THEO2005 - New Testament 2:
Ritual Meals in the NT

Course Outline

Course Co-ordinator: Rev. Fergus King, DTh
Room: MC108 (McMullin Bldg)
Ph: Messages via School Office, on 4921 5213
Fax:
Email: Fergus.king@newcastle.edu.au
Consultation hours: Mondays 9am-2pm on campus; otherwise by email or appointment

Semester: Semester 1 - 2009
Unit Weighting: 10
Teaching Methods: Lecture, Seminar

Brief Course Description
The theme in this course will be the ritual meals described in the NT which are variously identified as Last Supper, Lord’s Supper and the Eucharist. Particular attention will be paid to Mk 14:12-26, Matt 26:17-30, Luke 22:7-23; 1 Cor 11:17-34 and Rev 17:2-6. Other texts, canonical and non-canonical, will inform the reading of these texts.

This course provides both an overview of early Christian ritual meals as described in the NT and opportunities for detailed exegesis of particular texts. Students will reflect upon the genres of the texts, their Sitz im Leben and their relationship to other classical literary genres including historiography, apocalyptic, rhetoric and the literary symposium. Emphasis is placed on the reading and examination of comparative primary literature in translation. Students will examine the thematic and structural relationships between the canonical texts and their relationship to extracanonical writings. Attention is also paid to the interplay between the texts, and their relative value as historical and theological sources.

Students will read across the literary genres of the NT. They will reflect critically on the implications of critical methodologies and the locus of meaning. They will engage with questions raised by the texts as historical and theological documents, and in close studies of significant pericopae. Students will also address the question of the enduring significance of these texts, and issues of applying these texts to their own context. Practical skills are a strong component of the course. Students are expected to develop their abilities to engage with the different textual, linguistic, lexical and interpretative resources available. These skills are practised in lecture and seminar by attending to selected texts which raise specific
exegetical questions.

The course will be offered in two streams, depending on demand. Students who have completed Introduction to the Bible will be able to enter the English stream. They will use the New Revised Standard Version as their key text.

Students who have completed Greek 1 will be able to study the course in a Greek stream. They will use Nestle-Aland 27 or UBS 4 Greek texts of the NT as their key texts.

The streams will be taught separately for seminars but will share the same lectures.

Contact Hours
Seminar for 1 Hour per Week for the Full Term
Lecture for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives
The aim of the course is to enable students to:

- select and employ appropriate tools used for critical study of the New Testament, and to interpret and analyse particular texts, in part or whole, and their function as segments of a larger document;

- articulate the shaping influences, both historically and in contemporary settings, of context upon the documents of the NT

- identify or allow a reading of NT texts to interpret issues relating to the public arena or world events;

- exegete and interpret key texts, using appropriate contextual and hermeneutic tools;

- use a range of relevant methods to read, analyse and interpret key NT texts and make use of scholarly and popular literature in so doing

Course Content
Lectures
Students will be required to attend two one hour lectures each week.

Seminars
Students will be required to attend a one hour seminar each week. Depending on the size of the cohort it is expected that Faculty will lead the first 7 workshops and the remaining sessions will be led by students as a part of the assessment regime of the course. The seminars will provide opportunities for close exegesis of the texts identified in the course description in either Greek or English, depending on the stream chosen by the student.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>x 3, 1500 words each; total of 75% of marks</th>
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</thead>
<tbody>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Seminar leadership and participation - tasks worth 25% of final course marks</td>
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Assumed Knowledge
Introduction to the Bible (THEO1030) OR GREK1010
**Callaghan Campus Timetable**
THEO2005  
**NEW TESTAMENT 2: RITUAL MEALS IN THE NT**
Enquiries: School of Humanities and Social Science  
Semester 1 - 2009

**Lecture**  
Monday 14:00 - 16:00 [MC102]  
**and Seminar**  
Monday 16:00 - 17:00 [MC102]

**IMPORTANT UNIVERSITY INFORMATION**

**ACADEMIC INTEGRITY**

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;  
b) using a substitute person to undertake, in full or part, an examination or other assessment item;  
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);  
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;  
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and  
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.  
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;  
b) using another person's ideas without due acknowledgment;  
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or  
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).  
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)
MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:


Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website:

www.newcastle.edu.au/services/disability

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate
form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
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<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Ourimbah</td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4348 4030</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The Dean of Students</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone: 02 4921 5806;</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

------------------------------- End of CTS Entry -------------------------------

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

• Written Assignment Presentation and Submission Details
• Online copy submission to Turnitin
• Penalties for Late Assignments
• Special Circumstances
• No Assignment Re-submission
• Re-marks & Moderations
• Return of Assignments
• Preferred Referencing Style
• Student Representatives
• Student Communication
• Essential Online Information for Students

COURSE RATIONALE

This course gives students the ability to read NT texts as distinctive passages set within larger literary works and genres, and themes (e.g., Sacrifice). Students will gain a facility in the handling and interpretation of texts and pericopae, reflecting on their significance in their own context. They will be encouraged to analyse texts against the contexts in which they were first read, which demands a detailed study of particular situations in the ancient world.

The course will provide an opportunity to deepen their understanding of, and skill at using the exegetical strategies learned in Introduction to the Bible with particular attention to nuancing demanded by each text and genre as literary and theological documents.

Students will develop an understanding of the relationship between the canonical texts which will in turn shape their description and evaluation of particular passages and the history of their transmission. They will be encouraged to develop their own critical understanding of the significance of the texts of the NT as theological and historical documents.

The course will also show students how methodological presuppositions (eg, the order in which the Gospels were written, and assumptions about the theological stance of particular evangelists) may influence the reading and interpretation of these texts. Students will examine how circumstances, cultures and theological stances shape the writing of the documents of the NT. They will also examine the historical significance of these texts in light of other evidence, and explore whether a reliable history of Jesus and the early church can legitimately be constructed as a meta-narrative from such sources.

Special attention will be paid to the reading of primary texts. Much secondary literature assumes knowledge of primary literature, and cross-references can be extensive. It can become easy to accept such references uncritically. Students will be encouraged to read primary literature for themselves so that they are able to reflect critically on claims made by contemporary scholars. These claims will involve a reading of comparative literature and an examination of its composition and provenance.

The lectures given each week will address themes relevant to the content and context of the four key texts. They will draw on other primary literature and the extensive secondary literature on the Supper Narratives.

The seminar for each week will address the theme presented in the previous week’s lectures, encouraging students to read primary and secondary literature to make their own analyses of the cultural, social and literary phenomena as they appear in the 4 key texts. This methodology is intended to give the students the factual information needed to make connections between the Supper Narratives and their historical context, and in so doing, build their own analytic skills rather than present a set of results for them to learn and recite.

By the end of the course, each student’s findings should be their own, based on their own analyses of the texts, and discernment of what appears justifiably significant to them. As such students may “lead” a seminar, but all will be expected to make contributions to seminars held in a colloquy format. Nor will a “leader” be expected to focus on a named text or article. It may well be the case
that different students work through the same commentaries or monograph for all the seminars. Guidance will be offered during each lecture set for the reading for the following week. This is intended to ensure students read commentaries and monographs in a sustained fashion, not just to “cherry pick” what seems relevant for any given subject.

**Class Timetable for Semester**

Classes will meet for a period of thirteen weeks, commencing Monday 2\textsuperscript{nd} March and finishing on June 1\textsuperscript{st}. Easter is included in the mid-semester break, which runs from April 9\textsuperscript{th} – 19\textsuperscript{th}.

**Preparation for lectures and seminars**

It is expected that the student will have prepared for the topics for discussion named for each seminar, and will attend all lectures and seminars.

Course lecturers will assist students in recognising the appropriate reference books and journals in theology. Several sources of excellent information in summary form are found in good quality Bible dictionaries such as *Interpreter’s* (5 volumes) and *Anchor* (6 volumes). [These two major dictionaries adopt quite different approaches.]

**Student Assessment**

Students are required to submit all written assignments in electronic form via Blackboard as well as a hard copy. The hard copy may be handed in during the class session, or to the Student Hub, on the dates given below. Students can expect to receive feedback on the written assignments and seminar task. Assessment is based on the stated course learning objectives (as indicated for each assignment), in keeping with the University’s policy ([http://www.newcastle.edu.au/policylibrary/000779.html](http://www.newcastle.edu.au/policylibrary/000779.html)).

The three written assignments are of equal weight, and must be in by 5pm on the due dates. The seminar leadership task must be completed before the due date.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description of Topic</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Essay 1</td>
<td>Analysis of primary texts</td>
<td>25%</td>
<td>Mon. 23 March</td>
</tr>
<tr>
<td>Essay 2</td>
<td>Analysis of primary texts in their context</td>
<td>25%</td>
<td>Mon. 27 April</td>
</tr>
<tr>
<td>Essay 3</td>
<td>Reflection on texts studied and skills employed</td>
<td>25%</td>
<td>Mon. 25 May</td>
</tr>
<tr>
<td>Seminar leadership</td>
<td>Topic and date assigned by course teachers</td>
<td>15%</td>
<td>As arranged</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>As scheduled</td>
<td>10%</td>
<td>As arranged</td>
</tr>
</tbody>
</table>

**Formative Assessment.**

Students may submit a draft assignment up to 2 weeks before the due date of each written task - if they seek informal advice to improve the quality of their work. This draft is for feedback only. No grade will be given, nor is it a submission by default.

**Grading (Summative Assessment).**

Essay marks and seminar contribution will determine overall course grade. Both grading and feedback will use a standards-based assessment model. These processes will be explained in the first session.

**Leading a Seminar**

Besides reading prior to each weekly seminar, each student will receive written instructions, dates and topics for leading a seminar and reflecting on the session. The student must give the lecturer a written outline (max. 200 words, dot-points on one A4 page) of the intended group process, main points and bibliography used, before the session. One week after, the student must provide an oral debriefing or written summary (200 words) of the session outcomes, and what could have been done differently to improve the seminar. A standard report form will be used to provide feedback on their seminar planning and leadership skills on this task.

**Written Assignments**

The three written tasks for summative assessment (ie. these marks contribute to the final grade) are sequenced during the semester to assist student progress with timely feedback. A standard report form will be used to assess and give feedback on written assignments.

Students should note. 1500 words may seem quite constricting, but this course emphasises skills in writing balanced, insightful, succinct essays. These assignments need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail. For this second year course, a bibliographic list of 5-6
significant references is expected. The 1500 word count does not include footnotes, bibliography or appendices.

Students are encouraged to use the conventions for citations and abbreviations found in the *SBL Handbook of Style*. An extract (pp. 64-7) will be made available to students in class and/or online via Blackboard for this course.

**Assignment 1** (1500 words). Must be submitted by **5pm on Monday, 23 March**

What are the difficulties in identifying any of the NT accounts of the Last Supper with an historical event?

Course Learning Objectives assessed in this essay include:
- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.

**Assignment 2** (1500 words) Must be submitted by **5pm on Monday, 27 April**

*Either:* Do the Supper Narratives of the NT challenge or affirm the values of the communities to which they are addressed?

*Or:* Would ancient audiences have considered the Last Supper a sacrifice?

Course Learning Objectives assessed include:
- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- select and employ appropriate tools used for critical study of the Bible and to interpret and analyse particular texts (eg. specific books of the Bible);
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- communicate effectively with colleagues from other disciplines including sociology, psychology and health sciences.
- articulate the shaping influences, both historically and in contemporary settings, of context upon theological issues and key texts of the Bible.

**Assignment 3** (1500 words) Must be submitted by **5pm on Monday, 25 May**

How has your reading of the NT texts in this course changed your understanding of the ritual meals of the New Testament? Essays should show evidence of engagement with the *Core Texts for all Students* in the Course Outline.

Course Learning objectives assessed by this assignment include:
- exegete and interpret key texts of the Bible, using appropriate contextual and hermeneutic tools;
- use suitable tools for ethnic and generational cross cultural understanding which is required in dealing with biblical material
- use a range of relevant methods to read, analyse and interpret key biblical texts and make use of scholarly and popular literature in so doing.
- develop and meet professional standards and requirements for the handling of biblical material.
TOPICS AND SET READINGS for LECTURES AND SEMINARS in THEO 2005

Week 1 (Mar 2)

Introductory & Methodological Issues:

- What the course is doing and NOT doing: not reconstructing the Last Supper or the rites of the Early Church
- Contextual Study of the NT: what it involves, why and what it finds difficult in conventional and historical NT scholarship. Why it provides a better “control”.
- The interplay of cultures
- Genealogy vs. analogy

SEMINAR: Mk 14:12-17; Matt 26:17-30; Luke 22:7-14; 1 Cor 11:23

Explanation of how course is assessed and how seminars will work. Refresher on the nature of exegesis.

Week 2 (Mar 9) Key texts: Introduction to texts: the four Supper Narratives

Other important texts:
- Feeding Miracles (Synoptics and OT)
- John 6
- 1 Cor 10 (idol meats)
- Dead Sea Scrolls
- Passover instructions (Exodus)
- Joseph and Aseneth


Week 3 (Mar 16) Meals in the Ancient World - Judaism

- Passover
- Chaburah
- Todah
- Essene meals
- Joseph and Aseneth
- Sacramentalism

Summary- significance of Jewish meal types

SEMINAR: Mk 14:22; Matt 26:26; Luke 22:19; 1 Cor 23b-24

Week 4 (Mar 23) Meals in the Ancient World – Graeco-Roman

Summary- significance of Graeco-Roman meal types

SEMINAR: Mk 14:23-25; Matt 26:27-29; Luke 22:15,20; 1 Cor 11:25-6
Week 5 (Mar 30)  Meals in the Ancient world: Literary Genres

- Symposium
- Farewell Address
- Haggadah
- Apocalyptic


Week 6 (April 6)  Sacrifice in ancient Judaism

- Passover
- Atonement
- How sacrifice works
- What sacrifice effects
- Blood
- “Remembering” language


Week 7 (April 20)  Sacrifice in Graeco-Roman tradition

- Civic cults
- Mystery Religions
- Imperial cult
- How sacrifice works
- What sacrifice does....

SEMINAR: Jn 6:22-40

Week 8 (Apr 27)  Apocalyptic and Eschatology

- Revision of Apocalyptic themes
- The Kingdom of God
- The Messianic Banquet
- Graeco-Roman eschatology

SEMINAR: Jn 6:41-70

Week 9 (May 4)  The Social Significance of Meals in the Ancient World

- Ranking
- Commensality
- Families and “fictive” Families
- Honour and Shame Cultures

SEMINAR : Rev 17:1-6

Week 10 (May 11)  The Supper Narratives and the Passover

- The Date of the Last Supper
- Incidental details

SEMINAR: 1 Cor 8:1-13
Week 11 (May 18) Eating in Corinth

- The Religious Context of Corinth
- Meals in Corinthian society
- The Eucharist in Corinth

Paul’s Reform of Corinthian Practice

- What problems is Paul addressing? (recap from 11)
- Paul: Honour, Shame and Ranking
- Remembering – what?
- It isn’t what you eat- it’s how….?

SEMINAR: 1 Cor 10

Week 12 (May 25) Sacraments and Mystery Religions

- Sacraments in Judaism
- Sacraments in Graeco-Roman Religion
- The Problem of Mystery Religions
- The Words of Institution
- Drinking Blood & Cannibalism

SEMINAR: 1 Cor 11:17-19,27-34

Course evaluation and Summary

BIBLIOGRAPHY

Core Texts for all Students

The following articles will be made available ONLINE through the Auchmuty Library and may be available as a Reader for student purchase.


**Recommended Reading**


**Additional Bibliography**


Students are encouraged to read other texts outside this list, particularly single volume commentaries.
### Semester Weeks, Dates, Lecture Topics and Assignments Due for THEO2005

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Event</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>March 2</td>
<td>Introductory &amp; Methodological Issues</td>
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<tr>
<td>2</td>
<td>March 9</td>
<td>Key texts: Introduction to texts: the four Supper Narratives</td>
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<tr>
<td>3</td>
<td>March 16</td>
<td>Meals in the Ancient World - Judaism</td>
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<tr>
<td>4</td>
<td>March 23</td>
<td>Meals in the Ancient World – Graeco-Roman</td>
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<tr>
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<td><strong>Assignment 1 due</strong></td>
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<tr>
<td>5</td>
<td>March 30</td>
<td>Meals in the Ancient world: Literary Genres</td>
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<td>6</td>
<td>April 6</td>
<td>Sacrifice in Ancient Judaism</td>
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<tr>
<td>7</td>
<td>April 20</td>
<td>Sacrifice in Graeco-Roman tradition</td>
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<tr>
<td>8</td>
<td>April 27</td>
<td>Apocalyptic and Eschatology</td>
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<td></td>
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<td><strong>Assignment 2 due</strong></td>
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<td>9</td>
<td>May 4</td>
<td>The Social Significance of Meals in the Ancient World</td>
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<tr>
<td>10</td>
<td>May 11</td>
<td>The Supper Narratives and the Passover</td>
</tr>
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<td>11</td>
<td>May 18</td>
<td>Eating in Corinth &amp; Paul’s Reform of Corinthian Practice</td>
</tr>
<tr>
<td>12</td>
<td>May 25</td>
<td>Sacraments and Mystery Religions</td>
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<td><strong>Assignment 3 due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summing Up &amp; Course Review</td>
</tr>
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THEO2005 Course Outline   FK/GF 27Feb09