

BIBLICAL LITERATURE AND THE ANCIENT WORLD

BALS 103-01, Wed. September 9 – Dec 9, 2009, **6:15 - 9:35 P.M.** (4 Credits)

Classes meet in % % % % % % %.

Prof. Joseph E. Jensen, jej3@georgetown.edu, office hours: by appointment Wednesdays before class (room 132 New North) and by appointment other times at my Catholic University office. Use e-mail to make appointment.

Textbook: *The New Interpreter's Study Bible* (NISB) with *The New Revised Standard Version with the Apocrypha*, Abingdon Press, 2003 (available at the GU Bookstore).

In addition to readings from the textbook, *other material will also be posted on Blackboard* as reading assignments for individual classes, indicated below.

Class Requirements (details given under specific classes below): one 2 page reflection paper on the literary components of the account of Noah and the Flood (10% of grade) two 3-to-5 page papers (each 15% of grade), one 5-to-7 page paper (20% of grade), a journal to be kept throughout the course (30% of grade), and class attendance and participation (10% of grade).

Attendance is essential. One absence with permission will be tolerated; a second absence will lower the student's grade; a third absence will necessitate withdrawal from the course. (This is a 4 credit course that meets once a week. Missing a single class is the equivalent of missing four classes in a more traditional class. This policy must apply whatever the reason for the student's absences. If you know or anticipate that you are likely to be absent for three class sessions for any reason do not take this class at this time).

Classes will begin and end on time. Students are expected to be present for the entire class. Arriving late is disruptive to the instructor and disruptive for the class. Repeated late arrival will be counted as an absence. If a you know or anticipate that you are likely to be late for class or to need to leave early on a regular basis for any reason do not take this class at this time).

Papers will be accepted late (but by no more than a week) only for exceptional reasons and with prior permission of the faculty member. **Incomplete grades must be requested before the last class (December 9th)** and only for exceptional reasons, with a date for completion of work to be arranged according to circumstances. Late papers and incompletes may bring a lower grade at the discretion of the faculty member.

Papers must use an acknowledged system of bibliographic references for all sources of

ideas and quotations. Formats accepted in this course are those found in *The Chicago Manual of Style*, Turabian, or the MLA style.

Papers in which the assignment calls for research will require that the student spend time in the Library examining biblical dictionaries and commentaries. Students should check ahead on library hours and access especially during holidays when planning to do their research.

This is a content intensive course. Keeping up with the readings and written assignments is essential. There are no tests and is no final exam for this course. Evaluation of student performance is based on attendance, preparation reflected in active class participation and weekly journal submissions, and timely submission of four assigned papers.

Disabilities Notice: If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu. All such accommodations must be arranged through the Center, not directly with the professor.

Georgetown Honor System: All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at www.georgetown.edu/honor, and in particular have read the following documents: *Honor Council Pamphlet*, "What Is Plagiarism?", "Sanctioning Guidelines," and "Expedited Sanctioning Process." Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge as given in the Honor Council documents.

SCHEDULE

September 9: WEEK ONE: GENERAL INTRODUCTION AND OVERVIEW

- a) The role of theology in humanities education
- b) Overview of the course and its relationship to the core curriculum
 - (1) The Human and the Divine;
 - (2) The Individual and Society;
 - (3) Identity and Difference

sub-themes

 - (1) Women and Men and gender roles;
 - (2) Authority: how it is construed, exercised, and challenged;
 - (3) Ethics, with an emphasis on justice.
- c) Overview of biblical history and books of the OT

Journal Assignment: As part of the preparation for each subsequent class in this course each student will keep a personal journal. There is to be one entry for each class, to be completed prior to the class, and turned in at the conclusion of the class. The entries are to be **one to two double spaced typed pages**. In their notes students will reflect upon and react to the material in the assigned readings for that class.

Student Preparation: Students will bring their prepared journal submissions to each class, use them in the discussion and then, submit them at the end of the class. The submitted journal entries will be returned to the students, usually within two weeks.

Appropriate topics to include in journal entries are:

- How do the readings fit in with the course overall? How do they relate to material already covered?
- Did something confirm what you already knew, believed, or suspected? What was the source of the information you brought to the material? How do the readings relate to your own life experience and background?
- Was anything surprising to you? Why?
- Was anything new completely new to you? Does this build on what you already knew, or does it challenge strongly held beliefs? Does it make a difference? Why?
- What questions did the readings raise for you that you would like to see discussed in class? Can you propose some possible answers to your questions based on what you know.

At the beginning of each journal entry it would be appropriate to include:

- Did previous class lecture or presentation address the topics and questions raised in your last entry and help clarify or deepen your understanding? The focus of each entry however is to be on the current assignment. Do not merely turn in your notes from the previous class lecture.

Material for the final entry is indicated below under Week XIII. Students will keep their returned weekly entries, join them to the final entry, bring the completed journals to the final class for discussion, and then turn the entire journal in at the last class.

Assignment 1 (Exploring the Literary Character of the Bible):

[Two page reflection paper, double spaced **due September 23**]

Instructions:

On Blackboard Students will find the biblical account of Noah and the flood found in Genesis 5:28 – 10:1 from the NRSV translation (the same biblical text as in your Bible textbook).

Read the story once through to get a sense of the story. Go back and read a second time, now making notes of questions that the text raises for you as you read. Save this list of questions.

Go back and read a third time, now looking for and making notes about inconsistencies and contradictions in the story (for example: How long did the flood last?

How many of each animal was Noah told to bring into the ark? What kind of bird did Noah send out? And so on). Also look for doublets, where the same thing is repeated in slightly different ways (for example, Noah did all that he was commanded in 6:22 and 7:5)

Now read the story again, noting where the text uses the word “God” for the divinity, and where the text uses the word “LORD”. If you wish, use cut and paste in your word processor to divide the biblical text into two separate stories, one in which the divinity is called “God” and the other in which the divinity is “LORD”. After you have separated the text into two different stories, read each story separately and ask, “How does the image of the divinity differ in the two stories?”

Reflecting on the questions raised in your earlier readings, and the seeming contradictions, note how the questions and contradictions fit into one or other of the two separate stories. In which story does the divinity instruct Noah to bring more clean animals into the ark than unclean animals? Can you quote the verse in which the divinity states the reason for bringing on the flood in the first place? Can you quote the verse in which the divinity reflects upon the results of the flood upon humans? Can you quote one verse that is the theological center of the story? What does the flood accomplish? What changes occur?

Now, gather your notes and reflections into a two page typed reflection upon how what was originally two different stories have been edited and merged together into the single account of Noah and the Flood that we find now in the text of the Bible.

FIRST MODULE: WEEKS TWO – SIX: THE HEBREW BIBLE WITHIN THE CULTURE OF THE FERTILE CRESCENT

September 16: WEEK II - ORIGINS OF ISRAEL AND SOURCES OF PENTATEUCH

Student Preparation (N.B. Read all assigned Biblical Readings from the NISB along with the accompanying notes. You are encouraged to compare the NISB translation with one or more other translations of the Bible of your choice.)

- 1.) The emergence of Israel:
 - Read “Excursus: The Israelite Conquest of Canaan” (NISB pp 307-308.)
 - Read Genesis 15:12-17; Exodus 23:20-33; Deuteronomy 9:1-5; 31:1-8.
 - Read “Joshua Introduction” (NISB pp 303-305)
 - Read Joshua 1; 5 – 8; 10 – 13; 24; Judges 1; 2 Samuel 5
 - Read “Excursus: “Social Structures in Ancient Israel” (NISB pp 362)
 - Read “Excursus: Shechem and Covenant” (NISB 338-339)
- 2.) Israel’s ancient ancestors:
 - Read “Genesis Introduction” (NISB pp 1-3)
 - Read “Excursus: The Promises to the Patriarchs” (NISB pp 26-27)
 - Read “Excursus: The Ancestors in their Environment” (NISB pp 28)
 - Read Genesis 12 – 13; 15; 17; 20 – 21; 26; 28 – 35; 37; and 41 –

Class:

- 1.) Geographic and Historical background. Role of archaeology.
- 2.) Use of archaeological information (and its lack) to construct theories about the origins of Israel:
 - conquest
 - immigration
 - internal Canaanite social revolution
 - indigenous populations join with immigrants
- 3.) The theory of oral tradition and sources and the gradual composition of the Pentateuch. Examples illustrating each of the theoretical sources with their religious perspectives and foci.
- 4.) Selected texts from the narratives of the ancestors in Genesis 12-50:
 - purposes
 - claims about God, family, identity as a community
 - a distinctive people's relation to the wider culture and their difference from the wider culture

September 23: WEEK III - EXODUS: FOUNDATIONAL NARRATIVE

[Note: **Assignment 1** a reflection paper on the account of Noah and the Flood in Genesis is **due at the beginning of this class.**]

Student Preparation:

- 1.) Hebrew life in Egypt
 - Read "The Exodus Event" pp 155-164 from Lawrence Boadt, *Reading the Old Testament* [Blackboard]
- 2.) Israel's Exodus from Egypt
 - Read "Exodus Introduction" (NISB pp 85-86)
 - Read Exodus 1 – 4; 7 – 15
 - Read "Excursus: Salvation and the Sea" (NISB pp 106-107)
- 3.) Israel becomes a people
 - Read "Excursus: Covenant" (NISB pp 113-114)
 - Read Exodus 19 – 23, 32 – 34
 - Read "Excursus: The Character of Israel's God" (NISB pp 134-135)
 - Read Leviticus 19, 25 – 26; Deuteronomy 5 – 7; 10 – 11; 15 – 17; 29 – 30.
 - Read Deuteronomy 26:5-15.

Class:

- 1.) Egyptian background:
 - The Hyksos and the 18th and 19th Egyptian dynasties.
 - Theories about Hebrew life in the Egyptian delta region.
- 2.) Liberation:
 - Pharaoh, a god of oppression and death
 - YHWH, the God of life and freedom.

- The transition from Pharaoh's slaves to YHWH's people.
- 3.) Covenant:
- The Way of Life for YHWH's people.
 - The Commandments
 - The law codes
 - Living as YHWH's people in YHWH's land

Assignment 2 (The Writing Prophets and their message):

Students will select from a list of suggested texts from the writing prophets, and will prepare **a three to five page paper due at the beginning of class, Oct 14**. Students will **research** the historical context of the prophet, the prophet's general teaching, and the message of the assigned text in light of the history and general message. For this assignment, students must use and quote from at least four of the resources on the **provided bibliography**.

September 30: WEEK IV - PROPHETS: INTERPRETERS OF THE LAW

Student Preparation:

- 1.) Prophecy
 - Read "The Prophetic Literature" and "The Prophetic Word" by Bruce Vawter. (*NJBC* 11:22-25) [Blackboard]
 - Read Genesis 20:1-7; Exodus 4:10-17; 7:1-7; Deuteronomy 13:1-5; 18:15-22; 34:10-12; 1 Samuel 3:1 – 4:1; 8; 9:5-10:27; 2 Samuel 12:1-15; 1 Kings 1; 1 Kings 18 – 19; 21 – 22.
 - Read "Excursus: Biblical Ambivalence to Government" (NISB pp 407-408).
 - Read "Excursus: True and False Prophets" (NISB pp 522-523)
- 2.) Prophets of Judgement
 - Read Hosea 1 – 3; 10 – 14; Amos 1 – 4; 6 – 7; Isaiah 1 – 6; 9:8 – 10:34; Micah 1 – 3; Jeremiah 1 – 3; 23; 34; Ezekiel 7 – 10; 24.
 - Read "Excursus: God's Broken Family" (NISB pp 1059)
 - Read "Excursus: Covenant as Marriage" (NISB p 1313)
 - Read "Excursus: The Divine Character in Jeremiah" (NISB pp 1093-1094)
- 3.) Prophets of Hope
 - Read Jeremiah 30 – 31; Isaiah 40:1 – 44:8; 58 – 62; 65 – 66; Ezekiel 36 – 37; 43. Micah 5; Habakkuk 2.

Class:

- 1.) What is biblical prophecy?
 - Origins and history
 - Prophets and politics
 - Authentic and false prophets
 - From narratives about prophets to prophetic texts

- Oral tradition
 - Genres of prophetic speech
 - Prophetic books
- 2.) Prophets of judgment
 - Authentic worship of the one God of freedom and life
 - Covenant fidelity: living as God's people in God's land
 - 3.) Prophets of hope
 - Communal salvation and restoration
 - The individual within the community

October 7: WEEK V - EXILE, BEGININGS OF JUDAISM

Student Preparation:

- 1.) Events surrounding the Babylonian Exile and the Return
 - Read IV. "(J) The Last Years of Judah (699-587) and "(K)The Exile (587-539)" by Roland E. Murphy. (*NJBC* 75:112-116) [Blackboard]
 - Read V. "The Early Postexilic Period (539-333 BC) by Roland E. Murphy. (*NJBC* 75:117-125) [Blackboard]
 - Read Psalm 137; Jeremiah 29; Ezekiel 18; Ezra 1; 3 – 7; 9 – 10; Nehemiah 8 – 9; 13; Exodus 34:11-16; Deuteronomy 7:1-5; 23:1-7; Ruth 1 – 4; Isaiah 45; 48 – 56
 - Read "Excursus: Vicarious Suffering" (NISB p 1031)

Class:

- Historical overview
- Babylonian Exile and Return
 - Theological shifts
 - Self-identity
 - Separatism vs. Universality
 - Worship and Sacred Books
 - Suffering
 - Eschatology – From present reality to believed future

[Note: **Assignment 2:** Your research paper on a prophetic passage is **due at the beginning of the next class.**]

October 14: WEEK VI - WISDOM LITERATURE

Student Preparation:

- 1) Themes in Israelite Wisdom
 - Read Exodus 35:30-33; 1 Kings 5:10-13; Daniel 1
 - Deuteronomy 6:1-9; 10: 12:1 – 11:31; 28; 30:11-20.
 - Read "Excursus: Fear of the LORD" (NISB pp 897 and 1455).

Read “Excursus: Wisdom and Life” (NISB p 905)
 Read “Excursus: Retribution” (NISB pp 1460)
 Read “Excursus: Consequences and Prosperity” (NISB p 912)
 Read Proverbs 1 – 5; 9 – 12; 31; Job 1 – 4; 7 – 8; 19; 21 –22; 38;
 40; 42
 Read “Excursus: The Portrayal of God in Job” (NISB p 748)
 Read Ecclesiastes 1-4; 9; 11-12; Sirach 1 – 4; 14:11 – 16:23; 34:1 -
 36:22; 38:24 – 39:11; Wisdom 1 – 3; 6; 7:22 – 8:1.
 Read Job 28; Proverbs 8; Sirach 24

Class:

- 1) Crisis in Wisdom
 - Wisdom in the Old Testament and the ancient Near East
 - Deuteronomic Optimism and Proverbs
 - Challenges: Job and Ecclesiastes
 - Sirach’s conservatism
 - A liberal response from Egypt – The Book of Wisdom
- 2.) Wisdom personified

Assignment 3 (Biblical Creation Theology):

Students will read , compare and contrast the two creation accounts in Genesis 1:1 – 2:4a and Genesis 2:4b – 24. Then, in the light of Psalms that celebrate Israel’s God as creator (Psalms 8, 19, 24, 90, 93, 104, 136, 144), affirmations of Israel’s God as creator found in Isaiah 40 – 55, and the account of wisdom’s role in creation found in Proverbs 8:22-31, students will prepare **a three to five page paper due November 4** comparing the all the texts, showing differences and similarities in the narratives, and drawing significant meanings and teachings from each account in light of these comparisons. The paper is to address the question: How do the Bible’s very different creation accounts and images work together to contribute to a biblical “Creation Theology”?

October 21: WEEK VII - PRIESTLY TRADITIONS AND LAW, THE FORMATION OF THE HEBREW BIBLE, and MESSIANIC EXPECTATIONS

Student Preparation:

- 1.) The Priestly Writer’s Revision of History
 - Read “Excursus: The Priestly View of History” (NISB pp 34)
 Read Genesis 1:1 – 2:4; 6:9-22; 8:1-5; 9:1-17; Psalms 96; 104; 136
 - Read “Excursus: Creation: Ordering Chaos” (NISB p 5)
 Read “Excursus: In God’s Image” (NISB p 7-9)
 - Read “Excursus: Domination or Dependence?” (NISB 8)
 Read “Excursus: Gender in Genesis” (NISB 10-11)
- 2.) Jesus’ relation to Torah as further revision
 - Compare Deuteronomy 6:4-9; Leviticus 19:17-18; Matthew 22:34-40; Mark 12:28-34; Luke 10:25-37; Galatians 5:13-15; James 2:8

Read Matthew 5:17-20; Mark 10:17-22

3.) Reinterpretation of prophecy into messianic expectations in Judaism and Christianity

Read Hosea 11:1-2; Isaiah 7:10-25; 9:1-7; 11:1-9

Read Matthew 1:18-25; 2:13-15; 4:12-17

Read "Excursus: Christian Interpretations of Isaiah's Hymns of the Ideal King" (NISB p 974-5)

Read "Hope for a Messiah" from Lawrence Boadt, *Reading the Old Testament*, pp 531-35 [Blackboard]

Class:

- 1.) Embracing the Exile
 - The Goodness of Creation
 - Human dignity
 - Human freedom and responsibility
 - Restoration and Redemption
- 2.) The formation and centrality of Torah
- 3.) The formation and shape of the Hebrew Bible (TaNaKh)
- 4.) Jesus' relationship to the Torah
 - Fulfillment, not abolition
 - Law as response to the kingdom of God
 - Law summed up in love
- 4.) Reinterpretation of prophetic texts and the development of messianic expectations
 - Development of royal covenant theology
 - Hopes of restoration of monarchy after Exile
 - Other currents: YHWH as king; foreign kings; collective kingship
 - Development of messianic hope
 - Christian re-reading of texts

SECOND MODULE: WEEKS EIGHT – TEN: THE NEW TESTAMENT ERA

October 28: WEEK VIII – THE INTRATESTAMENTAL PERIOD, THE BIRTH OF APOCALYPTIC, AND HISTORICAL JESUS

Student Preparation:

- 1.) Apocalyptic Literature
 - Read IV. "Apocalypticism. John J. Collins (*NJBC* 19:19-24) [Blackboard]
 - Read "Excursus: Suffering and Apocalyptic in 4 Ezra" (NISB p 1686)
 - Read "Excursus: The Influence of the Maccabean Martyrs" (NISB p 1611-1612)
 - Read 1 Maccabees 1 – 4; 2 Maccabees 2:19 – 10:38
 - Read Daniel 7; 10 – 12
- 2.) The distinction between the Jesus of History and Christ of Faith

Read “The Quest for the Historical Jesus” by Anthony Tambasco [Blackboard]

3.) The Greco-Roman context of the New Testament

Read “The Roman Period” from *The New Oxford*

Annotated Bible: College Edition, pp 519-525 [Blackboard]

4.) The Jewish world of the New Testament

Read “The Closing of the Old Testament” from Lawrence Boadt, *Reading the Old Testament*, pp 517-529 [Blackboard]

Class:

1.) Apocalypticism and Apocalyptic Literature

2.) The threefold stages of gospel development

- Importance of oral tradition

- Importance of the resurrection of Christ

- Gradual development of written traditions

- Distinction between the Jesus of History and Christ of Faith

- Principle purposes of each gospel

- Synoptic problem

3.) The Greco-Roman World

- Politics

- Social World

- Religion

- Philosophy

4.) The Jewish World

- Religious groups at the time of Jesus

- Observations about the Historical Jesus

[Note: Assignment 3, your paper on Biblical Creation Theology is due at the beginning of the next class]

November 4: WEEK IX – EPISTLES OF PAUL (CHRIST OF FAITH)

Student Preparation:

1.) Background

Read “The Gospel According to Mark” in *The New Interpreter’s Study Bible*, with its introduction and notes, pp 1801-1845,

2.) Paul’s call and commission

Read Galatians 1 – 2; Acts 9; 15; 17; Philippians 3

3.) Paul’s theology

Read Philippians 2 (Lordship of Christ); 1 Corinthians 12; 15

(Body of Christ; Resurrection); Romans 1; 5 – 8 (sin; justification; sanctification; law; the Holy Spirit)

Read “Excursus: The Righteousness of God” (NISB p 2011)

Read “Excursus: Sanctification” (NISB p 2018)

- Read “Excursus: Paul and the Law” (NISB p 2020)
- 4.) Paul’s ethics
 Read Galatians 3 – 6 (law and freedom; virtue/vice lists); Romans 12 (politics); 1 Corinthians 11 (women; the poor); Ephesians 5 – 6 (household codes)
- Read “Excursus: Christians and Government” (NISB p 2029)
 Read “Excursus: Household Codes” (NISB p 2096)

Class:

- 1.) Paul’s initial experience of the risen Christ (Christ of Faith)
 - Differences and similarities between Acts and Epistles
 - Resurrection as presence of Christ and transformation
 - Overview of Paul’s epistles within chronology of his journeys
- 2.) Paul’s theology of the Christ of Faith and of redemption
 - The human situation and need for Christ
 - Christ as Lord, New Adam, and giver of the Spirit
 - Paul’s positive and negative view toward the law
 - Nature of community in Christ
- 3.) Paul’s ethics
 - Imperatives founded on indicatives
 - True freedom
 - Attitudes toward women
 - Politics and social justice issues

Assignment 4: Students will begin a **five to seven page paper**, Due **December 2**. Using the readings posted on Blackboard by Raymond Brown and from the Anchor Bible Dictionary, as well as other sources from the **provided bibliography**, discuss **The Use of Q by Matthew and Luke**. Illustrate how the evangelists are similar in their use of Q and how they use Q quite differently. You may wish to also mention in your papers Q’s attitude toward the Jewish Law, Q’s strong eschatological message and the Christology of Q.

November 11: WEEK X – THE GOSPELS OF MATTHEW AND LUKE

Student Preparation:

- 1.) The Jewish world of Matthew and problems of supersessionism
 Read “A Revised Story for the Church: Supersessionism Replaced” from Mary Boys, *Has God Only One Blessing?* pp 75-85 [Blackboard]
- 2.) Major purposes of Matthew
 Read Matthew 1 – 2 (compare with Luke 1 – 2); Matthew 16:13-20 (compare with Luke 9:18-20); Matthew 14:22-33 (compare with Mark 6:45-52); Matthew 18; 22:15-22; 23; 26 – 28
 Read Introduction to the Gospel According to Matthew (NISB pp 1745-47)

- Read Introduction to the Gospel according to Luke (NSIB pp 1847-49)
- 3.) Matthew's view toward the law
Compare Matthew 5 – 7 with Luke 6:20-49
 - 4.) Early Christianity
Read "The Emergence of Christianity," by F. Bovon (*ASE* 24/1 [2007] pp 13-29 [Blackboard])

Class:

- 1.) The relationship of early Christians to Judaism
 - Conventional view
 - More recent and alternative view
- 2.) Major purposes of Matthew
 - Manual of Church teaching and discipline
 - Fulfillment of Jewish prophecy
 - Polemic against rabbinic Judaism
 - Openness to Gentiles
 - Alternative community in the Roman Empire
- 3.) Matthew presents Jesus as authentic interpreter of Torah
 - Sermon on the Mount as charter document of the kingdom
 - Jesus as New Moses
 - Beatitudes
 - Jesus teaches "higher righteousness"
 - Antitheses
 - Examples from Jewish works of piety
 - Comparisons with Luke's version

THIRD MODULE: WEEKS ELEVEN — TWELVE: THE POST-BIBLICAL WORLD

November 18: WEEK XI – JEWISH LIFE AND LITERATURE BEYOND THE BIBLICAL ERA and POST-BIBLICAL DEVELOPMENTS IN CHRISTOLOGY

Student Preparation:

- 1) Overview of Judaism from The Jewish War to the end of the Bar Kokhba Revolt
Read "Judaism from the Destruction of Jerusalem to the End of the Second Jewish Revolt: 70-135 C.E. by Lee Levine in Shanks, *Christianity and Rabbinic Judaism*, pp 125-149 [Blackboard]
- 2.) Developing concerns in Christology
Read "The Christian Movement 70-312 C.E." by Harold Attridge in Shanks, *Christianity and Rabbinic Judaism*, pp 171-194 [Blackboard]
- 3.) Theology of the Early Councils regarding Christ
Read "The Religion of the Empire" by Dennis Groh in Shanks, *Christianity and Rabbinic Judaism*, pp 267-279; 289-303

[Blackboard]

Class:

- 1.) The Jewish uprisings against the Romans
- 2.) From Rabbinic Judaism to the Talmud
- 3.) A nomadic religion
- 4.) Early concerns about orthodox teaching about Christ
 - Marcion and the Jewishness of Jesus
 - Gnosticism
 - Schools in Antioch and Alexandria
 - Early Apologists
- 5.) Christological debates and the Early Councils
 - Relationship of Jesus to God
 - Relationship of the Holy Spirit to God and Christ
 - Relationship of humanity and divinity in Christ

Assignment: Students will prepare the usual journal entry for next class.

For the last class, December 9, as a final and longer entry into the journal (**at least 3 pages**), students are to reflect on the entire course and its pertinence to the **major themes** of the core curriculum, (1) The Human and the Divine; (2) The Individual and Society; (3) Identity and Difference, and the **sub-themes**, (1) Women and Men and gender roles; (2) Authority: how it is construed, exercised, and challenged; (3) Ethics, with an emphasis on justice. Student insights into these topics will be the discussion material for the last class. **The entire journal will be handed in at the end of class, December 9.**

[**Note: Assignment 4**, your paper on **The Use of Q by Matthew and Luke** is due at the **beginning of the next class**]

December 2: WEEK XII – CHRISTIAN LIFE AND WORSHIP DURING AND AFTER THE NEW TESTAMENT

Student Preparation:

- 1.) Worship in early Christianity
 - Read “The Story of New Testament Communities” from Edward Schillebeeckx, *Ministry: Leadership in the Community of Jesus Christ*, pp 5-41 [Blackboard]

Class:

- 1.) Jewish influence in Christian worship
- 2.) Ministry in the First Century
- 3.) Role of women in early Christianity
- 4.) Christianity in the Hellenistic world

December 9: WEEK XIII– CLOSING SESSION: DISCUSSION OF JOURNALS AND
CONCLUSION OF COURSE

Student Preparation:

Students will come with completed journals, including final entries that reflect on the relevance of the course for major themes and sub-themes of the core curriculum, as indicated under the assignment for Week XII.

Class:

This final class will be devoted principally to discussion of the journals, especially the final entries. Faculty will share concluding thoughts on the course.

Journals will be handed in after class with a self-addressed envelope and adequate postage for mailing back to the student.