

Course ID:	Course Title:	Spring 2021
NT604	Johannine Literature	Prerequisite: OT502 or NT502
		Credits: 3

Class Information		Instructor Information	
Delivery:	Online [via Zoom]	Instructor:	Joshua Coutts, PhD (University of Edinburgh)
Days:	Tues/Thurs (May 25, 27; June 1, 3, 8, 10, 15, 17, 22, 24)	Email:	Joshua.coutts@prov.ca
Time:	4:00pm-7:00pm (MST)	Phone:	
Room:		Office:	
Lab/Tutorial:		Office Hours:	By appointment via Zoom
Final Exam:	No Final Exam	Add/Drop Deadline:	Midnight on first day of class

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

A reading of and reflection upon the Gospel and Letters of John, noting their literary form, historical context, and theological content. Particular attention is given to those topics and themes that constitute a unique and profound contribution to the New Testament and to the Christian faith.

Expected Learning Outcomes

Upon the successful completion of this course, students will be able to:

1. Navigate discussions of the authorship and composition of John
2. Identify features of John's unique style
3. Articulate the major themes of John's Gospel and their interrelatedness, as well as their significance in the context of the Gospel tradition and biblical canon more widely
4. Appropriate some of the rich significance of John's Gospel for the Church today

Required Textbooks

Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History and Theology in the Gospel of John*. Grand Rapids: Baker, 2007.

Koester, Craig. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008.

Course Schedule

Date	Lecture	Reading / Assignments Due
May 25	Introduction to Johannine Literature	<i>Reflection Essay</i>
May 27	Prologue to the Gospel & 1 Jn	Jn 1:1-18, 1 Jn 1:1-5
June 1	Revelation Pt 1: Seeing & Signs	Jn 1:19-51-2:11; 4:46-54; 6:1-71
June 3	Revelation Pt 2: Divine Glory	Jn 12:12-50, 17:1-26; 19:16-20:31
June 8	Responses Pt 1: Encountering Jesus	Jn 3:1-4:45; 11:1-44
June 10	Responses Pt 2: Countering Jesus	Jn 2:12-25; 5:1-10:42; 11:45-12:11
June 15	Responses Pt 3: Judgment	Jn 18:1-19:16
June 17	Life Pt 1: Abiding in Jesus	Jn 13:1-15:25
June 22	Life Pt 2: The Spirit and Mission	Jn 15:26-16:33; 21:1-25
June 24	The Spirit and the Epistles	1-3 Jn
July 30		<i>Reading/Questions</i> <i>Major Essay</i>

Requirements:

1. Personal Reflection Essay (10%)

Students will read through the whole of John's Gospel three times—once before lectures begin, once during the lectures (and including the Epistles, according to the schedule above), and once after the lectures have concluded. The first reading is to be completed ideally *in one sitting*, paying attention to the rhythm of the narrative, and the themes and emphases that emerge. After reading through the whole of John, write a reflection (no more than 1000 words) on the experience of reading the Gospel all at once: What was it like? What features, motifs, or emphases emerged that you had not noticed before?

Due (via email) by 11:59pm (MST) on Mon, May 25, 2021

2. Reading & Questions (30%)

Students will read through John for the third time (ideally in one sitting), as well as Koester's *The Word of Life* and Bauckham's *Testimony of the Beloved Disciple*, and submit a signed statement outlining the percentage of the required reading they completed by July 30. In addition, students will write well considered and concise responses (about 125-150 words each) to a list of questions related to these texts (circulated on the first day of class). No additional research is expected for these responses.

Due (via email) by 11:59 pm (MST) on July 30, 2021

3. Major Essay (60%)

Students will select a passage or theme of their choice from John's Gospel or Epistles on which to write an interpretive essay that advances a focused argument (3500 words, including footnotes). Students are welcome (but not required) to consult with the professor on their proposed essay topic. In writing your essay:

- (i) In your introductory paragraph, formulate a clear thesis statement or question to solve (set off clearly in italics), and indicate the main structure of your paper (major points to be argued/demonstrated).
- (ii) Within the body of your paper, direct all your points clearly toward the demonstration of your thesis, or the solution/answer to your question
- (iii) Demonstrate clear evidence of research (engage with at least 8 secondary sources, such as journal articles, monographs, and commentaries). See bibliography below as a starting-point.
- (iv) Essays should be edited for proper grammar and spelling, and employ footnotes for all citations. Do not use in-text citation for anything except biblical references. Essays must be correctly formatted according to the Chicago/Turabian¹ or the SBL² style guide, and feature double-spacing, 10-11 pt. font, page numbers, title page (including wordcount), and bibliography.

Due (via email) by 11:59 pm (MST) on July 30, 2021

Attendance:

Although there may be exceptions, the expectation is that students will attend every class. In addition, out of respect for the professor, fellow course-mates, and yourself (!), students are expected to abstain from the use of cell-phones during class-time, or using the internet or any other apps/programs apart from what is necessary to participate in the class.

Grade Summary:

Grade	%	Interpretation	Grade Points
A	93-100	Mastery: Complete Understanding of Subject Matter	4.00
A-	90-92		3.70
B+	87-89	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	83-86		3.00
B-	80-82		2.70
C+	77-79	Basic: Developing Understanding of Subject Matter	2.30
C	73-76		2.00
C-	70-72		1.70
D+	67-69	Minimal Pass: Limited Understanding of Subject	1.30
D	60-66		1.0
F	0-59	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

¹ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018).

² *The SBL Handbook of Style*, 2nd ed. (Atlanta, GA: SBL Press, 2014).

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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

Introductions/Guides

- Ashton, John. *Understanding the Fourth Gospel*. 2nd Ed. Oxford: Oxford University Press, 2007.
- Brown, R. E. *An Introduction to the Gospel of John*. Ed. Francis Moloney. New York: Doubleday, 2003.
- Edwards, Ruth. *Discovering John: Content, Interpretation, Reception*. 2nd Ed. Grand Rapids, Eerdmans, 2015.
- Kysar, Robert. *John the Maverick Gospel*, 3rd Edition. Louisville, KY: Westminster John Knox Press, 2007.
- Skinner, Christopher. *Reading John*. Eugene, OR: Cascade, 2015.
- Smalley, Stephen S. *John, Evangelist and Interpreter*. 2nd ed. Downers Grove: Intervarsity, 1999.
- Smith, D. Moody. *The Theology of the Gospel of John*. Cambridge: CUP, 1995.

Commentaries

- Barrett, C. K. *The Gospel According to St. John: An Introduction with Commentary and Notes on the Greek Text*. 2nd Ed. London: SPCK, 1978.
- Beasley-Murray, George R. *John*. WBC 36. Accordance/Thomas Nelson electronic ed. Waco: Word Books, 1987.
- Brown, Raymond E. *The Gospel According to John I-XII: A New Translation with Introduction and Commentary*. 2 Vols. AB 29-29A. Edited by W. F. Albright and D. N. Freedman. New York: Doubleday, 1966-1970.
- Carson, Don A. *The Gospel According to John*. Grand Rapids, MI: Eerdmans, 1991.
- Keener, Craig S. *The Gospel of John: A Commentary*. 2 Vols. Peabody, MA: Hendrickson, 2003.
- Lincoln, Andrew T. *The Gospel According to St. John*. BNTC. Edited by Morna D. Hooker. New York: Hendrickson, 2005.
- Lindars, Barnabas. *The Gospel of John*. NCBC. Edited by Matthew Black. Grand Rapids, MI: Eerdmans, 1972.
- Ridderbos, Herman. *The Gospel of John: A Theological Commentary*. Grand Rapids: Eerdmans, 1997.
- Schnackenburg, Rudolph. *The Gospel According to St. John*. 3 Vols. Translated by Kevin Smith et. al. HThKNT. New York: Herder & Herder, 1968-1982.
- Thompson, Marianne M. *John*. Louisville, KY: WJK, 2015.

Select Monographs & Articles

- Anderson, Paul N. *The Christology of the Fourth Gospel: Its Unity and Disunity in the Light of John 6*. WUNT 2:78. Tübingen: Mohr Siebeck, 1996.
- Anderson, Paul N., Felix Just, S.J., and Tom Thatcher, eds. *John, Jesus, and History* (3 vols). SBL Symposium Series. Atlanta: SBL, 2007, 2009, 2016.

- Appold, Mark L. *The Oneness Motif in the Fourth Gospel: Motif Analysis and Exegetical Probe into the Theology of John*. WUNT 2:1. Tübingen: Mohr Siebeck, 1976.
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- Bauckham, Richard. "John for Readers of Mark." In *The Gospels for All Christians: Rethinking the Gospel Audiences*. Edited by Richard Bauckham, 147-171. Grand Rapids, MI: Eerdmans, 1998.
- Bauckham, Richard, and Carl Mosser, eds. *The Gospel of John and Christian Theology*. Grand Rapids, MI: Eerdmans, 2008.
- Blomberg, Craig. *The Historical Reliability of John's Gospel: Issues and Commentary*. Downers Grove: InterVarsity, 2002.
- Borgen, Peder. *Bread from Heaven: An Exegetical Study of the Concept of Manna in the Gospel of John and the Writings of Philo*. NovTSup 10. Leiden: Brill, 1965.
- _____. "God's Agent in the Fourth Gospel." In *Religions in Antiquity: Essays in Memory of Erwin Ramsdell Goodenough*. Edited by Jacob Neusner, 137-148. SHR 14. Leiden: Brill, 1968.
- Burge, Gary. *The Anointed Community: The Holy Spirit in the Johannine Tradition*. Eerdmans, 1987.
- Coutts, Joshua J. F. *The Divine Name in the Gospel of John: Significance and Impetus*. WUNT 2:447. Tübingen: Mohr Siebeck, 2017.
- Coloe, Mary L. *God Dwells with Us: Temple Symbolism in the Fourth Gospel*. Collegeville, MN: Liturgical Press, 2001.
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- Frey, Jörg. "Eschatology in the Johannine Circle." In *Theology and Christology in the Fourth Gospel*. Edited by Jan van der Watt, G. van Belle, and P. Maritz, 47-82. BETL 184. Leuven: Leuven University Press, 2005.
- Hakola, Raimo. *Identity Matters: John, the Jews and Jewishness*. NovTSup 118. Edited by M. M. Mitchell and D. P. Moessner. Leiden: Brill, 2005.
- Hamid-Khani, Saeed. *Revelation and Concealment of Christ: A Theological Inquiry into the Elusive Language of the Fourth Gospel*. WUNT 2:120. Tübingen: Mohr Siebeck, 2000.
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- Kerr, Alan R. *The Temple of Jesus' Body: the Temple Theme in the Gospel of John*. JSNTSup 220. New York: Sheffield Academic Press, 2002.
- Klink III, Edward W. *Sheep of the Fold: The Audience and Origin of the Gospel of John*. SNTSMS 141. Edited by John Court. Cambridge: Cambridge University Press, 2007.
- Koester, Craig. *Symbolism in the Fourth Gospel*. 2nd Ed. Minneapolis: Fortress Press, 2003.
- _____. "John." In *Commentary on the New Testament Use of the Old Testament*. Edited by G. K. Beale and D. A. Carson, 415-512. Grand Rapids, MI: Baker Academic, 2007.
- Lieu, Judith. "How John Writes." In *The Written Gospel*. Edited by M. Bockmuehl and D. A. Hagner, 171-183. Cambridge: Cambridge University Press, 2005.

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- _____. *The Prophet-King: Moses Traditions and the Johannine Christology*. NovTSup 14. Edited by W. C. van Unnik. Leiden: Brill, 1967.
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- Van Belle, Gilbert. "Theory of Repetitions and Variations in the Fourth Gospel: A Neglected Field of Research?" In *Repetitions and Variations in the Fourth Gospel: Style, Text, Interpretation*. Edited by Jan van der Watt, G. van Belle, and P. Maritz, 13-32. BETL 223. Leuven: Peeters, 2009.
- Williams, Catrin H. "Isaiah in John's Gospel." In *Isaiah in the New Testament*. Edited by Steve Moyise and Maarten J. J. Menken, 101-117. NTSI. London: T&T Clark, 2005.

Ambrose University Important Policies & Procedures:

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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. 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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