

# HUM 0021 - INTRODUCTION TO THE NEW TESTAMENT

## Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: Introduction to New Testament literature in its cultural and historical context. Employs methods of critical analysis of Biblical materials, surveying issues related to their authorship, genre and content. Explores the historical Jesus, literary depictions of Jesus in the gospels, the career and writings of the apostle Paul, the structure and beliefs of the early Christian church, and Christian apocalypticism. Emphasizes the impact of the New Testament on western culture. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Identify and describe the composition of the New Testament as well as the origination of its various books.
- CSLO #2: Analyze and explain the composition of the New Testament and its relationship to history, other religions, art, literature and philosophy.
- CSLO #3: Compare and contrast the various books of the New Testament within and/or across other religious traditions.
- CSLO #4: Communicate effectively orally or in writing on a topic about the New Testament related to its study in the Humanities.

## Effective Term

Fall 2022

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

Students will, through oral and written work:

1. Describe the cultural and historical context of the New Testament period, the first century C.E.;
2. Chart the progression of the gospels of the canonized texts, Matthew, Mark, Luke and John, noting the events each author chose to describe as well as the literary style and tone of the writing;
3. Chart, from a compilation of the four gospels, a historical biography of the life of Jesus incorporating his major teachings and the times that these were expressed;
4. Compare and contrast the Gospels noting where they diverge and evaluate the personalities of the writers based upon the style of their writing and the events they chose as important;

5. Evaluate recent trends and developments in New Testament scholarship;
6. Chart and describe the life of Paul noting major events;
7. Analyze and evaluate the various teachings of Paul for consistency, relate these teachings to the history and culture of Paul's time;
8. Evaluate claims of pseudepigrapha in the New Testament;
9. Identify, examine and discuss apocalyptic literature as found in the New Testament including but not limited to the visions of John found in Revelations;
10. Discuss and explain the distinction between the Gnostic approach to the Gospels and the Orthodox approach to the Gospels;
11. Describe and chart the political struggles in the early Church such as those between the Gnostics and the Orthodox;
12. Critically analyze claims of Inspired Texts versus Non-Inspired Texts and means for deciding between the two;
13. Describe and analyze Jewish/Christian relations as depicted in and impacted by the Gospels.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 3B Humanities

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: After learning about the Four-Source Hypothesis for authorship of the Synoptic Gospels. Through an interactive discussion, students will be presented with various similarities and differences in the biographies of Mark, Matthew, and Luke and invited to discuss how and whether the Four-Source Hypothesis accounts for these similarities and difference. Based on these discussions, students will write two paragraphs describing two similarities and two differences between Mark and Luke's account of the resurrection. Submitted paragraphs will be evaluated by whether they include relevant concepts and coherent reasoning.
- Essay Examinations
  - Example: Read each of the accounts of Jesus' resurrection (Mark 16:1-8; Matthew 28:1-20; Luke 24:1-56). Then in a 3-4 page essay, describe the similarities and differences between accounts. How do you explain the similarities and differences between these narratives? In your view, does the Four Source Hypothesis account for the similarities and differences? Explain your position. Use examples and passages from relevant readings to help explain and support your ideas.
- Objective Examinations
  - Example: A. Students will take a multiple-choice examination on the Four Source Hypothesis. For example: According to the Four Source Hypothesis, who are the author/authors of the Gospel of Matthew? (A) Matthew; (B) The Quelle Source ("Q"); (C) Mark; or (D) All of the Above

- Projects
  - Example: Create a poster board that charts and describes the Four Source Hypothesis.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Using a slide-presentation for an on-ground lecture, the instructor will explain the Four-Source Hypothesis for authorship of the Synoptic Gospels. Through an interactive discussion, students will be presented with various similarities and differences in the biographies of Matthew, Mark, and Luke and invited to discuss how and whether the Four-Source Hypothesis accounts for these similarities and difference.

Distance Learning

1. Students will watch a video of the instructor explain Four-Source Hypothesis for authorship of the Synoptic Gospels. In a discussion board assignment, students will apply the theory of the author/source "Q" by identifying two differences between the Gospel of Mark and the Gospel of Matthew and/or Luke.

## Typical Out of Class Assignments

### Reading Assignments

1. Read chapter 1, "What Is the New Testament? The Early Christians and Their Literature," and be prepared to discuss the diversity of early Christianity. 2. Read chapter 7, "The Synoptic Problem and Its Significance for Interpretation," and be prepared to discuss the Four-Source Hypothesis.

## Writing, Problem Solving or Performance

1. For your paper, you are to list three specific ways in which Jesus as portrayed in Luke is similar to other people who were thought to be divine. (Give exact chapter and verse references when referring to passages in Luke.) Are there ways in which Jesus appears to be different from other divine men? How do you explain these similarities and differences? 2. Read through each of the accounts of Jesus' resurrection carefully, a couple of times each (Mark 16:1-8; Matthew 28:1-20; Luke 24:1-56) . Then write a 3-4 page analysis engaging in a careful comparison of them. On what points do the accounts agree with one another? On what points do they differ? Do any of the differences seem to you to be irreconcilable discrepancies? How do you explain the similarities and differences between these narratives? What is each account, in your opinion, trying to emphasize?

## Other (Term projects, research papers, portfolios, etc.)

## Required Materials

- The New Testament: An Historical Introduction
  - Author: Bart Ehrman
  - Publisher: Oxford University Press

- Publication Date: 2019
- Text Edition: 7th
- Classic Textbook?:
- OER Link:
- OER:

- An Introduction to the New Testament
  - Author: Raymond Edward Brown
  - Publisher: Doubleday
  - Publication Date: 1997
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Paul and His Recent Interpreters
  - Author: N.T. Wright
  - Publisher: Fortress Press
  - Publication Date: 2015
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- The Gospel According to Jesus
  - Author: Stephen Mitchell
  - Publisher: Harper Perreniel
  - Publication Date: 1994
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:
- Misquoting Jesus
  - Author: Ehrman, Bart
  - Publisher: HarperOne
  - Publication Date: 2007
  - Text Edition:
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**