### Seattle University / School of Theology and Ministry

Winter 2013: T/ 5:45-8:35 pm & Th/ 9:00-11:50 am HUNT 100

# STMM 527-01 & 02 Christian Scriptures Web version DESCRIPTION AND PURPOSE

Facilitator: Leticia Guardiola-Sáenz, PhD

quardiol@seattleu.edu

(office: Hunt 211 - ph. 6436)

(Syllabus subject to change)

This introductory course is designed to equip students with a fundamental knowledge of the Christian Scriptures. We will study the Christian Scriptures:

- Historically, as ancient records that reflect the socio-cultural context of production.
- Rhetorically, as texts that use the literary conventions of their time, for a particular purpose.
- Theologically/Hermeneutically as authoritative discourses of the Christian faith.

As we study the Scriptures we will survey some of the major interpretive methods in biblical criticism (redaction, reader-response, narrative, ideological, and feminists criticisms among others) to provide both a framework for the study of the Christian Scriptures and some hermeneutical tools for preaching and teaching its message.

This course operates under a policy of inclusivity and respect: EVERYONE has a voice in this class and ALL opinions are welcomed. Since all readers and readings are subjective, all interpretations of the New Testament, whether historical, theological, literary or of any other sort –presented by the facilitator or the students—are perspectival, non-universal interpretations.

The general approach to the Christian Scriptures in this class will be both academic and ministerial. Overall, from the academic standpoint, we will use cultural studies approaches in the analysis of biblical texts. From the ministerial standpoint, we will read the Christian Scriptures with an emphatic interest on the inclusiveness of the Christian Word and its contextual appropriation.

At the end of the course students should be able to:

- Read the Christian Scriptures critically
- Use biblical tools and resources as a way to inform their own exegesis for the purpose of doing their ministry
- Critically understand and be aware of their own social location/ assumptions/ hermeneutics as they engage the text in their own lives, their communities, and the larger world.

#### **REQUIREMENTS**

- **A. Class attendance and participation 27%:** Attendance to all class sessions and informed participation is expected. Complete the required readings and written assignments prior to each session following the instructions on the class calendar.
- $\textbf{B. Written assignments-73\%:} \ for the instructions on these assignments contact the instructor at guardiol@seattleu.edu$ 
  - 1) On 1Thessalonians (600-800 words) Due on January 15 (T) /17 (Th) (9%)
  - 2) On 2 Corinthians and Galatians (600-800 words) Due on January 19 (Th) / 24 (T) (9%)
  - 3) On Mark: (600-800 words) Due on January 29(T) / 31 (Th) (9%)
  - 4) On Matthew vs. Mark: (600-800 words) Due on February 5 (T) / 7 (Th) (9%)
  - 5) On Luke: (600-800 words) Due on February 12 (T) /14 (Th) (9%)
  - 6) On John: (600-800 words) Due on February 19 (T) / 21 (Th) (9%)

7) Write one final integrative paper on the core message of Christian Scriptures for a better world. (1600-2000-words) Due on March 12 (T) / 14 (Th) (19%)

The ONLY tools allowed in the writing process of these papers are: the biblical text, your own ideas and creativity, the two required textbooks and articles, and the tools to analyze the Greek text (if you choose to do so) from <a href="https://www.biblos.com">www.biblos.com</a>. Please do not use commentaries or any other academic resources at this point; you will have a chance to do that later.

### **BIBLIOGRAPHY** (required)

### **Books**

- 1. The New Testament. New Revised Standard Version. NT
- 2. Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey.* Grand Rapids, MI: Baker Academic, 2009. **MAP**
- 3. C. DeYoung, W. Gafney, L. Guardiola-Sáenz, G. Tinker, F. Yamada, eds., *The Peoples' Companion to the Bible*. Minneapolis: Fortress, 2010. **PCB**

### Articles

- 1. Moo, Douglas J.. "Creation and new creation" Bulletin for Biblical Research 20, no 1 (2010): 39-60.
- 2. Lampe, Peter. "The Language of Equality in Early Christian House Churches: A Constructivist Approach." In *The Early Christian Family* edited by David L. Balch and Carolyn Osiek, 73-83. Grand Rapids: Eerdmans, 2003.
- 3. Malbon, Elizabeth Struthers. "Fallible followers: women and men in the Gospel of Mark" Semeia 28 (1983): 29-48.
- 4. Weren, Wilhelmus Johannes Cornelis. "The Five Women in Matthew's Genealogy" *Catholic Biblical Quarterly* 59, no 2 (1997): 288-305.
- 5. Thurston, Bonnie Bowman. "Who was Anna?: Luke 2:36-38" *Perspectives in Religious Studies* 28, no 1 (2001): 47-55.
- 6. Guardiola-Sáenz, Leticia A.. "Border-crossing and its redemptive power in John 7:53-8:11: a cultural reading of Jesus and the accused." In *Transformative encounters* edited by Ingrid Kitzberger, 267-291. Leiden: Brill, 2000.

An electronic copy of these articles will be provided by the instructor.

Grading Scale	
Superior performance:	
Α	96.36 - 100
Α-	92.72 - 96.35
B+	89.08 - 92.71
Good performance:	
В	85.44 - 89.07
B-	81.80 - 85.43
C+	78.16 - 81.79
Minimal performance:	
С	74.52 - 78.15
C-	70.88 - 74.51
D+	67.24 - 70.87
Poor performance:	
D	63.60 - 67.23
D-	60.00 - 63.59
Failing:	
F	00.00 - 59.99

# STMM 527-01 & 02 Christian Scriptures CALENDAR OF READINGS AND ASSIGNMENTS

**SESSION # 1** January 8 / 10

Introduction: The New Testament - Context of production and ways of reading it

Presentation of syllabus: Course description, purpose, requirements and presuppositions

READ: you are not expected to read this material for the first week, but if you can do it will be great!!!

MAP - Chapter 1: The New Testament World; Chapter 2: The New Testament Writings

**PCB** - Culture and Identity; The Bible as a Text of Cultures; The New Testament as a Text of Cultures; A Self-Inventory for Bible Readers

**SESSION # 2** January 15 / 17

# Paul and his early letters

READ:

MAP – Chapter 10: New Testament Letters; Chapter 11: Paul; Chapter 19: 1 Thessalonians; Chapter 13: 1 Corinthians; Chapter 14: 2 Corinthians; Chapter 17: Philippians; Chapter 22: Philemon

**PCB** - Introduction to the Pauline Letters; 1 Thessalonians; 1 & 2 Corinthians; Philippians; Philemon

**NT** – 1 Thessalonians – 1 & 2 Corinthians – Philippians – Philemon

As you read try to find out: When is the end going to happen and how according to 1 Thess? Why is the Corinthian congregation confused? Why is Paul so friendly with the Philippians? Who is Onesimus and to whom is Philemon's letter addressed?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

**Essay on 1Thessalonians DUE** 

**SESSION # 3** January 22 / 24

# The gospel according to Paul

READ:

MAP - Chapter 15: Galatians; Chapter 12: Romans

PCB - The Bible and Empire; Galatians; Romans

NT - Galatians - Romans

Articles: 1 & 2

As you read try to find out: What is the main issue at stake in Galatians? Why is Paul so angry in this letter and how does he solves the crisis with the Galatians? What are Paul's views about sin and salvation; Adam and Christ; Justification by faith; and Women's roles in the church in the letter to the Romans?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Essay on 2 Corinthians and Galatians DUE

**SESSION # 4** January 29 / 31

Mark

READ:

MAP - Chapter 4: The Gospels; Chapter 6: Mark

**PCB** – The Bible as a Text in Cultures: an introduction & Native Americans; Introduction to the Gospels; Mark

NT - the Gospel of Mark

Article: 3

As you read try to find out: What do you think is the core message of the Jesus in Mark?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Essay on Mark DUE

SESSION # 5 February 5 / 7

Matthew

**READ:** 

MAP - Chapter 5: Matthew

**PCB** – The Bible as a Text in Cultures: introduction and Latinas/os: Matthew

**NT** – the Gospel of Matthew

Article: 4

As you read try to find out: What do you think is the core message of the Jesus in Matthew?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Essay on Matthew (Mark) DUE

SESSION # 6 February 12 / 14

Luke / Acts

**READ:** 

MAP - Chapter 7 & 9: Luke and Acts

PCB - The Bible as a Text in Cultures: African Americans; Luke; The Acts of the Apostles

NT - the Gospel of Luke and the Acts of the Apostles

Article: 5

As you read try to find out: What do you think is the core message of the Jesus in Luke?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Essay on Luke DUE

SESSION #7 February 19 / 21

John

READ:

MAP - Chapter 8: John

PCB – John; Women, Culture, and the Bible

NT – the Gospel of John

Article: 6

As you read try to find out: What do you think is the core message of the Jesus in John?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Essay on John DUE

SESSION #8 February 26 / 28

Jesus: the evolution of the gospels

**READ:** 

MAP - Chapter 3: Jesus

PCB - Jesus and Cultures

NT - Mark, Matthew, Luke, John

As you read try to find out: What is the major problem in 2 Thessalonians and what is the author's advice about it? Who are the opponents in Colossians? What are the similarities between Colossians and Ephesians?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

SESSION # 9 March 5 / 7

Standing on Paul's shoulders

READ:

MAP - Chapters 16, 18, 20, 21 (Deutero-Pauline Letters)

**PCB** – 2 Thessalonians; Colossians; Ephesians; 1 & 2 Timothy; Titus; The Bible as a Text in Cultures: Asian Americans

NT – 2 Thessalonians – Colossians – Ephesians – 1 & 2 Timothy – Titus

As you read try to find out: What is the major problem in 2 Thessalonians and what is the author's advice about it? Who are the opponents in Colossians? What are the similarities between Colossians and Ephesians?

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

**SESSION # 10** March 12-14 / 14-16

# Revelation and the beginning of the end

### **READ:**

- **MAP** Chapter 29: Revelation; Chapters 23: Hebrews; Chapter 24: James; Chapter 25: 1 Peter; Chapter 26: 2 Peter; Chapter 27: 1-3 John; Chapter 28: Jude
- **PCB** Introduction to the General Letters and Revelation; Hebrews; James; 1 & 2 Peter; 1- 3 John; Jude; Revelation; The Bible as a Text in Cultures: Euro-Americans
- NT Revelation, 1 Peter, James, Hebrews, 1-3 John; Jude & 2 Peter

As you reflect on your readings think: what was new or what did you find interesting, challenging, exciting in your readings for today? What was irritating, upsetting, and/or problematic? How can you use this material in your ministry or to make this world better?

Final integrative essay DUE