

Jesus and the Old Testament **3 credits**
Prerequisite(s): No prerequisites

Class Information		Instructor Information		First day of classes:	Jan. 4
Dates	Friday and Saturday: January 12-13, February 9-10, and March 23-24	Instructor:	Beth Stovell, Ph.D.	Last day to add/drop, or change to audit:	Jan. 14
Times	Times: Fridays 6:30- 9:30pm Saturdays 9am-4pm	Email:	BStovell@ambrose.ed u	Last day to request revised exam:	Mar. 5
Room	A2141	Phone:	403-410-2000 ext. 3995	Last day to withdraw from course:	Mar. 15
				Last day to apply for coursework extension	Mar. 26
	Final Exam: There is no final exam, but there is a final paper due April 7.	Office Hrs:	By appointment	Last day of classes:	Final Day of Weekend Class: March 24

Textbook: Richard Hays, *Echoes of Scripture in the Gospels*. Baylor University Press, 2016. (Students will read this entire book).

Stanley E. Porter, *Sacred Tradition in the New Testament: Tracing Old Testament Themes in the Gospels and Epistles*. Baker, 2016. (Students will read selections from this book as indicated in the syllabus)

Beth M. Stovell. "Hearing God's Prophets." In *Read Scripture Deeply*, edited by E. Randolph Richards and Richard S Hess. Fort Worth, TX: IRLBR, 2015. (This article is not available at the bookstore. The instructor will provide this article for students).

Course Description:

Throughout the New Testament, Jesus is described in terms of the Old Testament. Yet how the New Testament uses the Old Testament creates profound interpretive questions. This course will examine how the New Testament uses the Old Testament to describe key aspects of Jesus' life, death, and resurrection. Exploring the original contexts of these Old and New Testament passages will suggest new ways to understand the continuing impact of Jesus' depiction for the Church today, for our spiritual lives, and for the world.

Expected Learning Outcomes:

It is the aim of this course that students will

1. Identify and examine the theological themes of the Old Testament as they relate to the life, work, death, and resurrection of Jesus Christ in the New Testament with an awareness of their historical, social, and literary background.
2. Explore different hermeneutical approaches to understanding the relationship between the Old Testament and the New Testament.
2. Evaluate the impact of these themes on their own spiritual journey, the Church, and the world and propose approaches that lead toward redemptive action.

Course Schedule:

Outline: (The readings for the “Reading for Session” are intended to be read prior to class for the designated day. “Mk, Mt, Lk, Jn” refer to the biblical books Mark, Matthew, Luke, and John and can be found in your Bibles. The numbers following are biblical chapter numbers. “Hays” refers to Richard Hays, *Echoes of Scripture in the Gospels*. “Porter” refers to Stanley E. Porter, *Sacred Tradition in the New Testament*.)

Section	Dates	Topics	Reading for Session	Assignments Due
Intro and Mark’s Jesus and the OT	Weekend #1: Friday-Saturday Jan 12-13	Friday evening: Introduction to the OT in the NT and Introduction to Syllabus	Porter, Ch 1-3, Hays, Introduction, Ch 1-3	Discussion question: Friday evening: Which degree program are you in? What interests you about studying about Jesus and the Old Testament?
		Saturday morning: Interpretation Challenges in OT in the NT		Saturday morning: Based on your reading, what are factors of consider when interpreting the use of the OT in the NT? Why is such interpretation valuable?
Mark’s Jesus and the OT		Saturday afternoon: Mark’s Jesus and the OT and Mark and the Son of Man		Saturday afternoon: How does Mark use Daniel to describe aspects of Jesus? What significance does this have for today? Reflection Paper #1 due January 20 at midnight via Moodle
	Weekend #2: Friday-Saturday Feb 9-10	Friday Evening: Mark’s Jesus and the OT and Mark and the Suffering Servant	Hays Ch 4-10 and Porter Ch 4-5	Discussion Question: Friday Evening: How does Mark use the theme of the Suffering Servant in his depiction of Jesus? What significance does this have for today?
Matthe w’s Jesus and the OT		Saturday morning: Matthew’s Jesus and the OT and Jesus as Emmanuel		Saturday morning: How does Matthew adapt aspects of Isaiah in his depiction of Jesus as Emmanuel? What value does that have today?
		Saturday Afternoon: Matthew’s Jesus and the OT and Son of God and Messiah		

				<p>Saturday afternoon: How does Matthew use the Old Testament to speak of Jesus as Son of God and Messiah? What significance does that have then and now?</p> <p>Reflection Paper #2 due February 17 at midnight via Moodle</p>
Draft of Final Paper Due: March 10 at midnight via Moodle				
<p>Luke's Jesus and the OT and John's Jesus and the OT</p>	<p>Weekend #3: Friday-Saturday, March 23-24</p>	<p>Friday evening: Luke's Jesus and the OT</p> <p>Saturday morning: Luke's Jesus and the OT and Psalm 22 and the Passion of Jesus</p> <p>Saturday afternoon: John's Jesus and the OT; Exodus and the Passover in John; Vine and Branches</p>	<p>Hays, Ch 11-20, and conclusion; Porter 6-7; Stovell, "Hearing the Prophets"</p>	<p>Friday evening: What are key themes in Luke related to Jesus using the Old Testament? What continuing impact do those themes have today?</p>
				<p>Saturday morning: How does Luke use Psalm 22 in his depiction of Jesus' passion? What significance does this have?</p>
				<p>Saturday afternoon: How does John use Exodus and Passover themes in his Gospel? How does this connect to the world today?</p>
Final Paper Due April 7 at midnight via Moodle.				

Course Assignments:

1. **Small Group Participation (10%):** Each week students will be given a question to discuss in small groups that is listed in their syllabus. This participation is part of how students are evaluated on whether they are reading their textbooks for the course in a timely fashion.⁷

2. **Reflection Papers (2 papers at 25% each=50% total): Reflection Paper #1: January 20; Reflection Paper #2: February 17.** Submitted by midnight online via Moodle.

Students will write a 3-5 page reflection paper by choosing one of the discussion questions from the class syllabus and writing a reflection on this question using their course materials. This reflection should explore the impact of the answer of this question on three spheres: 1. the student's own spiritual journey, 2 their ministry (current or future), and 3. the modern world. Students should engage with the course notes and readings as they answer this question. Students must choose different questions from the syllabus for each of their two papers.

These papers must use reading materials and course notes to engage the course discussion question. Thus, these papers demonstrate a student's awareness of their course readings and course notes and their reflection upon these course materials.

Because these papers are "reflection papers," they should use the 1st person ("I") to describe the student's personal journey during that section of the paper. However, the style of the paper should remain academic in all other aspects.

These papers need to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style.

See http://www.chicagomanualofstyle.org/tools_citationguide.html. Students from Providence or other institution may request to use a different format style.

3. **Final Paper and Draft Paper: Final Paper (30% + Draft of final paper: 10%=Total 30%):**

Writing your final paper is a two-stage process-**Draft of final paper: March 10; Final paper: April 7.** All papers are due by midnight. Both stages are required for an optimal grade in this course. Submitted online via Moodle

A. Bibliography and Draft of Final Paper (10%): Due March 10 by midnight. Students will turn in a draft of their final paper on March 10 by midnight to gauge their progress. This draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper is currently in. More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 10% of their overall grade for the course. However, if the student's overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade. **The text or topic must be approved by the instructor. Alternative creative assignments are possible with consultation with the instructor**

- Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.
- These papers need to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style. See http://www.chicagomanualofstyle.org/tools_citationguide.html Students from Providence or other institutions may request a different format style.

B. Final paper (30%): Due by midnight on **April 7**, Submitted online via Moodle. **Students may choose either an Interpretive Essay or a Sermon or Ministry Presentation Paper.**

Option 1: Interpretative Essay

- Each credit student will write an “interpretive essay” that is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting This paper will examine one of the theological themes or one of the biblical texts related to the use of the Old Testament in the New Testament. **The text or topic must be approved by the instructor. Creative alternative assignments are possible upon discussion with Instructor.** A knowledge of Hebrew or Greek is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Hebrew or Greek language courses, they are encouraged to use these skills on their papers.
- Whether focusing on your specific theme or biblical text, these papers should set their discussion of the theological theme or biblical text in its original historical, social and cultural background and explore its literary themes and genre to set the stage for its connection to the modern world.
- Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure this engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).
- Each paper must include an “application” or “significance for the church and society today”. This section must explore the implications for the student's own faith journey, for the Church today, and for the world.
- Students will be provided with a rubric identifying the major components of the paper and how they will be graded. The rubric and checklist for this assignment will be included in the folder “Rubrics for Course Assignments” in the “General” section of Moodle.
- This paper needs to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style. See http://www.chicagomanualofstyle.org/tools_citationguide.html. Students from Providence or other institutions may request a different format style.

OR

Option 2: Sermon or Ministry Presentation Paper:

- The sermon or ministry presentation paper is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. This paper will examine either one of the theological themes or one of the biblical texts related to the use of the Old Testament in the New Testament. A knowledge of Greek/Hebrew is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Greek language courses, they are encouraged to use these skills on their papers. **The text or topic must be approved by the instructor.**
- The analysis of the passage or theme should explore the historical, social, and cultural background of the passage/theme and its literary themes and genre to set the stage for its connection to the modern world.
- **Examples of types of presentations/sermons:** The paper may be a sermon or a ministry presentation which may include a teaching session for a Bible study, a small group study, a Sunday School course, or a ministry conference/gathering/retreat, etc.. **When student discusses the topic/theme with instructor, the format for this delivery should be discussed as well.**
- **Short Context Abstract:** Students must specify in a short abstract at the top of the document who the real or imagined target audience is for this project (e. g., urban church, multi-cultural, low-income, para-church organization such as InterVarsity, a service organization, etc.) as well as any other pertinent information (e. g., a sermon for a special occasion such as a communion service, or a Bible study for a three day women’s retreat, etc.) This counts towards the total word count/page count for the paper.
- This course is not a homiletics course, but rather a Scripture course. The purpose of this assignment is to assess each student's ability to move from “doing theology” in an academic setting to “applying theology” in a pastoral setting. While I will *not* be assessing this assignment for homiletic prowess, I still expect each student to practice sound homiletic and teaching principles.
- All papers include application and this is particularly true in the sermon/ministry presentation paper: Application should include these three areas: 1. the student’s own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).
- Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).
- **These papers will follow the guidelines listed above and below for all final papers.** Students may use a more colloquial style of discourse in their writing for this paper, but rules of grammar, syntax, and other general writing principles will still be required. If there are any questions, please contact your instructor.

For all final papers: Students will be provided with a rubric identifying the major components of these two paper types and how they will be graded. The rubric and checklist for this assignment will be included in the folder “Rubrics and Checklists” in the “Course Overview” section of Moodle. Both options are included in one checklist and one rubric for the “Final Paper.”

Attendance:

1. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive before class begins and stay until class ends. **If for some valid reason you will be unable to attend class or will be late, please notify the professor by phone or email in advance of the class session.**
2. **Unexcused absences will severely impact a student’s final grade because small group participation is a 10% requirement for the course. To have an absence excused, students need to contact their professor with an explanation, preferably prior to the start of class.**

3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. **Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance with (a maximum of 50% total possible removed).** Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please come see me early. There are things that can be done early on to get things back on track before it is too late

Grade Summary:

Assignment	Percentage
Discussion Questions/Course Participation	10%
Reflection Papers (2 X 25%)	50%
Draft of Final Paper	10%
Final Paper	30%
TOTAL:	100%

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Bibliography

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Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change

of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.