synopsis, commentary, biblical or theological dictionary, *New Testament Abstracts* and the ATLA Religion Database (Exercises 2, 3, 4 & 5; Exegetical Research Paper).
   d. Identify and apply the definition, steps, assumptions, goals, and limitations of two critical exegetical methods (Exercises 1, 3 & 6; Exegetical Research Paper).

2. Integrate the perspective of the poor and marginalized in your reflection on theological and pastoral issues *(Theological Reflection Exercise; Exegetical Research Paper; GPPM Objective 4.B).*
How to Prepare for Class

Reading and Study Prior to Class

The readings listed under each evening’s topic should be read before that class. They will provide the basis for our class discussion. Readings listed as “primary” are those from the New Testament, while those listed as “secondary” are from modern scholars. If time is tight, prioritize the primary readings and the exercise for that night. (learning objectives 1.a, b, d, 2)

Where to Find the Readings

Most of our primary readings are in the Bible, the New Testament Workbook, and Aland’s Synopsis of the Four Gospels. Most of the secondary readings are in our other course textbook (The New Testament: Methods and Meanings). Occasionally, the reading won’t be in one of those four sources, but on our course Camino page (in two places: linked on the syllabus and stored at the Files tab in the “Required Readings” folder). You can access Camino using your SCU user ID and password in one of three ways: directly from the Camino login page (https://camino.instructure.com), from the general SCU login page (http://www.scu.edu/siteindex/sculogin), or from the Camino link on our course website. All of the Camino essays are from books, and those books are on hard-copy reserve at the circulation desk (full bibliographic information is given at the Camino link on our course website).

Questions, Lecture and Discussion

Each class will include time for your questions and insights from the readings and exercises, along with formal presentations by the professor and small-group work. Each class will end with an introduction to the following week’s readings and exercise. There will also be plenty of in-class discussion of your progress on your exegetical research paper, and each of the exercises gives you the opportunity to build toward that larger project and identify questions along the way.

Course Resources

New Testament Workbook

One of the required texts for our class is a printed workbook that will be available on our first night of class (in class). You are required to buy the printed and bound copy. But in case you are away from your physical copy and want to check something, a pdf of the document is available on the course website, broken down by exercise, and it includes links and audio files for rhetorical criticism that will be useful.

Course Website & Camino Page

A website complements the course, providing ready access to the course syllabus, Camino, and library reserve pages, and other useful resources for your reading, reflection and research. The url is printed on the bottom of the first page of this syllabus, and a link to the site appears on our course Camino page.

Camino is the University online learning management system. See “Where to Find the Readings” above for login directions. Course enrollment automatically adds our class to your list of classes on Camino. Camino is the repository for all course readings that are not in the required textbooks (see “Where to Find the Readings,” above). Camino is also the site where you will upload your written work for this class, including your final exegetical research paper. Please upload all work in Microsoft Word format so that the professor can use Track Changes to provide feedback. Assignments are always due before 6:00 p.m. on the due date.

Library Reserves

All the required course textbooks, as well as some basic exegetical resources, are on course reserve. If you need to use them, simply ask the staff at the circulation desk to check them out. Note the due date and time; it is usually 2-hours, or 2-hours and overnight, for items that the entire class might need.
Assessment and Grading

Grade Components and Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (attendance, quizzes, in-class work, oral comments)</td>
<td>30%</td>
</tr>
<tr>
<td>A Question of Justice: Theological Reflection Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Exercises (6 @ 5 pts each)</td>
<td>30%</td>
</tr>
<tr>
<td>Exegetical Research Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.5–100</td>
<td>A</td>
</tr>
<tr>
<td>90.0–93.4</td>
<td>A-</td>
</tr>
<tr>
<td>86.7–89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.3–86.6</td>
<td>B</td>
</tr>
<tr>
<td>76.7–79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73.3–76.6</td>
<td>C</td>
</tr>
<tr>
<td>66.7–69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63.3–66.6</td>
<td>D</td>
</tr>
<tr>
<td>60.0–63.2</td>
<td>D-</td>
</tr>
</tbody>
</table>

Weekly Reading

After the first week, each week you will read at least one New Testament book along with some contemporary scholarship on it. (learning objectives 1.a, b, d)

- **Read effectively:** Our focus is the primary (biblical) reading in the New Testament, so focus your deeper reading energy and analysis on that.
- **Read efficiently:** For the primary reading, take notes so that you can bring observations and questions to class. Read the secondary reading more quickly as a kind of overview of the social world of the New Testament and critical methods for studying it. Read the optional reading only if there is time, or save the syllabus for summer reading and enjoy it at greater leisure.

Attendance & Participation

Class meetings will include some lecture and quite a lot of class discussion and small-group work. Please complete the readings in advance of the class for which they are assigned. Engaged attendance is expected (see below for attendance policy). 30% of grade. (we will practice all learning objectives in class)

Written Exercises

There are six exercises scheduled during the quarter. Some will be done in-class, some will be started in-class and completed outside of class, and some will be prepared entirely outside of class. Most of the assignments are designed and timed to scaffold the skills needed for your exegetical paper, and to allow you to build that paper gradually. The assignment directions are in the New Testament Workbook. All typed papers will be due electronically on the course Camino page by 6:00 p.m. (before class begins; use the Assignments tab or the link on the Camino syllabus), though on a few occasions you will also be asked to bring a hard copy of your work to class as a reference for small group discussion. 30% of grade. (learning objectives 1.c, d, 2)

A Question of Justice: Theological Reflection Exercise

A concern for justice for the poor and marginalized is central to the Jewish and Christian scriptures, and so will be central to our discussions each week and in your final paper. During one week this quarter, you and a partner will present the justice issue that we are examining in the form of a 10-minute oral theological reflection that incorporates a contemporary pastoral or social justice issue and brings it into dialogue with the New Testament text we are reading that night. You will develop two reflection questions for class discussion and circulate those on Camino by the Friday before class. 10% of grade. (learning objective 2)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>New Testament Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4/8</td>
<td>White Supremacy / Racism</td>
<td>Gospel of Mark</td>
</tr>
<tr>
<td>3</td>
<td>4/15</td>
<td>Christian Anti-semitism</td>
<td>Gospel of Matthew</td>
</tr>
<tr>
<td>5</td>
<td>4/29</td>
<td>Economic Ethics</td>
<td>Gospel of Luke</td>
</tr>
<tr>
<td>7</td>
<td>5/13</td>
<td>Ethnic Diversity</td>
<td>Galatians</td>
</tr>
<tr>
<td>8</td>
<td>5/20</td>
<td>Gender Justice: Ontology</td>
<td>1 Corinthians</td>
</tr>
<tr>
<td>9</td>
<td>5/27 → 6/3</td>
<td>Gender Justice: Social Structures</td>
<td>Ephesians 5; 1 Timothy 2</td>
</tr>
<tr>
<td>10</td>
<td>6/3</td>
<td>Religion and Empire</td>
<td>Revelation</td>
</tr>
</tbody>
</table>
Exegetical Paper
A 12-15 page exegetical research paper will be required. In it, you will explore the social context, theological content, and pastoral significance of one passage or theme in one New Testament text, using an explicit critical method (such as redaction criticism or rhetorical criticism). The pericope selected should be one that allows you to consider the social circumstances of or the gospel message for the poor and marginalized in (a) the world of Jesus, (b) the world of the gospel author, or (c) our own world. You will integrate the perspective of the poor and marginalized of past or present into both the critical analysis and theological reflection portions of your paper. We will meet on Tuesday night of finals week (the 11th week, Monday, June 10) so that you can present a 10-minute oral précis of your research to your fellow students. The electronic copy of your paper is due to the Course Camino assignment drop box by 6:00 p.m. that evening. 30% of grade. (learning objectives 1.c, d, 2)

Assessment of Course
You will have a chance to assess the course through a short evaluation at mid-quarter and at the end of the course through an online numerical evaluation and a narrative evaluation.

Policies & Protections for You

Attendance
If you’re sick or something comes up, please notify the professor in advance by email or phone. Remember: You’re not doing yourself or anyone else any favors if you come to class sick—you can always make up the work. You’re allowed one absence with no impact to your grade. If you miss three classes (30% of our meetings), it will not be possible to pass the course.

Sexual Harassment & Discrimination (Title IX)
Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, the professor encourages you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408.554.3043 or by email at bguthrie@scu.edu. Reports may be submitted online at www.scu.edu/osl/report or anonymously at Ethicspoint: www.ethicspoint.com or http://stage-www.scu.edu/hr/quick-links/ethics-point.

Academic Integrity
Santa Clara University insists on honesty and integrity from all members of its community, and is implementing an Academic Integrity pledge designed to deepen understanding of and commitment to honesty and academic integrity. The pledge states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

The standards of the University preclude any form of cheating, plagiarism, or falsification of data. A student who commits any offense against academic honesty and integrity will receive a failing grade for the course without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University, and the matter will be brought to the attention of the Graduate Program Director.

It is each student’s responsibility to understand what constitutes plagiarism and what the consequences are. Plagiarism is the practice of claiming, or implying, original authorship by incorporating material from someone else’s written or creative work, in whole or in part, without adequate acknowledgment (footnotes or citations constitute adequate acknowledgment). Unlike cases of forgery, in which the authenticity of the document is in question, plagiarism is concerned with the issue of attribution. To avoid plagiarism, you simply need to attribute all ideas that are not your own to the true source, using the citation style appropriate for our class (see the style sheet on the course website).

Try to avoid heavy citation of sources in your work, especially direct quotation. If your paper is mostly other people’s words and ideas, your own original thought—your digestion, paraphrase, organization and synthesis of ideas—won’t be visible. If you’ve cited the sources adequately, this would not be plagiarism, but it would be a low-scoring paper because there’s not enough of your thought to evaluate.
Disability Accommodation Policy

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with the professor during her office hours within the first two weeks of class. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While the professor is happy to assist you, she is unable to provide accommodations until she has received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for quizzes and/or assisted technology (please let the professor know as soon as possible about extra time on quizzes). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations; contact them two weeks in advance of your exam. For more information you may contact Disabilities Resources at 408.554.4109.

Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Pgs</th>
<th>Topic for Reflection &amp; Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/1</td>
<td>[33]</td>
<td>THE CRITICAL STUDY OF THE NEW TESTAMENT IN A CATHOLIC CONTEXT</td>
</tr>
<tr>
<td>2</td>
<td>4/8</td>
<td>[53]</td>
<td>THE GOSPEL OF MARK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Justice Focus: White Supremacy/Racism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primary: Mark [the version in the New Testament Workbook]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Optional: Harrington chs. 4 and 6; Malbon, “Narrative Criticism,” in Mark &amp; Method, pp. 29-55 (Camino)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Homework: Exercise #1 - Narrative Criticism, A Plotting Exercise (prepare before class in the New Testament Workbook; due tonight)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-class: Quiz #1 - Catholic Biblical Interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exercise #2 - Using Biblical Research Tools (introduced and completed in-class this week and next week)</td>
</tr>
<tr>
<td>3</td>
<td>4/15</td>
<td>[52]</td>
<td>THE GOSPEL OF MATTHEW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Justice Focus: Christian Anti-Semitism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primary: Matthew (in your Bible); please bring Aland to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Optional: Harrington ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Homework: Review (but do not DO) Exercise #3: Using a Synopsis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-class: Introduction to the Synopsis</td>
</tr>
<tr>
<td>Wk</td>
<td>Date</td>
<td>Pgs</td>
<td>Topic for Reflection &amp; Discussion</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| 4  | 4/22 | [— ] | **THE GOSPEL OF MATTHEW**  
Primary: Matthew; please bring Aland to class  
Secondary: There is no new reading this week. Focus on your redaction paper.  
Homework: Exercise #3 - Redaction Criticism (prepare 3-page typed paper before class; upload a copy in Microsoft Word to the Camino drop box by 6:00 p.m. [be sure to use the Style Sheet on the course website for format guidelines], and bring a hard copy to class for reference)  
In-class: We will complete the Bible tools exercise Introduction to New Testament Abstracts |
| 5  | 4/29 | [63] | **THE GOSPEL OF LUKE & ACTS OF THE APOSTLES**  
Justice Focus: Economic Ethics  
Primary: Luke, Acts 1:1–5:11; 9–11; 15–18; please bring Aland to class  
Homework: Exercise #4 - Using *New Testament Abstracts* (prepare 1-page paper before class; upload to Camino by 6:00 p.m.; no hard copy needed in class)  
In-class: Introduction to the ATLA Database |
| 6  | 5/6  | [36] | **THE GOSPEL OF JOHN & THE Gnostic GOSPELS**  
Primary: John; also, choose one Gnostic Gospel to skim (links on Camino syllabus); please bring Aland to class  
Optional: Harrington ch. 2  
Homework: Exercise #5 - Using the ATLA database & Submitting a Research Proposal (prepare 1-2 page paper before class; turn in tonight) |
| 7  | 5/13 | [50] | **PAUL: LAW & GRACE**  
Justice Focus: Ethnic Diversity  
Primary: 2 Corinthians; Galatians  
Homework: Take-home quiz #2 (3 pages) on structure, purpose, literary genre, theological themes, and social context for one gospel (you can write this as we progress through the course and upload it to the Camino drop box by 6:00 p.m. tonight; you don’t need to bring a hard copy to class). |
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Pgs</th>
<th>Topic for Reflection &amp; Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5/20</td>
<td>37</td>
<td><strong>PAUL: CROSS &amp; RESURRECTION</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Justice Focus: Gender Justice, part 1</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Primary:</strong> 1 Corinthians, 1 Thessalonians</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Secondary:</strong> Carter &amp; Levine, “1 Corinthians” and “1 and 2 Thessalonians,” in <em>The New Testament: Methods and Meanings</em>, pp. 129-45, 223-37</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Homework:</strong> Exercise #6 - Rhetorical Criticism (prepare 3-page paper before class; upload to Camino drop box by 6:00 p.m. tonight and bring a hard copy to class for reference)</td>
</tr>
<tr>
<td>9</td>
<td>5/27</td>
<td>35</td>
<td><strong>MEMORIAL DAY HOLIDAY</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We can meet if the class would like to. Alternatively, a video lecture will be posted on Camino to introduce tonight’s material, and you can raise any questions about it on a Camino discussion board or in our class next week. Note that there is reading for this class; however, to accommodate the holiday, the justice reflection will be postponed to our June 3 class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>PAUL’S LATER INTERPRETERS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Justice Focus: Gender Justice, part 2</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Primary:</strong> Ephesians 5; 1 Timothy; <em>Acts of Paul and Thecla</em> (Camino)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Secondary:</strong> Carter &amp; Levine, “Ephesians” and “The Pastorals: 1 and 2 Timothy, Titus,” in <em>The New Testament: Methods and Meanings</em>, pp. 184-95, 238-54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Optional:</strong> Donahue, “A Tale of Two Documents,” in <em>Women Priests: A Catholic Commentary on the Vatican Declaration</em>, pp. 25-34 (Camino)</td>
</tr>
<tr>
<td>10</td>
<td>6/3</td>
<td>50</td>
<td><strong>SPECTACLES OF SALVATION</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Justice Focus: Religion and Empire</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Primary:</strong> Revelation 13:1-22:21</td>
</tr>
<tr>
<td>11</td>
<td>6/10</td>
<td>[-]</td>
<td><strong>RESEARCH COLLOQUIUM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Exegetical Research Paper due tonight (upload to Camino drop box). Bring a hard copy or outline to class for reference, as you will present a 10-minute summary of your paper to your colleagues</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>method, application of method, and theological reflection/pastoral application integrating the perspective of the poor and marginalized</em>. Please practice ahead of time so that your presentation fits within 10 minutes. There will be a timer, and you will be cut off at the 10-minute mark.</td>
</tr>
</tbody>
</table>

PMIN 214, Spring 2019 (SCU, C. Murphy)  
Syllabus 7