

**Syllabus for
NTL710/810
RESURRECTION IN THE NT**

Instructor: Dr. Andy Johnson

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I. Seminar Description and Objectives

Description:

This seminar is an exploration of the major passages in the NT dealing with the resurrection of Jesus and the final resurrection of the dead. More specifically, the seminar will focus on ways of approaching these texts, the historical background against which they are to be understood, their relationship to history, the theology they express, and the consequences for the Church's mission and ministry in light of this theology.

Objectives: At the end of the course you will:

1. Have a basic grasp of the content and theology of NT texts dealing with resurrection (primarily the gospel resurrection narratives and resurrection texts in Paul).
2. Have a rudimentary understanding of the various views of life after death that were current in both Judaism and the wider Greco-Roman world in the first century CE.
3. Be able to coherently discuss how conceptions of resurrection are impacted by conceptions of the nature of humanity.
4. Be able to articulate various consequences that taking the resurrection seriously has for the mission and ministry of the Church.

II. Textbooks

Required materials to be purchased:

Green, Joel B. *Body, Soul, and Human Life: The Nature of Humanity in the Bible*. Grand Rapids: Baker Academic, 2008.

Wright, N. T. *The Resurrection of the Son of God*. Minneapolis: Fortress, 2003.

If you are planning to do Ph.D. work or are in the MA Theological Studies program,
also buy the following book:

Jones, Beth Felker. *Marks of His Wounds: Gender Politics and Bodily Resurrection*. Oxford: University Press, 2007.

Required articles available in library (or Blackboard under Course Documents Tab):

- Johnson, Andy. "Firstfruits and Death's Defeat: Metaphor in Paul's Rhetorical Strategy in 1 Corinthians 15:20-28," *Word and World*, 16, 1996, 456-64 (available online http://www.luthersem.edu/word&world/Archives/16-4_Corinthians/16-4_Johnson.pdf).
- _____. "Turning the World Upside Down in 1 Corinthians 15: Apocalyptic Epistemology, the Resurrected Body, and the New Creation," *Evangelical Quarterly*, 75, 2003 291-309 (Blackboard).
- _____. "On Removing a Trump Card: Flesh and Blood and the Reign of God," *Bulletin for Biblical Research*, 13, 2003, 175-92 (available online at http://www.ibr-bbr.org/IBRBulletin/BBR_2003/BBR_2003b_02_Johnson_FleshAndBlood.pdf).
- _____. "Our God Reigns: The Body of the Risen Lord in Luke 24," *Word & World*, 22, 2002, 133-43 (available online at http://www.luthersem.edu/word&world/Archives/22-2_Body_of_Christ/22-2_Johnson.pdf).
- _____. "Ripples of the Resurrection in the Triune Life of God: Reading Luke 24 with Eschatological and Trinitarian Eyes," *Horizons in Biblical Theology*, 24, 2002, 87-110 (library).
- _____. "Resurrection, Ascension, and the Developing Portrait of the God of Israel in Acts," *Scottish Journal of Theology*, 57, 2004, 146-62 (library).

III. Requirements

- 1. Preliminary Assignment Harmony Narrative (Related to Objective 1).** Carefully read Matt 28, Mark 16:1-8 (do not take the longer ending in vv. 9-20 into consideration), Luke 24, John 20, and 1 Corinthians 15:3-8. Construct a 1,000-1,250 word narrative (i.e., **put it in the form of a story**) that attempts to bring all these accounts into harmony. You may earn up to 50 points for this assignment. To submit it, go into the Assignments Tab in Blackboard to the Harmony assignment. Click on View/Complete Assignment at the bottom of the description. Then upload your assignment as an MS Word file. Submit the assignment by 11:00 PM CST on January 5. Be prepared to defend your narrative in the first class session against those that others may bring. My assistant, Laura Lyons, will be grading this assignment.

2. Insights from Wright's, *Resurrection of the Son of God* and from Johnson articles (Related to Objectives 1-4). This is a two part assignment. (1) Do the assignment in the following order. Read pages 3-398 in Wright very carefully. Right after reading Wright's treatment of 1 Corinthians 15 (pages 312-360) read the first three required articles listed above which are also on 1 Corinthians 15. Briefly describe 30 significant insights you gained from reading Wright along with **one to three sentences stating why they are significant**. There are 8 chapters in this first part of Wright. Make sure you draw at least 3 insights from each chapter ($3 \times 8 = 24$) **noting the chapter and page number from which you are drawing the insight**. The remaining 6 may come from anywhere in this section of the book. Repeat this process with my 3 articles drawing at least 3 insights from each article and at least 4 from one of the articles ($3 \times 3 = 9 + 1 = 10$). This should give you a total of 40 significant insights. If you find disagreements between Wright and me, make sure that you note them. Each disagreement you note will count as one of your insights. **Note: If there are significant differences between Wright and me and you fail to note them, your grade will reflect it.** Your grade will be based on the quality of your insight, how well you articulate its significance, and your use of proper English. You may earn up to 160 points for this assignment (see # 5 below for possible extra credit). To submit it, go into the Assignments Tab in Blackboard to the Insights 1 assignment. Click on View/Complete Assignment at the bottom of the description. Then upload your assignment as an MS Word file. Submit the assignment by 11:00 PM CST on January 16.

(2) Do the assignment in the following order. Read pages 401-738 in Wright very carefully. After completing this reading, read the last three required articles listed above which are on Luke and Acts. Briefly describe 30 significant insights you gained from reading Wright along with **one to three sentences stating why they are significant**. There are 11 chapters in this first part of Wright. Make sure you draw at least 2 insights from each chapter ($11 \times 2 = 22$) **noting the chapter and page number from which you are drawing the insight**. The remaining 8 may come from anywhere in this section of the book. Repeat this process with my 3 articles drawing at least 3 insights from each article and at least 4 from one of the articles ($3 \times 3 = 9 + 1 = 10$). This should give you a total of 40 significant insights. If you find disagreements between Wright and me, make sure that you note them. Each disagreement you note will count as one of your insights. **Note: If there are significant differences between Wright and me and you fail to note them, your grade will reflect it.** Your grade will be based on the quality of your insight, how well you articulate its significance, and your use of proper English. You may earn up to 160 points for this assignment (see # 5 below for possible extra credit). To submit it, go into the Assignments Tab in Blackboard to the Insights 2 assignment. Click on View/Complete Assignment at the bottom of the description. Then upload your assignment as an MS Word file. Submit the assignment by 11:00 PM CST on January 27.

An example of an "A" quality "Insights" assignment from another course will be available for you in Blackboard under the Course Documents tab in the Guidelines Folder. It will be called "Model Insights Assignment." Please note, however, that in this model assignment the student is only dealing with one book and is not attempting to compare one person's work to that of another.

- 3. Fishbowl Discussion of Joel Green's *Body, Soul, and Human Life* (Related to Objective 3).** You may earn up to 80 points by actively participating in a "fishbowl" discussion of specific chapters in this book. I will assign one chapter for each day a fishbowl is scheduled (see dates of assigned essays on Class Master Schedule below). The "fishbowl" will consist of a seminar type group discussion/critical analysis of each chapter. Hence, you will actively participate in 5 fishbowls making each one worth 16 points each (80 points total).

I will not simply give these points away because you show up in class that day. You must make regular contributions during this discussion period in a way that demonstrates an understanding of, and a critical engagement with, the chapter being discussed. I would strongly encourage you to **read the book before the first day of class so that all you'll be doing is reviewing each chapter to prepare for the discussion in class.** In addition, you might consider taking notes on them or even bringing a summary of each chapter to refer to during the discussion. The focus of each discussion will be these two questions: (1) What is the main thesis/purpose of this chapter and how does Green make his case? (2) How does the chapter relate to other class readings/discussions? The discussions will last approximately 20 minutes.

- 4. Take-home Essay/Research Paper (Related to Objectives 1-4).** If you are taking this course for **anything other than M.A. Theological Studies** credit (and are therefore registered for NTL710), **you may choose** to either write a take-home essay on a question that will be distributed the last day of class (3,000-5,000 words) or a research paper on some aspect of the resurrection of Jesus/future resurrection (4,500-6,000 words). If you are taking this course **for M.A. Theological Studies credit** (and therefore registered for NTL810), **you must write the research paper.** You may earn up to 450 points for this essay/research paper. It is due by 11:00 PM on Friday, March 27.

The take-home essay will be a question related to the ministry implications of the material we've covered in class and in the reading. Hence, to answer it, you will creatively draw on your class notes, your reading, and on your own theological reflections in the context of your ministry situation.

If you write the research paper, examples of topics might include, but are not limited to: an in-depth study of a particular biblical writer's view of Jesus' resurrection or the future resurrection (e.g., Paul, Luke, Hebrews; Revelation); a summary and critique of a major theologian's understanding of the resurrection (e.g., Jenson, Pannenberg, Moltmann); a synthetic paper in which you engage a biblical text or texts dealing with the resurrection and reflect theologically on how other theological topics (like the Trinity, Christology, atonement, holiness, etc.) are connected with your reflections. In any case, as a research paper, it clearly **requires additional research over and above your class resources.** I must approve whatever topic you choose by Friday, February 13.

As general guidelines for the research paper, follow the instructions given by Joel Green in the document, "Some Comments on Research Papers." It is located in Blackboard under the Course Documents tab in the Guidelines Folder. **I will assume you have read and followed Green's directions when I grade your paper.** Note carefully: You should begin your research paper with a statement that explicitly states the thesis you intend to argue and return to that thesis statement in your conclusion. While the paper should generally follow Turabian style, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. You may use the document entitled "Ripples and Luke 24HBT.doc" located in Blackboard under the Course Documents tab in the Guidelines Folder as a general guide as to how this paper should look in terms of style.

5. Book Review/In-Ministry Assignment. If you are planning to do Ph.D. studies and/or are in the MA Theological Studies track, complete assignment 5.a below. If you are in the M.Div. track and/or are planning to go into some form of pastoral ministry, complete assignment 5.b below. If you fall into the latter category and wish to do the book review instead, I will **consider** your particular situation and **may or may not** approve your doing so. You may earn up to 100 points for either of these assignments.

a. Book Review of Jones' *Marks of His Wounds* (Related to Objectives 1 and 3). You will write a 1,000-1,500 word review of this book. See "Guidelines for Writing a Book Review" in the Guidelines folder under Course Documents tab in Blackboard. **Failure to follow these guidelines carefully will result in a substantial grade reduction.** To submit it, go into the Assignments Tab in Blackboard to the Book Review assignment. Click on View/Complete Assignment at the bottom of the description. Then upload your assignment as an MS Word file. Submit the assignment by 11:00 PM CST on February 20.

b. In-Ministry Assignment (Related to Objectives 1 and 4). During the semester, you will teach or preach from a passage or passages dealing with the resurrection of Jesus and/or the future resurrection of the dead. You could do this in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at a nursing home or rescue mission, leading a Bible study at a youth center, etc.). It can be done any time this semester **between February 6 and April 27**. Whatever setting you choose, you must ask someone (preferably a pastor, a person in charge, someone with theological training who is not currently an NTS student, or a professional-type person) to fill out an evaluation form (available under the Course Documents tab in Blackboard) and sign it. **I must approve the person you plan to ask ahead of time.** I will use that person's evaluation of your presentation as well as your written sermon and/or sermon notes, lesson plan, etc. to evaluate this assignment. The person will complete the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will give that back to you and you will place the unopened envelope together with your written sermon and/or sermon notes, lesson plan, etc. in my box at NTS by **no later than April 28 at 4:30 PM**. Alternatively, you may mail all these materials to me. If you do, the packet must be postmarked by **no later than April 28 at 4:30 PM** and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. **Please note: I will not accept this assignment late.**

IV. Summary of Grading Policy

A Word about Grading: Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material **in a critical way**; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a **consistent** ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them **incisively and with excellence**, you can expect to receive an A. If you demonstrate an ability to do these things **often, but not consistently**, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does **not** mean “bad” or “unsatisfactory.”) If you **seldom** demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following 1000 point scale.

50 points	Harmony Narrative
320 points	Insights from Wright and Johnson
80 points	Fishbowls
450 points	Take-Home Essay/Research Paper
100 points	Book Review/In-Ministry Assignment

The following point scale will determine letter grades:

A	1,000-900
B	899-800
C	799-700
D	699-600
F	599-0

V. Policy on Attendance and Tardiness

Attendance will be taken daily. I will abide by any attendance policy set by the NTS catalogue. An absence will only be excused in accordance with the guidelines established in the NTS catalogue.

VI. Late Work

Unless there are major unexpected and unavoidable issues in the student’s life and/or it has been cleared with me beforehand, work turned in less than one week late will be penalized by one letter grade. Work turned in more than one week late but less than two weeks late will be penalized by two letter grades. I will not accept work over two weeks late. **Please note: I will not accept the In-Ministry assignment if it is late at all.**

VII. Class Master Schedule (Subject to change at my discretion)

FB = Fishbowl Discussion of Essays in Peter's, *Resurrection*

Date	Topic for Class	Assignments Due
01/05		Harmony Narrative
01/16		Insights from Wright/Johnson #1
01/20	Intro/"Narratives of What Really Happened" Background to Resurrection	FB: Chapter 1
01/21	Resurrection in 1 Corinthians 15	FB: Chapter 2
01/22	Resurrection in Other Pauline Texts	
01/23	Resurrection in Matthew/Mark	FB: Chapter 3
01/26	Resurrection in Luke/Acts	
01/27	Resurrection in John	Insights from Wright/Johnson #2
01/28	TBA	
01/29	TBA	FB: Chapter 4
01/30	Theology/Implications	FB: Chapter 5
02/13		Deadline for approval of research paper topic
02/20		Book Review due (if applicable to you)
03/27		Take-home essay/Research paper due
04/27		In-Ministry Assignment due (if applicable to you)