

Saint Leo University

REL 110RS

The Emergence of Christianity: Examination of Foundational Christian Texts

Course Description:

The New Testament record of the development of Christianity from a sect within Judaism to becoming a world religion. This course will examine the foundational texts of Christian Scripture with attention to historical context, the intentions of the authors and the way the texts were edited.

Prerequisite:

None

Textbooks:

The Catholic Study Bible Third Edition, Edited by Donald Senior, *et. al.*(Oxford University Press, 2016).

Imperato, Robert. *Portraits of Jesus. Revised edition.* Lanham: Hamilton Books, 2018.
ISBN: 978-0-7618-6985-6

Learning Outcomes:

Students will be able to

1. Describe historical and editorial development of early Christianity as reflected in the New Testament assessed in first test and in papers.
2. Articulate the relationships between religious or philosophical traditions and their cultural, historical, and/or political context(s) *by exploring how the historical and cultural settings of the New Testament, including geography of Israel, groups of Jews, and the concerns of early Jewish groups influence the writing of the New Testament texts through first test and paper 1. RS2*
3. Describe the formation of the New Testament writings through discussion questions, first test.
4. Identify the literary and theological characteristics of each gospel and of the Pauline letters through first test, final exam, discussion questions.
5. Analyze N.T. texts using contemporary interpretive approaches through discussion questions, papers, and test.
6. Analyze beliefs, practices, values, texts and/or figures of different traditions (religious/philosophical/ethical) *through integration of scholarly biblical reference materials to research meanings of biblical themes, and passages through papers. RS1*
7. Explain and contrast understandings of different portraits of Jesus and the meaning of Christian discipleship through first test final exam and discussion questions.
8. Communicate effectively for a determined purpose *while engaging in a critical reading of the New Testament which involves discovery of values, contexts, styles, assumptions and intentions. By leading the students beyond naïve reading to critical reading will exemplify the core value of excellence papers, first test, final exam, discussion questions. CC2*

Saint Leo Core Values

Core Value:

Excellence: Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

Evaluation:

Assignment	% of Final Grade
First Exam	15
Paper 1	20
Paper 2	20
Paper 3	20
Final Exam	15
Discovery Questions (8)	10
Total	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Exams

There are a total of two exams in this course:

First Exam

This exam will occur during Module 3 and consists of eight short answer/brief essay questions covering the material from Modules 1-3. You will have one hour to complete this exam and must complete it by **no later than Sunday 11:59 PM EST/EDT of Module 3.**

Final Exam

This exam will occur during Module 8 and consists of four brief essay questions covering the material from Modules 4-8. You will have 45 minutes to complete this exam and must complete it by **no later than Sunday 11:59 PM EST/EDT of Module 8.**

(UE Key Assignment) Paper 1

Choose just **one** of the themes from the list below. Note developments of that theme in the Old Testament to the New Testament (N.T.), and show how N.T. writers reinterpreted it. Discuss similarities, differences, and changes to the meaning. You must provide a separate outline to your paper. Use only the following resource that's available as an eBook: Balentine, Samuel E. *The Oxford Encyclopedia of the Bible and Theology*. Oxford University Press : 2014 ([The Oxford Encyclopedia of the Bible and Theology](#).) Sometimes links to ebooks break. If the link does not work, then go to the Saint Leo library electronically and look up the book. Be sure to distinguish between paraphrase and direct quotes. Type a 350-750 word paper using MLA formatting. Submit Paper 1 to **Chalk and Wire** no later than **Sunday 11:59 EST/EDT of Module 2**. The Paper 1 Chalk & Wire link is located in the Module 2 folder. Students who do not submit the assignment to Chalk & Wire will receive a zero. This is a key assignment assessment; the results are used to ensure students are meeting University Exploration program goals. Video and PDF instructions can be found on the course home page. PDF instructions are also located in the Start Here folder.

Themes

Justice	Love	Jerusalem
Wealth and poverty	Christ	Son of God
Lord	Priest	Servant of God
Son of Man	Shepherd	Mercy and Compassion
Kingdom of God	Resurrection	Peace
Faith	Obedience	Redemption
Law	Death	Sin Repentance

Grading Rubric for Paper 1

REL 110RS Paper 1 UE SLO Rubric

Name _____

Date _____

		Performance Levels		
SLOs	Criteria	No Evidence 0	Partial Evidence 20	Solid Evidence 40
CC2	Communicate effectively for a determined purpose	Failure to distinguish paraphrase or quotation, poor paragraph construction	Occasional English grammar and documentation errors and/or failure to submit an outline	Accurate usage of English including careful documentation (including ability to paraphrase and use quotations) and good organization
RS1	Analyze theme by addressing developments from Old Testament to New Testament, showing how old N.T. writers reinterpreted it	Neither primary nor recommended secondary source used	Sparse use of recommended secondary sources and Bible	Neither primary or recommended secondary sources used
RS2	Compare and Contrast religious, philosophical, cultural, historical or political influences to the change in meaning	Many unsubstantiated and inaccurate statements and incomplete reflection of material read for assignment	One or two unsubstantiated and/ or inaccurate statements and/or incomplete reflection of material read for assignment	Accurate and complete reflection of material read for assignment

Comments:

Score

Paper 2

Choose just **one** of the two options below to complete this assignment.

Option A

Identify any historical purpose(s) behind the writing of Mark's and Matthew's Gospels. Include a reference to any historical factor mentioned in the recommended sources that may have triggered the writing of both Matthew's and Mark's Gospels as well as references to statements within both of the Gospels themselves. Class lesson material can be used in addition to the recommended sources. Include at least one historical factor and at least one reference to each Gospel studied. A historical factor is one a historian would recognize whether the historian has religious faith or not. Restrict your resources to those below as well as any information within the course modules. Sometimes links to ebooks break. If the link does not work, then go to the Saint Leo library electronically and look up the book. Be sure to distinguish between paraphrase and direct quotes. Type a 350-750 word paper using MLA formatting. Submit the completed assignment to the appropriate Dropbox by **no later than Sunday 11:59 PM EST/EDT of Module 5**.

Resources relative to Mark's Gospel:

See chapter 5 of the ebook via SLU library:

Incigneri, Brian J. *The Gospel To The Romans : The Setting And Rhetoric Of Mark's Gospel*. Leiden: Brill, 2003. (http://saintleo.worldcat.org/title/gospel-to-the-romans-the-setting-and-rhetoric-of-marks-gospel/oclc/191953236&referer=brief_results)

See also the ebook via SLU library: Stanton, Graham *The Gospels of Jesus* . Oxford U. Press 2nd ed., 2002. pp. 48-57 (http://saintleo.worldcat.org/title/gospels-and-jesus/oclc/809041662&referer=brief_results)

Other references that may help:

eBook available via SLU library: Barton, John and John Muddiman *The Gospels* Oxford U. Pr.,2010, Ch. 4.

Resources relative to **Matthew's Gospel**: Course material (the Bible, textbook, any books listed on the course syllabus) plus:

eBook available via SLU library: Sim, David. *The Gospel of Matthew and Christian Judaism : the history and social setting of the Matthean community*([The Gospel of Matthew and Christian Judaism](#)) Edinburgh : T & T Clark, 1998, p. 113 and following.

eBook available via SLU library: Stanton, Graham *The Gospels of Jesus* . Oxford U. Press 2nd ed., 2002, pp.74-78.

eBook available via SLU library: Martin, Dale. *New Testament History and Literature* ([New Testament History and Literature](#)) New Haven : Yale University Press, 2012, pp. 93-107.

eBook available via SLU library: Barton and Muddiman *The Gospels* Oxford U. Pr.,2010, Ch. 3.

Option B

Explain how and why Matthew may have edited Mark's Gospel. Use the following two sets of passages to support your claim.

According to course materials (Bible, textbook, digital materials linked below, etc.):

1. How and why would Matthew have edited Mark 6:45-52 contrasted with Matthew 14:25-27,32-33?
2. How and why would Matthew have edited Mark 9:2-10 contrasted with Matthew 17:1-13?

Be sure to distinguish between paraphrase and direct quotes. Type a 350-750 word paper using MLA formatting. Submit the completed assignment to the appropriate Dropbox by **no later than Sunday 11:59 PM EST/EDT of Module 5.**

Resources:

eBook available via SLU library: : Martin, Dale. *New Testament History and Literature* ([New Testament History and Literature](#)) New Haven : Yale University Press, 2012, pp. 106-108.

eBook available via SLU library: Barton, John and John Muddiman *The Gospels* Oxford U. Pr., 2010, p.56.

Paper 3

Choose just **one** of the two options below to complete this assignment.

Option A

Identify any historical purpose(s) behind the writing of Luke's Gospel, Acts of the Apostles, and John's Gospel. Include a reference to any historical factor mentioned in the recommended sources that may have triggered the writing of Luke's Gospel, Acts of the Apostles, and John's Gospels as well as references to statements within those three. Class lesson material can be used in addition to the recommended sources. Include at least one historical factor and at least one reference to each Gospel studied. A historical factor is one a historian would recognize whether the historian has religious faith or not. Restrict your resources to those below as well as any information within the course modules. Sometimes links to ebooks break. If the link does not work, then go to the Saint Leo library electronically and look up the book. Be sure to distinguish between paraphrase and direct quotes. Type a 350-750 word paper using MLA formatting. Submit the completed assignment to the appropriate Dropbox by **no later than Sunday 11:59 PM EST/EDT of Module 7.**

Resources:

eBook available via SLU library: eBook available via SLU library: Stanton, Graham *The Gospels of Jesus* . Oxford U. Press 2nd ed., 2002, ([The Gospels of Jesus](#)), pp.116-118.

See also Won-Ha Hwang & J G van der Watt. "The Identity of the Recipients of the Fourth Gospel in the Light of the Purpose of the Gospel." *HTS : Theological Studies*, v63 n2 (Jun 2007): 683-698.

(<http://www.usccb.org/bible/scripture.cfm?bk=John&ch=>

And (http://saintleo.worldcat.org/title/the-identity-of-the-recipients-of-the-fourth-gospel-in-the-light-of-the-purpse-of-the-gospel/oclc/5878507889&referer=brief_results)

eBook available via SLU library: : Balentine, Samuel E. *The Oxford Encyclopedia of the Bible and Theology*. Oxford University Press : 2014 ([The Oxford Encyclopedia of the Bible and Theology](#) .), Chapter "Luke-Acts."

eBook available via SLU library: Carroll, John and Jennifer Cox. *Luke: a Commentary* Westminster John Knox Press, 2012 ([Luke: A Commentary](#)), pp. 398-404.

Option B

Explain how and why Luke may have edited Mark's Gospel. Use the following two sets of passages to support your claim.

According to course materials (Bible, textbook, digital materials linked below, etc.):

1. How and why would Luke have edited Mark 14:3-9 contrasted with Luke 7:36-50?
2. How and why would Luke have edited Mark 3:31-35 contrasted with Luke 8:19-21?

Be sure to distinguish between paraphrase and direct quotes. Type a 350-750 word paper using MLA formatting. Submit the completed assignment to the appropriate Dropbox by **no later than Sunday 11:59 PM EST/EDT of Module 8.**

Resources:

eBook available via SLU library: Barton, John and John Muddiman *The Gospels*. Oxford U. Pr.,2010 (2010), p.257.

Grading Rubric for ALL "Other" Papers

Grading

CRITERION #1: Accurate **usage** of English including careful documentation (including ability to paraphrase and use quotations) and good organizational plan. 40 pts
One or two English grammar and documentation errors and/or failure to submit an outline. 35 points
Occasional English grammar and documentation errors. 30 points
Inconsistent English usage 25 points
Failure to distinguish paraphrase or quotation , poor paragraph construction 1 points

CRITERION #2 Adequate **research** including use of primary source. 20 points
No use of recommended secondary source(s). 10 points
Sparse use of recommended secondary sources and Bible. 7 points
Spare use of recommended secondary sources and no use of the Bible 5 points
Neither primary nor recommended secondary sources used. 0 points

CRITERION #3. Accurate and complete **reflection** of material read for assignment. 40 points
Occasional unsubstantiated and/or inaccurate statements and/or incomplete reflection of material read for assignment. 30 points
One or two unsubstantiated and/or inaccurate statements and/or incomplete reflection of material read for assignment. 20 points
Several unsubstantiated and inaccurate statements and incomplete reflection of material read for assignment. 10 pts
Many unsubstantiated and inaccurate statements and incomplete reflection of material read for assignment. 0 points

- **Note:** All assignments submitted to Dropbox are linked to Turnitin.

Discovery Board

Each module, you will have the opportunity for reflection of and inquiry into the materials presented. The Discovery Board is based on reading, research, and individual interaction with the material. Not only will you provide a supported answer, but you will agree, disagree or apply new insights to the topic, etc.

You will be given a choice between two discovery questions. Once you've selected an option, post your well-reasoned and researched post to the Discovery Board by **no later than Thursday 11:59 PM EST/EDT** of each module. Your instructor will then respond to your post, providing new insights and learning moments for you with the material.

Course Schedule:

Module 1 Contexts of the New Testament

Objectives

- At the conclusion of this module, you should be able to:
- Discover the importance of context in biblical interpretation and formation.
 - Apply historical perspective to the interpretation of New Testament texts.
 - Recognize the significance of literary forms in interpreting the Bible.
 - Explain how the historical and cultural settings of the New Testament, geography of Israel, groups of Jews, and the concerns of early Jewish groups influence the writing of the New Testament texts.

Readings

- 1 Corinthians Ch. 7:29-31
- 1 Corinthians Ch. 14:33-35
- Ephesians Ch. 6:5-8

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Begin working on Paper 1	Module 2

Module 2 Mark's Gospel

Objectives

- At the conclusion of this module, you should be able to:
- Describe historical (editorial) development of early Christianity as reflected in Mark's Gospel.
 - Explain how the historical and cultural setting influenced the writing of Mark's Gospel.
 - Identify the literary and theological characteristics of Mark's Gospel.
 - Explain the meaning of Christian discipleship and Mark's portrait of Jesus.

Readings

- The Gospel According to Mark
- Chapter One from *Portraits of Jesus: A Reading Guide*

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Submit Paper 1	Sunday 11:59 PM EST/EDT

Module 3**Matthew's Gospel****Objectives**

At the conclusion of this module, you should be able to:

- Articulate how Matthew's Gospel reflects competition with Jewish religion recently bereft of the Temple.
- Articulate how Matthew alters the presentation of Mark's Gospel in terms of the portrayal of the disciples.
- Articulate how Matthew establishes church authority.
- Articulate how Matthew portrays Jesus.

Readings

- The Gospel According to Matthew
- Chapter Two from *Portraits of Jesus: A Reading Guide*

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Complete First Exam	Sunday 11:59 PM EST/EDT
Begin working on Paper 2	Module 5

Module 4**Luke's Gospel****Objectives**

At the conclusion of this module, you should be able to:

- Describe historical (editorial) development of early Christianity as reflected in the Luke's Gospel.
- Explain the portrait of Jesus given in Luke's Gospel.
- Explain how the historical and cultural settings of Luke's Gospel, including geography, influence the writing of Luke's Gospel and the Acts of the Apostles.
- Describe the formation of Luke's Acts as the author adapts his sources to project Christianity as a world religion.

Readings

- The Gospel According to Luke
- Chapter Three from *Portraits of Jesus: A Reading Guide*

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Continue working on Paper 2	Module 5

Module 5 **John's Gospel**

Objectives

At the conclusion of this module, you should be able to:

- Articulate John's portrait of Jesus.
- Analyze differences in the way John presents Jesus as distinguished from the Synoptic gospels.
- Articulate what is expected of a disciple of Jesus.
- Apply a method of reading John's Gospel.

Readings

- The Gospel According to John
- Chapter Four from *Portraits of Jesus: A Reading Guide*

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Submit Paper 2	Sunday 11:59 PM EST/EDT

Module 6 **1 Thessalonians and 1 Corinthians**

Objectives

At the conclusion of this module, you should be able to:

- Articulate the meaning of apocalyptic literature.
- Articulate the main theme of 1 Corinthians (self-sacrifice for the sake of others).

Readings

- Paul's First Letter to the Thessalonians (1 Thessalonians), Ch. 4
- Paul's First Letter to the Corinthians (1 Corinthians)
- Chapter Five from *Portraits of Jesus: A Reading Guide*
- [Format of Pauline Letters and Method of Reading](#)

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Begin working on Paper 3	Module 7

Module 7 **Philippians and 2 Corinthians**

Objectives

At the conclusion of this module, you should be able to:

- Interpret and articulate the meaning of the self-emptying hymn in Philippians.
- Articulate the major change in Paul's life where he broke with his past life as a prominent Jewish persecutor of Christians.
- Articulate the characteristics of a true apostle from 2 Corinthians.

Readings

- Paul's Letter to the Philippians
- Paul's Second Letter to the Corinthians (2 Corinthians)

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Submit Paper 3	Sunday 11:59 PM EST/EDT

Module 8 **Galatians and Romans**

Objectives

At the conclusion of this module, you should be able to:

- Articulate the basic challenge Paul offers to religious people.
- Articulate the meaning of freedom in Christ.
- Articulate the conundrum of the place of the Jews in God's plan.

Readings

- Paul's Letter to the Galatians
- Paul's Letter to the Romans

Assignments

Items to be Completed:	Due No Later Than:
Post a response to the Discovery Board	Thursday 11:59 PM EST/EDT
Complete Final Exam	Sunday 11:59 PM EST/EDT