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Faculty of Arts
Department of Philosophy and Religious Studies
<http://religion.concordia.ab.ca>

Christology of the New Testament
REL 382A
Winter 2018

Course Description: A study of the names and titles of Jesus, their theological content, and their significance in the various writings of the New Testament.

Prerequisites: 2nd year standing required

Co-requisites: None

Hours: (3 - 0 - 0): 39 Instruction hours

Credit value: 3 Credits

Instructor:

Name: Frederick S. Tappenden, Ph.D.

Office: G302A

Phone: NA

Email: frederick.tappenden@concordia.ab.ca

Office Hours: Friday, 13.00–15.00, or by appointment

Lectures:

Room: HA207

Time: Monday, Wednesday, and Friday, 15:00–15:50

Required Resources:

1. Frank J. Matera, *New Testament Christology*. Louisville, KY: Westminster John Knox, 1999.
2. A copy of the Christian Bible, including Apocrypha; here are some *recommended* editions (note: you need only one)
 - a. *The HarperCollins Study Bible: New Revised Standard Version, Including the Apocryphal/Deuterocanonical Books with Concordance*. Edited by Harold W. Attridge et al. Fully Revised and Updated. New York, NY: HarperCollins, 2006.

- b. *The New Oxford Annotated Bible: New Revised Standard Version with the Apocrypha*. Edited by Michael D. Coogan. Fully Revised 4th Edition. Oxford: Oxford University Press, 2010.
- c. Online Old and New Testaments with Apocrypha (NRSV): biblia.com/books/nrsv.

A Brief Note on Bible Translations and Accessibility:

Choosing a translation can be difficult due to the plethora of options. The recommended translation for REL 382 is the New Revised Standard Version (NRSV). Dynamic translations (e.g. New Living Translation), idiomatic or periphrastic translations (e.g. The Message), and classical translations (e.g. King James Version) are not permitted for class use.

The online edition of the NRSV at biblia.com is quite helpful; here, students can read/study the NRSV in parallel with other translations. Other helpful websites include www.ntgateway.com, www.earlychristianwritings.com, and www.sbl-site.org/educational/sitesofinterest.aspx; each of these can direct you to all kinds of online resources. But be careful! Online resources should always be used critically.

3. The following primary sources (all available online)

- a. The Sayings Gospel Q
 - i. Available on Moodle: "The Q Gospel," pages 263–78 in *The Complete Gospels* (ed. Robert J. Miller; 4th ed. Salem, OR: Polebridge Press, 2010). (Earlier edition on reserve at the Concordia Library).
 - ii. Openly available online: <http://bit.ly/1SYg0j4> or <http://bit.ly/2AtYHDD>.
 - iii. Alternative edition/translation on reserve at the Concordia Library: John S. Kloppenborg. *Q, The Earliest Gospel: An Introduction to the Original Stories and Sayings of Jesus*. Louisville: Westminster John Knox, 2008, pp. 123–44.

4. The following secondary sources (all available online)

- a. E. P. Sanders, "An Outline of Jesus' Life." Pages 10–14 in *The Historical Figure of Jesus*. London: Penguin, 1993.
 - i. Available on Moodle.
 - ii. On reserve at the Concordia Library.

5. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

Recommended Resources

** On reserve at the Concordia Library

1. John S. Kloppenborg. *Q, The Earliest Gospel: An Introduction to the Original Stories and Sayings of Jesus*. Louisville: Westminster John Knox, 2008.
2. Miller, Robert J., ed. *The Complete Gospels: Annotated Scholars Version*. 2nd corr. ed. Sonoma, CA: Polebridge Press, 1992.
3. E. P. Sanders. *The Historical Figure of Jesus*. London: Penguin, 1993.

Course Objectives:

In fulfillment of the course description above, at the completion of the Winter 2018 offering of REL 382A, students will achieve the following objectives:

1. Students will have a firm grasp of the critical study of religion, specifically with respect to formative developments within nascent religious movements. Students will have a broad understanding of the ways that theological affirmations are rooted in and shaped by a variety of social, literary, cultural, and mnemonic forces.
2. Students will be able to distinguish and demarcate theological variety within the early Christian movement, especially as this variety relates to diverse understandings of Jesus and God. Students will have an understanding of the variety of Christological titles and images used in the New Testament, and they will be able to articulate both differences and overlap between these diverse Christologies.
3. Students will have a broad understanding of the critical study of Jesus as a historical figure, with particular emphasis given to dynamics of memory/commemoration, historiography, and the development of Jesus's image(s) within early Christian memory.
4. Students will have developed skills in critically reading ancient and modern texts. This will be achieved principally through the close reading of a wide variety of New Testament writings, with special emphasis placed on their literary, socio-cultural, historical, and religious dimensions.
5. Students will have developed skills in critical thinking, research, and knowledge dissemination through class discussions, presentations, written assignments, and written exams.

Lecture Topics / Course Outline:

*** Note: All due dates will remain fixed, but lecture topics may expand or contract as necessary.*

Jan. 10 **Course Introduction: How on Earth Did Jesus Become a God?**

Topics: Christology or Christologies? Why Study Early Christian Christology? The Critical Study of Religion, the New Testament, and Early Christianity; Overview of Syllabus

Read: Matera, "Introduction" and ch. 7

Part I: Jesus as a Figure of History

Jan. 12, **From the Christ of Faith to the Jesus of History**
15, 17, 19

Topics: Theological and Epistemological developments from Tatian to Strauss; Jesus in contemporary Scholarly Critique; Sketching an historical vision of Jesus of Nazareth

Read: Sanders, "An Outline of Jesus' Life" (online access, see above)

Jan. **From the Jesus of History to the Christ of Faith**
22, 24, 26

Topics: General Overview of Christ-Devotion from ca. 30–100 CE; Assessing Jesus as a figure of Early Christian Memory: Introduction to the Titles and Images for Jesus

Part II: Jesus as a Figure of Memory

Jan. 29, **The Earliest Traditions about Jesus**

31, Feb. 2

Topics: Kerygma, Creedal Formulas, and Hymns

Read: Romans 1.3–4; 1 Cor 11.23–26, 15.3–8; Phil 2.5–11

Due Jan. 29: Reading Journal 1

Due Jan. 29: Pecha Kucha Presentation 1: “Lord”

Feb. **The Undisputed Pauline Letters**

5, 7, 9

Topics: The Nations and Paul’s Christology of Inclusive Participation

Read: 1 Thess 4.13–5.11; 2 Cor 3–5, 12.1–10; Gal 2.11–4.7; Rom 8.1–17; Matera, ch 3

Due Feb. 5: Reading Journal 2

Due Feb. 5: Pecha Kucha Presentation 2: “Son of God”

Feb. 12 **No Class: Reading Day**

Due Feb. 12: Reading Journal 3

Feb. **The Deutero-Paulines**

14, 16

Topics: The Cosmic Christ of Colossians and Ephesians

Read: Matera, ch. 4; Colossians, Ephesians

Due Feb. 14: Pecha Kucha Presentation 3: “Saviour”

Feb. **Reading Week (No Classes)**

19, 21, 23

Feb. 26, **The Gospels I: History, Genre, and the Earliest Gospel**

28, Mar. 2

Topics: Gospel Preliminaries (Synoptic Problem, Genre, Memory and Tradition); Jesus the Social Prophet in Q

Read: The Q Gospel (online access, see above)

Due Feb. 26: Pecha Kucha Presentation 4: “One like a Son of Humanity”

Due Feb. 26: Reading Journal 4

Due Mar. 2: Term Paper Proposal

Mar.
5, 7, 9 **The Gospels II: Mark**
Topics: Jesus, the Suffering Messiah
Read: Matera, ch. 1; Mark
Due Mar. 5: Reading Journal 5
Due Mar. 5: Pecha Kucha Presentation 5: “Christ/Messiah”

Mar.
12, 14, 16 **The Gospels III: Matthew**
Topics: Jesus, Fulfiller and Renewer of the Law
Read: Matera, ch. 1 (review); Matthew
Due Mar. 12: Reading Journal 6
Due Mar. 12: Pecha Kucha Presentation 6: “Son of David”

Mar.
19, 21, 23 **The Gospels IV: Luke**
Topics: Jesus, the World Saviour and Social Prophet
Read: Matera, ch. 2; Luke
Due Mar. 19: Reading Journal 7
Due Mar. 19: Pecha Kucha Presentation 7: “Prophet”

Mar. 26,
28, Apr. 4 **The Johannine Literature**
Topics: Jesus, the Embodied Word of God and Lamb of God
Read: Matera, ch. 6; John and 1 John
Due Mar. 26: Reading Journal 8
Due Mar. 26: Pecha Kucha Presentation 8: “Rabbi/Teacher”

Apr.
6, 9, 11 **James and Hebrews**
Topics: Christological Echoes and Reverberations in James; The Supremacy of Jesus’s Heavenly Identity in Hebrews
Read: Matera, ch. 5; James, Hebrews,
Due Apr. 6: Reading Journal 9
Due Apr. 6: Pecha Kucha Presentation 9: “High Priest”
Due Apr. 11: Term Paper

Apr. 13, 16 **The Apocalypse of John**
Topics: Jesus, the Triumphant Martyr
Read: Matera, ch. 5 (review); Revelation
Due Apr. 13: Reading Journal 10
Due Apr. 13: Pecha Kucha Presentation 10: "Lamb"

Apr. 18 **Course Conclusion**
Readings: Matera, ch. 7 (review)
Final Exam: 25 April 2018, 2.00–4.00pm

Evaluation:

Students will be graded on the following requirements:

1. **Attendance, Participation, and Professionalism (10%):** Students are expected to attend all class sessions regularly and to participate in class discussion when appropriate. All assigned readings are to be completed *prior* to the class periods in which they are listed (see Course Outline below). Professionalism relates to the following: (a) conduct in class, (b) correspondences with the professor, and (c) conduct towards one's peers. Class attendance and participation will be assessed weekly; professionalism will be assessed throughout the term.
2. **Reading Journal (10 x 1% = 10%):** Students are required to keep a Reading Journal with 10 entries, one for each primary source (or group of primary sources) assigned throughout the term. Only the primary source readings need to be journaled; each entry corresponds to a different week in the course outline (above). For each entry, students are to read the assigned primary literature and answer the following question(s): "What image of Jesus is presented in this/these text(s)? What titles are used for Jesus? For what is he memorable? What does he talk about, and what does he do?"
Reading Journal entries are to be approx. 250 words in length (= 1 typed, double spaced page). These are low-stakes assignments; grammar, syntax, spelling, and formatting will not be marked, nor are students required to have a formal argument, thesis, or to conduct research. Instead, I am looking for evidence that students have read the primary sources closely and carefully, and also that they have thoughtfully, critically, and creatively engaged those sources.
Journal entries are **due weekly (usually on Mondays), beginning the week of January 29** in accordance with the Course Outline above; they can be submitted in class or via the Moodle.
3. **Pecha Kucha Presentation on Christological Titles (15%):** Students are required to complete a Pecha Kucha style presentation that examines and explicates one of the many title used for Jesus in the New Testament. The options for presentation are dispersed throughout the term (beginning on 29 January 2018); there are a total of 10 titles, each student is to present on only one.

Pecha Kucha is a presentation style that is defined by its unique structure: 20 slides for 20 seconds/slide, thus capping the duration of the presentation at 400 seconds (= 6 minutes and 40 seconds). As one expects, the format requires presenters to organise their thinking acutely and decisively. Time is a limited resource in the Pecha Kucha world, and you must use it with care and purpose. For this reason, it is highly recommended that you both script your presentation and practice it before coming to class.

More information on the Pecha Kucha presentation style will be handed out in class. A sign-up sheet for the presentation topics will be distributed in the first two weeks of class.

Presentation dates follow the Course Outline (above).

4. **Term Paper (30% [5% + 25%]):** Students are required to complete one research term paper of 2400–3000 words (approx. 8–10 page). This paper provides you the opportunity to examine a stream of Christology in the New Testament in greater depth, to compare/contrast a selection of Christological themes, or to exegete Christologically significant passage. More information will be handed out in class. All topics and passages must be approved by the instructor; students are to hand in a paper proposal (worth 5%) by **2 March 2018** and the final paper (worth 25%) by **11 April 2018**.
5. **Final Exam (35%):** The final examination will be cumulative. Information pertaining to the final examination will be handed out in class. Further information pertaining to the final examination will be handed out in class. The date of the final examination is 25 April 2018, 2.00–4.00 PM. A supplemental examination will be available for this course.

Grade Breakdown:

Attendance, Participation, and Professionalism	10%
Reading Journal (x 10)	10%
Pecha Kucha Presentation	15%
Term Paper	30%
Final Examination	35%
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Total	100%

See Concordia's [Extended Description of Grade Levels](#) (below, and Section 9.3.2 of the Calendar) for further information on grading.

Course Policies:

I. The following policies are in place regarding participation in the classroom:

Electronic Devices: Mobile computing and communications devices are permitted in class insofar as their use does not disrupt the teaching and learning process. Use of Facebook, Messaging Apps, and other social media is prohibited.

Disabilities: If you have a disability and feel the instructor should be informed, please contact the instructor to arrange a meeting. We will make every effort to create a learning environment oriented toward successful learning. Such matters will be treated with appropriate confidentiality. Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.4.1 of the Calendar for more details.

Lecture Recording: Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.3 of the Calendar for more details.

Decorum: Please refer to Section 9.2.8 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.

Advising: At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

II. The following policies are in place regarding assignment submission and due dates:

Due Dates: All assignments are due in accordance with the Course Outline above. Any extensions of these deadlines must be arranged beforehand (barring unforeseen circumstances). For convenience, I summarise all Fieldtrips and Due Dates here:

Reading Journals: Due weekly, in class according to the Course Outline (above)

Pecha Kucha Presentations: Various due dates; due in class according to the Course Outline

Term Paper Proposal: Due by 11.59 PM on 2 March 2018

Term Paper: Due by 11.59 PM on 11 April 2018

Final Exam: 25 April 2018, 2.00–4.00 PM (Room TBD)

Submission: All assignments can be submitted either as a hardcopy to the instructor during class periods, during office hours at the Instructor's office, or as a softcopy via the Moodle website. When submitting a hardcopy, please be sure the time, date, and signature of the receiver are noted on the submission. When submitting electronically, be sure that you receive confirmation of your submission via the Moodle system (this feature can be turned on at: *My Profile settings* → *Messaging*). Please note that, barring exceptional circumstances, appeals to technical difficulties experienced while trying to submit an assignment electronically is not a valid excuse for handing something in late.

Late Policy: Assignments are considered late if they are submitted after the prescribed times outlined in the *Assignment Submission and Due Dates* section above. Late assignments will be penalised one grade point per day (e.g., from B to B- for one late day; from B to C+ for two late days, etc.) up to a maximum of 3 grade points in accordance with the Concordia University Grading Scale (e.g., from B to C; or C- to F). Exceptions will be made only for extenuating circumstances such as illness or by prior arrangement (or at the discretion of the instructor).

Writing Requirements and Style: All work should be written in good academic prose and should be double-spaced, paginated, and typewritten in 12 pt. Times New Roman font; margins set at 1-inch (sides) and 1½ (top and bottom).

Citation Style: Students must use a bibliographic style when citing primary and secondary literature. All sources—both primary and secondary literature—are to be cited clearly and consistently within the conventions of a major bibliographic style. Papers are to be formatted according to either the SBL Style (preferred) or the Chicago Manual of Style. Excellent guides to various styles can be found at the Concordia University Library website: <http://library.concordia.ab.ca/citation-guides/>.

III. The following policies are in place regarding final exams:

Deferred Final Examination: Deferred final examinations may be granted to students who are unable to write final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control. Documentation is required. Students are directed to Section 9.2.5 of the Calendar for further information. Of note is that the application for a deferred exam must normally be started within 48 hours of the missed examination.

Final Exam Schedule and End-of-Term Travel: Please note that students are strongly advised to delay their end-of-term travel planning until the final exam date has been set by the University. In the event that travel plans such as plane tickets conflict with a final exam date, there is a zero tolerance policy for either rescheduling or deferring the exam.

IV. The following policies are in place regarding academic integrity:

Academic Honesty: Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.9 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.

Appeals: Refer to section 9.2.9 of the Calendar (Section G).

V. The following is my general course policy:

My intent and desire is to assist and guide you in the learning of the material of this course, as well as to stimulate your own thinking. Should you have any questions and/or concerns with the course content, readings, assignments, etc., *please do not hesitate* to contact me by email or in person during office hours. I am also happy to listen to suggestions about how we use class time, the texts, and the assignments. If you need help at any point in the course, please ask. During office hours I hold an open-door policy and look forward to hearing any questions and/or concerns that you may have.

Your responsibility is to come to class prepared, especially in terms of familiarity with primary sources for discussion, and to be willing to explore ideas. I ask that you be willing to take risks, venture new ideas, ask questions, critique your preconceptions, and respect the perspectives, questions, and statements of your colleagues.

Additional contacts and services:

- a. Academic Administration
 - i. Dean of Faculty of Arts
 - Name: Dr. Neil Querengesser, Ph.D.
 - Office: HA224
 - Email: Neil.Querengesser@concordia.ab.ca
 - Telephone: +1 780 479 9364
 - ii. Department of Philosophy and Religious Studies
 - Department Chair
 - Name: Dr. InHee C. Berg, Ph.D.
 - Office: L286
 - Email: inhee.berg@concordia.ab.ca
 - Telephone: +1 780 479 9370
 - iii. Program Coordinator / Director as needed
 - iv. Registrar's Office (HA120, registrar@concordia.ab.ca, +1 780 479 9250)
- b. Academic Support
 - i. Vice President of Student Life and Learning (Dr. Barbara van Ingen, barbara.vaningen@concordia.ab.ca, +1 780 479 9289, HA217)
 - ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, HA114)
- c. Writing Centre
 - i. The Writing Centre (located in the Concordia library, L266) is a free service that provides support for teaching and learning through writing for students, staff, and faculty
 - Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C-level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0