
Course Outline

Semester 1, 2010

Course Co-ordinator:  Revd Dr Fergus King
Room: MC101A (McMullin Bldg)
Ph:  Messages on 4921 5751 or School Office, on 4921 5213
Fax:  Email: Fergus.king@newcastle.edu.au
Consultation hours: 12:30-5:30 pm Mondays and 9:30-1:30 Tuesdays; otherwise by email or appointment

Course Overview

Brief Course Description
This course provides students with an introduction to the New Testament. The course starts by exploring whether or not the documents of the NT should be handled differently from other ancient texts, and whether it is anachronistic to view them as a distinct collection of writings.

Students will work through questions of New Testament introduction and consider the documents of the NT against the background of Ancient Mediterranean cultures. They will be introduced to the classic disciplines of historical criticism, as well as more modern methods of reading the NT. Above all, they will be asked to reflect critically on the question of whether an objective scientific reading of the texts is possible and the ways in which the presuppositions and prejudices of critics from all backgrounds may influence their reading of these texts. This approach will encourage students to reflect critically on their own readings and help them to shape their own distinctive reading identity.

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.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 20th January 2010
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 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>2 written assignments</th>
</tr>
</thead>
</table>
| Group/tutorial participation and contribution | Tutorial Participation  
Colloquy Participation |

**Assumed Knowledge**

Introduction to the Bible (THEO1030) OR GREK1010
Callaghan Campus Timetable
THEO2005
NEW TESTAMENT 2
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 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 (under student) at the link 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:

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>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Students work to ensure that all students</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>receive fair and equitable treatment at the</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>University. In doing this they provide</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>information and advice and help students</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic</td>
<td>resolve problems of an academic nature.</td>
</tr>
<tr>
<td>Awards</td>
<td><a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic</td>
<td>Fax: 02 4921 7151</td>
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<tr>
<td>Awards</td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
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<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>University Complaints Managers Office</td>
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<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>The University is committed to maintaining</td>
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<td>General enquiries</td>
<td>and enhancing fair, equitable and safe work</td>
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<td>Callaghan, City and Port Macquarie</td>
<td>practices and promoting positive</td>
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<td>Phone: 02 4921 5000</td>
<td>relationships with its staff and students.</td>
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<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>There is a single system to deal with all types</td>
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<tr>
<td>Ourimbah</td>
<td>of complaints, ranging from minor</td>
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<td>Phone: 02 4348 4030</td>
<td>administrative matters to more serious</td>
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<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>deeply held grievances concerning unfair,</td>
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<td>unjust or unreasonable behaviour.</td>
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<td><a href="http://www.newcastle.edu.au/service/complaints/">http://www.newcastle.edu.au/service/complaints/</a></td>
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<td>Fax: 02 4921 7151</td>
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<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
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<td>advice and support in managing</td>
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<td>inappropriate, concerning or threatening</td>
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<td>behaviour.</td>
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<tr>
<td></td>
<td><a href="http://www.newcastle.edu.au/service/campus">http://www.newcastle.edu.au/service/campus</a></td>
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</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.

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End of CTS Entry
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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. 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 globalisation of biblical scholarship reveals a major difference between readings from various parts of the world in which the validity of applying the texts to the readers’ situations is being reclaimed as a valid part of the scholarly reading of these texts. This approach is taken seriously and students are encouraged to see these as texts for transformation. Students will thus be encouraged to apply their critical reading of texts to current debates and issues as a necessary part of the reading exercise.

The lectures given each week will address themes relevant to the content and context of the NT: they will draw on other primary literature and the extensive secondary literature on the documents.

The seminar for each week will focus on a NT pericope which raises particular difficulties either in terms of its reading or application. Students are expected to draw on specialist commentaries and monographs, as appropriate, to assist their reading. A block of key articles relating to these pericopes will be available and will be required reading for the tutorials both for leaders and participants.

**Class Timetable for Semester**

Classes will meet for a period of thirteen weeks, commencing Monday 1st March and finishing on May 31st. Easter is included in the mid-semester break, which runs from April 2nd – 9th.

**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).

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>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Essay</td>
<td>25%</td>
<td>19 April 2010</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Essay</td>
<td>35%</td>
<td>31 May 2010</td>
</tr>
<tr>
<td>Seminar presentation/leadership</td>
<td>Seminar Contribution</td>
<td>20%</td>
<td>Continual</td>
</tr>
<tr>
<td>Colloquy</td>
<td>Presentation and defence of assignment</td>
<td>20%</td>
<td>24 May 2010</td>
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</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.

*Seminar Presentation/Leadership*

All students are required to attend seminars. One third of the marks will be for attendance with a pro-rata deductions for absences which do not accord with university regulations: students are expected to sign on...
for attendance each week. The second third of marks will be assessed on the basis of short multiple choice tests to be given each week at the beginning of each seminar to assess whether required reading tasks have been completed. Students will be advised of their progress on this assessment each week.

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 re their seminar planning and leadership skills on this task. This task constitutes the final third of marks in this category.

**Written Assignments**
The two 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.

These assignments need to be set out in appropriate academic style, with adequate footnoting and bibliographic detail.

For this second year course, Assignment 1 must include both as summary of the entire work and critical reflection on its strong and weak points. Students are expected to identify the contribution the work reviewed makes to the area of study. A bibliographic list of at least 5-6 significant references is expected for Assignment 2. The 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.

The final colloquy is a workshop in which students are expected to present their draft form of Assignment 2 to the class, and field criticism and comments on the material presented. Assignment 2 may be submitted after this colloquy has taken place. This exercise provides students with a taste of the seminar presentation style which is a vital part of postgraduate work. It also assists students to develop presentation skills which may be useful for a number of potential employment scenarios. Students should submit a 200 word assessment of performance in the colloquy as per the seminar tasks along with the final draft of the essay.

**Course Schedule**

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Commencing</th>
<th>Lecture Hours</th>
<th>Seminar text</th>
</tr>
</thead>
</table>
| 1             | 01/03/2010 | • Course Outlines  
• Orality DVD | Mark 12:1-12  
(an introduction to exegetical method. Re-interpreting texts. Intertextuality. Parable as commentary) |
| 2             | 08/03/2010 | • The world of the NT: Judaic, Graeco-Roman and EC  
• Overview of Biblical Criticism | James 2: 14-24  
(How diverse are James and Paul? The relation of faith and works) |
| 3             | 15/03/2010 | • The Gospels-literary type and Synoptic problem  
• Introducing Jesus: history and interpretation | Luke 16:1-13  
(a contextual reading) |
| 4             | 22/03/2010 | • What is an “Epistle”?  
• Paul: Reformer or Renegade? | Mark 1:9-11 and parallels  
(Christology- the advent of doceticism and adoptionism) |
| 5             | 29/03/2010 | • Parables  
• Shame and Honour in the Ancient | Romans 13:1-7  
(reading a passage of Paul – must we accept the political |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/04/2010</td>
<td>Mediterranean status quo)</td>
<td></td>
</tr>
<tr>
<td>19/04/2010</td>
<td>Jesus of history or Christ of faith? Miracles</td>
<td>Mark 7:14-24 &amp; //s (history and interpretation-legalism/food/symbols)</td>
</tr>
<tr>
<td>26/04/2010</td>
<td>ANZAC DAY</td>
<td></td>
</tr>
<tr>
<td>03/05/2010</td>
<td>Jesus the Glutton. The Literature of the First Century</td>
<td>Phil 2:5-11 (Christology. The significance of the high early hymn)</td>
</tr>
<tr>
<td>10/05/2010</td>
<td>Apocalyptic. Titles of Jesus</td>
<td>Mark 14:53-62 and //s (History, Interpretation)</td>
</tr>
<tr>
<td>17/05/2010</td>
<td>Would the real John please stand up? Origins of the Trinity in 2nd Temple Judaism</td>
<td>Revelation 13 (Reading a passage of apocalyptic)</td>
</tr>
<tr>
<td>24/05/2010</td>
<td>Colloquy</td>
<td>Who or what killed Jesus?</td>
</tr>
<tr>
<td>31/05/2010</td>
<td>Revision, conclusions and Post-mortem.</td>
<td>Towards a strategy for exegesis</td>
</tr>
</tbody>
</table>

**Assignments and Course Assessment**

**Assignment 1** (1500 words -25 %. Due 19th April 2010)

Write a critical review of one of the following:
Sanders, E.P., *The Historical Figure of Jesus*, London: Penguin, 1995

**Assignment 2** (2500 words -35 %. Due 31st May 2010)

Who (or What) killed Jesus? A draft will need to be ready for the Colloquy on 24th May 2010; the final form will be submitted after the colloquy. This allows the opportunity for corrections in light of that discussion.

**Seminar Participation** (20%)

Participation in, and leading of seminars.

**Final Colloquy** (20%)

Presentations and roundtable discussion of Assignment 2. A 200 word reflection on the Colloquy should be submitted along with the final draft of Assignment 2.

**Required Reading**

Materials in this section will be available either on-line or from the university library to ensure access by all students.
[Mark 12:1-12 & par]


James 2:14-24


http://faculty.gordon.edu/hu/bi/Ted_Hildebrandt/NTeSources/NTArticles/WTJ-NT/Ireland-UnjustStewardLk16-WTJ.pdf

Mark 1:9-11 & par


Romans 13:1-7


Mark 7:24-8:10 & par

Rhoads, David, Jesus and The Syrophoenician Woman”, *Journal of the American Academy of Religion* 1994 LXII(2):343-376 (JSTOR)

Phil 2:5-11

http://faculty.gordon.edu/hu/bi/Ted_Hildebrandt/NTeSources/NTArticles/WTJ-NT/Strimple-Philip2-WTJ.pdf

Mark 14:53-62


Revelation 13

Students are recommended to use the New Revised Standard Version (with Apocrypha) for the primary texts in English and either of Nestle-Aland's *Novum Testamentum Graece* (27) or the UBS (4) for the Greek text. Access to a Synopsis of the Four Gospels in the relevant language will also be useful.

**Recommended Reading**

Students are encouraged to read other texts outside this list, particularly single volume commentaries. Bibliographies for each NT book can be found at [http://www.biblicalstudies.org.uk/index.html](http://www.biblicalstudies.org.uk/index.html) which also provides a number of articles for free download in pdf format.

The following are my own recommendations, and are books which I find useful. The list is neither comprehensive nor exhaustive. Other works may be cited in class lectures etc as revised and presented. Books marked with an asterisk are considered particularly helpful or well-written.


Paul in the Roman World: The Conflict at Corinth, Louisville: WJK, 2001*.


Jeanrond, W., *Theological Hermeneutics*, London: SCM, 1994*


The Point Of It All, Leiden: Deo, 2000.
Pilch, John & Malina, Bruce A. (eds), Handbook of Biblical Social Values, Peabody: Hendrickson, 2000 (2)*.
The Historical Figure of Jesus, London: Penguin, 1995.
Sanders, Ed P., and Davies, Margaret, Studying the Synoptic Gospels, London: SCM, 1989*.
The Mystery of the Kingdom of God, Amherst: Prometheus, 1985.
Tripolitis, Antonia, Religions of the Hellenistic-Roman Age, Grand Rapids: Eerdmans, 2002*.

Referencing Style
Students are recommended to use the referencing systems found in the SBL Handbook of Style. Students already familiar with Harvard, Chicago or any other recognised referencing system are welcome to use that system and apply it consistently through their work, but also to familiarise themselves with the citation/abbreviation style used in the SBL Handbook.