



AHIS251

The New Testament in its Times

S1 Day 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Christopher Forbes

christopher.forbes@mq.edu.au

Contact via christopher.forbes@mq.edu.au

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

This Unit is no longer co-badged.

Unit description

This unit is a study of the New Testament within the political, social and cultural context of the Jewish and Graeco-Roman world of the first century CE. The unit is based on New Testament documents and other contemporary evidence, and investigates: the historical contours of the period and career of Jesus and the early Christian communities; and the literary genres and ideas of the New Testament in their Jewish and Graeco-Roman context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;
- show an awareness of the complexity of ancient accounts of past events and experiences;
- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;

and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial Paper</u>	20%	Variable (see description)
<u>Major Essay</u>	35%	Monday April 28th
<u>Participation</u>	15%	End of Semester
<u>Examination</u>	30%	Examination Period

Tutorial Paper

Due: **Variable (see description)**

Weighting: **20%**

The student must write a c. 1,000 word short essay based on the weekly tutorial discussion topic of their choice. It must be handed in within a week of the relevant tutorial. Internal Tutorial Short Papers are to be handed in via the Assignment boxes on the ground floor of Building W6A, (or in the after hours box near the main entrance if you are submitting it when the building is closed). External Short Papers are to be handed in (either by mail, by hand, or electronically) to the COE. N.B.: in all cases Short Papers must have an attached, signed Arts Cover Sheet, available from http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet

For each week you will find a number of questions on the document(s) set, and an overall interpretative question. All of these ought to be prepared for the weekly Tutorial. When you decide to hand in the short paper based on a particular week's topic, you should write on the overall interpretative question, using the individual questions as a guide as to what ought to be discussed.

The Short Papers are exercises in careful and critical reading of documentary sources. Their aim is to develop skills of analysis and deduction, and the ability to write a lucid short answer to a precise set of questions. They are *not* primarily exercises in the collection of the opinions of others, even if those others are great scholars. The assignments will be marked primarily on *your understanding of the sources themselves*.

Please note that essay form is required for all work submitted. Point form or extended notes are not good enough. Footnotes should be given, and should conform to the rules laid out in "Essay Presentation & Conventions: Style Guide", which is available from the Ancient History Office on the Fifth Floor of W6A (Room 540), and in the Departmental website, at <<http://mq.edu.au/pubstatic/public/download/?id=44149>>.

On successful completion you will be able to:

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;
- conduct independent research on a chosen topic;

Major Essay

Due: **Monday April 28th**

Weighting: **35%**

Major essay topics are to be chosen from the list of topics, with introductory bibliographies, which will be made available before the fourth week of Semester. Students may also negotiate for an alternative topic with Dr. Forbes. All Major Essays are to be submitted **via Turnitin** on or before Monday April 28th. The submission link will be found on the Unit iLearn page. Once again, a signed Arts Cover Sheet is required: these are available from http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet.

Wider reading is required for the essays. Referencing should follow the guidelines in “Essay Presentation & Conventions: Style Guide”, which is (again) available from the Ancient History Office on the Fifth Floor of W6A (Room 540), and on the Departmental website (as above). Footnotes and a full alphabetical Bibliography are required.

On successful completion you will be able to:

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;
- show an awareness of the complexity of ancient accounts of past events and experiences;
- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Participation

Due: **End of Semester**

Weighting: **15%**

Internal students will be assessed on both their attendance at, and their contribution to Tutorials throughout the Unit. External students will be assessed on their participation in the Online Forum

(iLearn) and their attendance at the On Campus Session.

On successful completion you will be able to:

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;

Examination

Due: **Examination Period**

Weighting: **30%**

The examination will run for two hours. Students will be asked to answer four questions: two precirculated document-based questions and two unseen questions from a range of approximately six.

The University Examination period in the First Semester of 2014 is from Monday June 16th to Friday July 4th. You are expected to present yourself for examination at the time and place designated in the

University Examination Timetable. The timetable will be available in Draft form approximately eight

weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations at: <<http://www.timetables.mq.edu.au/exam>>.

The only exception to sitting an examination at the designated time is documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the Extension and Special Consideration section of this Unit Guide.

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or

groups of students. All students are expected to ensure that they are available until the end of the

teaching semester, that is, the final day of the official examination period.

On successful completion you will be able to:

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- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;

- show an awareness of the complexity of ancient accounts of past events and experiences;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Delivery and Resources

Technology:

Lectures will be given live and also made available on Echo360. Visual materials used in lectures will be taken from the main Unit Booklet or made available as PDF files on iLearn. Brief bibliographies, lists of people, places and technical terms will be made available for each lecture on iLearn.

A computer and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. You will need a copy of Adobe Acrobat Reader, as most Unit documents are provided in PDF format. This software is freely available on the Internet. Please consult the Course Convenor for any further, more specific requirements.

Face-to-face Tutorials will be held for Internal students; for External students there will be regular postings on iLearn and discussion on the Online Forum. External students who can come to Internal tutorials are welcome to do so.

Lectures and Tutorials:

Lecture times: Tuesday 12 midday, W5A T2, Wednesday 3pm, C5C Forum.

Tutorial times: Tuesday 3pm, C4A 312; Tuesday 4pm, X5B 143; Wednesday 4pm, W6B 325; Wednesday 5pm, W6B 350. Other tutorials may be organised, depending on student numbers.

Changes since the last offering of this Unit:

The Unit was last offered in Semester 1, 2012, when it was offered co-badged as AHIS 251 and 351. The balance of assessment has been modified for 200-Level (see Assessment Tasks).

Books you will need:

The required Text Books for the Unit are P.J. Achtemeier et al., eds., *Introducing the New Testament* (Grand Rapids, 2000), and S. Neill & N.T. Wright, eds., *The Interpretation of the New Testament (1861-1986)* (Oxford, 1988).

If students want a more conventional narrative history, I recommend either P.W. Barnett's *Jesus and the Rise of Early Christianity* (Downer's Grove, IVP, 1999) or Ben Witherington III's *New Testament History: a Narrative Account* (Grand Rapids, Baker / Carlisle, Paternoster, 2001). They are both available in Reserve, and are regularly referred to in the weekly reading lists.

You will (of course) require a copy of the New Testament. It will be the basis of nearly all work in tutorials. The R.S.V., N.R.S.V., Jerusalem Bible, N.I.V., N.A.S.B. and E.S.V. versions are all

acceptable: if you have another version please check with us. The King James (“Authorised Version”) is *not* recommended; its translation is over 400 years old.

Other Material:

The Main Unit booklet, a PDF file of introductory material, Unit requirements, the Weekly schedule, Tutorial questions and full Bibliographies will be made available on iLearn. There is no need to print it all out; in most cases only 2-3 pages per week will be needed in class.

Unit Schedule

Week 1	Monday March 3rd: <u>Lecture 1:</u> Aims and Scope of the Course, and the Hellenistic World. <u>Lecture 2:</u> The Hellenistic Kingdoms and the Jews: the Maccabean Revolt. <u>Tutorial:</u> Unit Structure and Requirements. General Discussion.
Week 2	Monday March 10th: <u>Lecture 3:</u> National survival in an age of superpowers: Hasmoneans and Herods. <u>Lecture 4:</u> Schools of thought in 1st Century Judaism 1: Sadducees, Essenes, Zealots etc. <u>Tutorial:</u> The origins of the “Septuagint” (“LXX”) translation of the Hebrew Bible. For tutorial details see the relevant week’s materials.
Week 3	Monday March 17th: <u>Lecture 5:</u> Schools of Thought in 1st Century Judaism 2: the Pharisees. <u>Lecture 6:</u> The Development of Apocalyptic Literature. <u>Tutorial:</u> “Hellenisation” in Judea.
Week 4	Monday March 24th: <u>Lecture 7:</u> What is a Gospel? The Literary Form and Origins of the Synoptic Gospels. <u>Lecture 8:</u> Evaluating the Synoptic Tradition: Methods of Study. <u>Tutorial:</u> Gospel Accounts in parallel.
Week 5	Monday March 31st: <u>Lecture 9:</u> Evaluating the Synoptic Gospels 2: Methodology and Results. <u>Lecture 10:</u> John’s Gospel in Recent Study. <u>Tutorial:</u> More Gospel Accounts in parallel.
Week 6	Monday April 7th: Lecture 11: Models for Understanding the Historical Jesus. Lecture 12: The Parables of Jesus and the Kingdom of God. Tutorial: Parables.
Mid-Semester Break	Monday April 14th - Friday April 25th

Week 7	<p>Monday April 28th: Major Essay due.</p> <p><u>Lecture 13</u>: Jesus' Proclamation of the Kingdom in its Social Context.</p> <p><u>Lecture 14</u>: A Chronological Outline of Jesus' Career.</p> <p><u>Tutorial</u>: The "Sermon on the Mount".</p>
Week 8	<p>Monday May 5th:</p> <p><u>Lecture 15</u>: The Problem of Jesus' own view of his role in history.</p> <p><u>Lecture 16</u>: The Final Week: The Trial and Death of Jesus.</p> <p>There is no Tutorial this week.</p>
Week 9	<p>Monday May 12th:</p> <p><u>Lecture 17</u>: The Tradition of the Resurrection of Jesus</p> <p><u>Lecture 18</u>: The "Acts" as an Historical Source for Early Christianity and its environment.</p> <p><u>Tutorial</u>: The Speeches of Peter in Acts.</p>
Week 10	<p>Monday May 19th:</p> <p><u>Lecture 19</u>: The Earliest Period of Christianity</p> <p><u>Lecture 20</u>: The Wider World: the religious environment of Early Christianity.</p> <p><u>Tutorial</u>: Stephen and the "Hellenists", Acts 6-7.</p>
Week 11	<p>Monday May 26th:</p> <p><u>Lecture 21</u>: Jewish Christianity.</p> <p><u>Lecture 22</u>: Introduction to St. Paul.</p> <p><u>Tutorial</u>: The Pauline "churches".</p>
Week 12	<p>Monday June 2nd:</p> <p><u>Lecture 23</u>: Experience and Faith in Paul.</p> <p><u>Lecture 24</u>: Revelation and Tradition in Paul.</p> <p><u>Tutorial</u>: 1 Corinthians.</p>
Week 13	<p>Monday June 9th:</p> <p><u>Lecture 25</u>: Other Forms of Early Christianity</p> <p><u>Lecture 26</u>: The Book of Revelation as Christian Prophecy and Apocalyptic.</p> <p>There is no Tutorial this week.</p>
	<p>Monday June 16th: The Examination Period begins</p>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Submission of Work:

All Internal Short Papers must be submitted in hard copy in the AHIS assignment box on the ground floor of W6A (or in the after hours box near the main entrance if you are submitting it when the building is closed), *NOT* by email, except in cases specifically authorised by the Convenor. External Short Papers must be submitted via the COE.

Major Essays are to be submitted via Turnitin, using the link on the Unit iLearn page.

Students must attach a coversheet to each piece of work. These can be downloaded from the Faculty of Arts website:- http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet. Read, sign, and attach the declaration before submitting your work. Make sure to include the course number, your name, your student number, and your tutorial time. Please also give the full title of the assignment.

Extensions and Special Consideration:

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of **2% a day, including weekends**, will normally be applied. If required, applications for extensions should be made to the Unit Convenor before the assignment's due date. Naturally, if this is not possible or reasonable, particular cases will be dealt with on their merits.

Unit requirements:

To complete the unit you will need to submit all assessment tasks and achieve an overall mark of 50% or above. You will also need to attend tutorials regularly. If you are unable to attend any two tutorials or more (Internal students), you will need to explain your absence to the convenor in

writing.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern

interpretations.

Assessment tasks

- Tutorial Paper
- Major Essay
- Participation
- Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- demonstrate a comprehension of ancient world-views and cultural concepts;
- show an awareness of the complexity of ancient accounts of past events and experiences;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Major Essay
- Participation
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;
- show an awareness of the complexity of ancient accounts of past events and experiences;

Assessment tasks

- Tutorial Paper
- Major Essay
- Participation
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- The student will learn from a variety of ancient text types about the varieties of early Christian thinking;
- demonstrate a comprehension of ancient world-views and cultural concepts;
- contextualise particular ancient documents within their wider cultural environment;
- show an awareness of the complexity of ancient accounts of past events and experiences;
- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Tutorial Paper
- Major Essay
- Participation

- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Tutorial Paper
- Major Essay
- Participation
- Examination

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Major Essay
- Participation
- Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- conduct independent research on a chosen topic;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Tutorial Paper
- Major Essay
- Participation
- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- show an awareness of the complexity of ancient accounts of past events and experiences;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.

Assessment tasks

- Major Essay
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and

country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- contextualise particular ancient documents within their wider cultural environment;
- show an awareness of the complexity of ancient accounts of past events and experiences;
- engage with and responding critically to a variety of scholarly opinions;
- and formulate an independent view in dialogue with both ancient evidence and modern interpretations.