

NT 1323: Letters and Revelation **(ASYNCHRONOUS INSTRUCTION)**

Fall 2021 • Louisville Seminary

Instructors: Dr. Susan R. Garrett and Dr. Sung Soo Hong

[Quick link to schedule](#)

Contact Information:

1. Please message the instructors through Canvas.
2. If you need to reach one of us more urgently, our cell numbers are 502-639-2248 (Garrett) and (737) 217-5840 (Hong). Please identify yourself.
3. If you would like to meet with one of us, let that instructor know and they will schedule a meeting (in-person or via Zoom), or a phone call at a time that works for you.

Purpose of the Course:

The New Testament is a central and generative document of Christian faith and of Western culture, but it poses significant interpretive challenges because the world and worldview presumed by its authors and first readers were vastly different from our own. This course will offer students a broad orientation to historical, literary, and theological issues raised by critical interpretation of the New Testament (focusing on the Epistles and Revelation), and nurture skills for using it as a source for understanding early Christianity and for theological reflection.

Intended Major Learning Outcomes:

Upon completion of the course, each student will be able to:

1. Demonstrate familiarity with the content, organization, and distinctive features of each of the NT Epistles and Revelation.
2. Analyze and exposit passages from the NT Epistles and Revelation, taking into consideration at least three perspectives: historical, literary, and theological.
3. Competently use major tools for exegetical study of the NT Epistles and Revelation, including print or digital concordances, lexicons, Bible dictionaries, Pauline parallels, scholarly articles, and commentaries.
4. Reflect critically on competing paradigms for the authority of the Bible and its relationship to other sources of authority (such as tradition, secular knowledge, and experience), and on the past and present social impact of this diversity of views.

Relationship to Student Learning Outcomes (SLO):

The primary SLOs for this course are as follows:

1. SLO 1 for the MAR degree program: *Students will be able to interpret Scripture critically and imaginatively*
2. SLO 1 for the MDiv degree program: *Students will gain knowledge and understanding of the Bible, and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts.*

Textbooks:

The textbooks required for this course are:

1. One of the following English study Bibles: *The HarperCollins Study Bible*, [The New Oxford Annotated Bible](#), or *The New Interpreter's Study Bible*.
2. Brown, Raymond E. *An Introduction to the New Testament: The Abridged Edition (The Anchor Yale Bible Reference Library)*. Edited and Abridged by Marion L. Soards. New Haven: Yale University Press. 2016. **ISBN: 9780300173123**.
3. Recommended: Newsom, Carol, *et al. Women's Bible Commentary*. Third edition, revised and updated. Louisville: Westminster John Knox. 2012. **ISBN: 066423707X**.

Format of Class Sessions:

This class will be offered asynchronously. Each Tuesday or Thursday by 5pm, an audio or video file will be posted with material presented in class during the asynchronous session held earlier that day. (The links to the audio or video files will be posted in row 9 of [the schedule of course sessions](#)). Students must submit a written summary of reflections, observations, or questions pertaining to the lecture, including responses to any discussion prompts included. The length of the response to each session should be at least 250 words long, but may be longer. The response must be submitted by noon on the day of the next class session. In addition to responding to the lecture material, asynchronous students will meet with one of the instructors via Zoom at least twice during the semester, and may need to attend up to two other Zoom sessions, depending on the number of students who elect to take the course asynchronously.

Course requirements:*

*See Canvas for descriptions and deadlines for all assignments, along with rubrics.

1. **“Attendance” and participation.** Asynchronous students will fulfill the attendance and participation requirement by responding to each of the posted lectures, as described immediately above. The responses need to be submitted on Canvas (ordinarily by the following Tuesday or Thursday at noon). *Attendance and participation will count for 20% of the final grade.*
2. **Quizzes.** Twelve quizzes will be given throughout the semester. These will cover all lectures and assigned readings (including the content of the books of the NT) as specified in the schedule. The link to each quiz will be posted to Canvas by about 1:30pm on the day when it is scheduled. Once you have opened the quiz, your time to complete it will be limited. These will all be closed-book quizzes, and you will be asked to pledge not to consult any outside resources, including course lectures or assigned readings. Since only one attempt is allowed per quiz, make sure to take the quizzes where you have access to a reliable internet connection. If you fail to complete a quiz due to unexpected technical difficulties, you should contact the instructors before the due date of the quiz. *You will be able to drop the two lowest quizzes; the remaining ten quizzes will count for 30% of the final grade.*

3. **Bible content tests.** At the beginning of the course you will take a test to assess your knowledge of the Epistles and Revelation. *The first content test will count for 2.5% of your final grade, and you will receive full credit regardless of your score.* At the end of the course you take a similar test. *The second content test will count for 2.5% of your final grade; your score will determine how many points you will receive.* Each will be taken in an online test format outside of class and will require one hour or less.
4. **Short written responses to two reading assignments.** *Each reading response will count for 5% of the final grade, for a total of 10%.*
5. **Short paper on gender identity and the Bible.** *This paper will count for 7% of the final grade.*
6. **Exegesis paper (in 2 phases).** You will write an exegesis paper of about 6 pages in length (not counting bibliography) on your choice from among six specified passages: Romans 6:1-11; 2 Cor 5:16-21; Eph 2:14-22; 1 Thess 4:13-18; Heb 5:1-10; or 1 Pet 2:12-23. Your **Phase 1** assignment (*which will count for 8% of your final grade*) will include your choice of a passage, an initial survey of questions you tentatively plan to address, and a bibliography. Your **Phase 2** assignment (*which will count for 20% of your final grade*) will consist of your finished paper. Full instructions for the assignment are included on the Canvas website for the course.

Summary of requirements and contribution to final grade:

Attendance and participation:	20 %
Content tests:	5 %
Quizzes:	30 %
Reading Responses:	10 %
Sexual Orientation & Gender Identity paper	7 %
Exegesis paper (Phase 1)	8 %
Exegesis paper (Phase 2)	20 %
TOTAL	100 %

Schedule, Topics, and Readings:

Access to "The Schedule" is through the app Google Sheets, at [this link](#). You can view the document on your phone, but full functionality for scrolling will only be available if you have the Google Sheets app installed. Note that all readings refer to items in the bibliography listed in Appendix A, and available on the Canvas course site. *Note that The Schedule is subject to change.*

Appendix A: Bibliography

Brown, Raymond E., and Marion L. Soards. *An Introduction to the New Testament*. Abridged edition. The Anchor Yale Bible Reference Library. New Haven: Yale University Press, 2016. ***Book should be purchased.***

Allen Dwight Callahan, "Reading and Using Scripture in the African American Tradition," in *The Oxford Handbook of African American Theology*. Edited by Katie G. Cannon and Anthony B. Pinn. New York: Oxford University Press, 2014. Pp. 27-39. **On Canvas.**

Downs, David. "Letters." In *The New Interpreter's Bible One-Volume Commentary*. Edited by Beverly Roberts Gaventa and David L. Petersen. Nashville: Abingdon Press, 2010. Pp. 970-72. **On Canvas.**

Fitzgerald, John T. "Cultures of the Greco-Roman World." In *The New Interpreter's Bible One-Volume Commentary*. Edited by Beverly Roberts Gaventa and David L. Petersen. Nashville: Abingdon Press, 2010. Pp. 983-87. **On Canvas.**

Furnish, Victor Paul. Furnish, Victor Paul. *The Moral Teaching of Paul: Selected Issues*. 3rd ed. Nashville: Abingdon Press, 2009. **Chapter 4 on Canvas.**

Garrett, Susan R. "The Bible and Homosexuality." **On Canvas.**

Garrett, Susan R. "Revelation." **On Canvas.**

Garrett, Susan R. "Romans." **On Canvas.**

Garrett, "Gender Identity and the Bible." Unpublished manuscript. **On Canvas.**

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Grand Rapids, Mich.: Baker Academic, 2010. **Recommended for your library.**

Levine, Amy-Jill. "Culture of Early Judaism." In *The New Interpreter's Bible One-Volume Commentary*. Edited by Beverly Roberts Gaventa and David L. Petersen. Nashville: Abingdon Press, 2010. Pp. 979-82. **On Canvas.**

Malherbe, Abraham J. *Moral Exhortation: A Greco-Roman Sourcebook*. Philadelphia: Westminster Press, 1986. **Excerpts on Canvas.**

Martin, Dale B. "Paul without Passion: On Paul's Rejection of Desire in Sex and Marriage." In Dale B. Martin, *Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation*. Louisville: Westminster John Knox, 2006. **Chapter 5 on Canvas.**

Abraham Smith, "Paul and African American Biblical Interpretation." In *True to Our Native Land: An African American New Testament Commentary*. Edited by Brian Blount et al. Minneapolis: Fortress Press, 2007. Pp. 31-42. **On Canvas.**

Stowers, Stanley K. "Friends and Enemies in the Politics of Heaven: Reading Theology in Philippians." In *Pauline Theology*, vol. 1. Edited by Jouette M. Bassler. Minneapolis: Fortress, 1991. Pp. 105-21. **On Canvas.**

Appendix B: Course Policies

Items Relating to Fall Instruction, Learning, and Technology at LPTS

1. To access the library and its resources, visit: <https://lpts.edu/library/>
2. To request a library laptop loan, contact library@lpts.edu
3. For a summary of information related to accessing Outlook, Canvas, CAMS, and the Intranet, see: [Accessing LPTS Resources](#)
4. For general help with campus network access, Outlook (email), contact support@lpts.edu
5. For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Gina Kuzuoka at gkuzuoka@lpts.edu
6. For help with Canvas credentials, contact Carolyn Cardwell at ccardwell@lpts.edu.

Use of Inclusive Language

In accordance with seminary policy, in class discussions and in written and oral communication please use language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy, but when referring to God please use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site on "Inclusive and Expansive Language" (available [here](#)).

Academic Honesty

All work turned in to the professor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others (including other students as well as online sources) must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Failure to credit sources (whether intentional or due to oversight) constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help center: <https://lpts.libguides.com/digitalresources/citingsources>.

Attendance Policy

See the course requirements above. If your personal circumstances change (for example, if you or someone in your family contracts Covid 19), please reach out to the instructors so that we can discuss any special arrangements that may be necessary to accommodate your situation.

Policy on Late Papers and Exams, and on Incompletes

Deadlines have been specified for all written work. These deadlines have been arranged so as to distribute the work through the semester in a manageable way—for you as a student and for us as the teachers. If you require an extension, contact one of us through Canvas in advance of the deadline to request one. *Late submissions will be penalized as specified in the instructions for each assignment, and will not be accepted at all after the specified dates.* Note that all written work *must* be submitted through Canvas, which indicates date and time of submission.

Policy on Pass/Fail Option

Students taking the course pass/fail must complete *all* assignments and earn an average score of 75 or above.