JOHN
NT 640
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Vancouver School of Theology
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PURPOSE: To introduce students to the major themes of the Gospel of John and issues entailed in the critical study of it and Johannine literature generally. To learn to recognize the distinctive vocabulary of John's Gospel and to begin to gain an understanding of its semantic domain. To situate the theologies of the Fourth Gospel writer in the social matrix of antiquity and to identify the cultural and historical influences on Johannine theology, especially with reference to Johannine anti-Judaism and sectarianism. To assess the relevance of these theologies for Christian existence in society and the critical issues entailed in their contemporary appropriation. To explore a wide breadth of non-historical-critical approaches to Johannine literature and to assess their relative strengths and weaknesses. To assess critically the place of John's Gospel in the Christian Year and the Revised Common Lectionary and to engage in a close reading of Johannine texts from the perspective of exegetical, liturgical, and lectionary vantage points. To gain an acquaintance with a variety of exegetical commentaries on John's Gospel from a variety of historical periods as well as differing critical vantage points.

PREREQUISITES: NT 500; if taken for the Major Exegesis paper, BIBL500

COMPETENCE OBJECTIVES:

1. To show an understanding of the literary design of John's Gospel.
2. To describe the development of Johannine theology in the Gospel of John and the way different texts reflect an unfolding historical identity in the Johannine community.
3. To assess critically currents of alleged anti-Judaism in the Gospel of John, the challenges of the uses of John to promote anti-Judaism and anti-Semitism, and to consider ways John's Gospel urges attention to Jewish-Christian conversation in our contemporary context.
4. To write a critical abstract of a cross-section of scholarly articles on the Gospel of John, to discuss the relative strengths and weaknesses of Johannine studies.
5. Through close reading of a series of texts, to demonstrate skill in exegetical study, the application of the basic elements of Greek grammar and syntax, and an intermediate ability in relating the tools of narrative and literary criticism to the interpretation of Johannine texts.
6. To demonstrate a critical appraisal of the Revised Common Lectionary's division and treatment of John's Gospel.
7. For students taking the course for advanced exegetical credit (Major Exegesis paper), to use the resources of the course as an aid in the composition for the advanced exegetical paper. A separate list of competences will be furnished with the advanced exegetical paper description.

***FORMAT*:** One 3 hour class weekly, which will include time for group discussion of assigned readings. Part One: Roughly the first 5 weeks of class will be given over to a literary investigation of the narrative strategies of John's Gospel as whole. During this time, 2 hrs/class will be lecture in format and 1 hr/class will be devoted to small group discussion of critical

articles from assigned reading packs. Part Two: The second part of the course will entail focused discussion of Johannine pericopes as they appear in the Revised Common Lectionary; students will pick from a series of commentaries and expositions of John's Gospel on reserve in the library as exegetical companions in the preparation of exegetical worksheets to be completed in preparation for class. Students will be responsible for taking up one of the assigned two pericopes/class.

CALENDAR AND CONTENT:

Part One – Intensive Overview of the Gospel

Jan 19th **Introduction and overview**: Gospel of John vs Synoptics; introduction and overview of the Gospel of John
Reading: R. Kysar, Introduction.

Jan 26th **Johannine sectarianism and the Prologue (1.1-18).**
Reading: R. Kysar, Chapter Two
Critical Journal: A. Reinhartz AND Tinker: B. Meeks AND Tinker; C. Boyarin AND Tinker.

Feb 2nd **Prologue (con't) and the Book of Signs (1.19-12.50)**
Reading: Kysar, Chapter One
Critical Journal: A. Schneiders; B. Davies; C. Philips

Feb 9th **Book of Signs (con't); Intro to Book of Glory (13--20)**
Reading: Kysar, Chapter Three
Critical Journal: A. deLonge, AND Leibig; B. Wahlde AND Leibig; C. Ashton AND Leibig.

Feb 16th **The Book of Glory (13--20), Chp 21.**
Reading: Kysar, Chapter Four
Critical Journal: A. Duke, B. O'Day, C.Brant.

Feb 23rd **The Gospel of John, Women and Art**
Reading: Moody (Reading pack #9) DO NOT WRITE A REFLECTION FOR THIS READING.
Reading: Kysar, Appendix B; Raymond Brown; Sandra M. Schneiders; Nicola Denzey

March 2nd **READING WEEK**

Part Two: Exegetical Seminar on Johannine Readings

March 9th Group A John 3.1-21 // Group B John 4:5-42

March 16th Group A John 6 // Group B John **9**

March 23rd Group A John 11.1-12.11 // Group B John 13

Friday March 24: Short paper due: (For those not writing the major exegetical paper)

March 30th Group A John 14 // Group B John 15.1-16.4a

April 6th Group A John 18.1-19.42 // Group B John 20-21
LAST DAY OF CLASS Annotated Bibliography Due

April 14th Friday **DUE DATE: All work due for students graduating in May, including Major Exegetical paper**

April 21st Friday **LAST DAY OF TERM**

May 23rd Tuesday **Major exegetical paper due for non-graduating students**

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA
Evaluation
***If you don't bring your Bible, do not come to class!**

1. 80% class attendance and participation. Students absent for any lecture are required to submit a 2-3 page single-spaced synopsis of the lecture at the start of the class following the one missed.

2. For the first part of the course, a weekly reflection journal of 350 words (for a total of 4 reflections) on an article in an assigned group of readings on reserve in the library. The substance of the reflection is as follows: in one paragraph, describe the methodology used by the author of the article (no more than 50 words); the rest of the reflection is to be a critical discussion of the method used, its strengths and weaknesses, and a critical appraisal of its value for exegesis. In order to gain credit for this course assigned exercises must be handed in on each meeting date and any missed assignments must be completed by the last day of class. E-mail submissions are welcome. Please attend to the rubrics outlined in the guide to email submissions, which will be distributed early in the term.

3. Short Paper; 1500 – 3000 words on either of the following topics: a Text-to-Interpretation paper or a paper that compares a Johannine and synoptic pericope on the same theme or motif. Descriptions of both paper options to be distributed in class. {Note: students doing the Major Exegesis paper will not submit this short paper.]

   Papers that exceed the word limit by 10% will be returned for resubmission. The paper is due on Friday March 24. Students are encouraged to begin their work on their papers early in the term and to familiarize themselves with the Academic Calendar in requesting extensions. Email submissions are welcome so long as they conform to protocol regulations defined by the instructor. Only RTF or Microsoft Word versions will be accepted.

4. Oral presentation of select questions to guide exegetical discussion in class of Johannine pericopes.

5. An annotated bibliography the last day of class consisting of 5 commentaries, books, or articles the student found useful in preparing for class exercises and exegetical discussion.

For a passing grade in the course, all assignments must be Approved

NOTE: For students offering the Major Exegetical Paper in New Testament the paper is **due Tuesday May 23rd**. That paper is longer with a different set of requirements and a description for the assignment will be distributed in class.

TEXTS:

Required:

A Bible. The assigned Bible we will be using is *Annotated Jewish New Testament* but students are invited to bring another translation for the purposes of comparison and reference to the Hebrew Bible.

Green, Jay P. *The Interlinear Hebrew-Greek-English Bible*. (Ada: Baker Academic, 1996). ISBN 978-1878442826

Kysar, Robert. *John: the Maverick Gospel*, (Atlanta: John Knox, 1993). ISBN 9780664230562

Jill-Levine, Amy. *The Annotated Jewish New Testament*. (Oxford: Oxford University Press, 2011). ISBN 978-0195297706

Mounce, William D. *Biblical Greek Laminated Sheet* (Zondervan Get an A! Study Guide). (Nashville: Zondervan, 2005). ISBN 978-0310262947

Recommended:

Culpepper, R. Alan. *Anatomy of the Fourth Gospel*. A Study in Literary Design (Philadelphia: Fortress, 1987). ISBN 978-0800620684

O'Day, Gail. *The World Disclosed: Preaching the Gospel of John* (Collegeville: Chalice, 2002, rev.ed.). ISBN 978-0827242456

Brown, Raymond E. *The Community of the Beloved Disciple: The Lives, Loves, and Hates of an Individual Church in New Testament Times* (NY: Paulist Press, 1979). ISBN 978-0809121748
Ashton, John Studying *John: Approaches to the Fourth Gospel* (Oxford: Clarendon Press, 1994). ISBN 978-0198269793

Levine, Amy-Jill and Marianne Blickenstaff eds., *A Feminist Companion to John* Vol. 1 and 2 (London: Sheffield Academic Press, 2003). ISBN 0-8298-1589-9

RESERVES: All reserve articles will be available through the Moodle site for the course.

COURSE POLICIES

1. **Attendance** For a weekly course, VST requires at least 80% attendance. For an intensive course, VST requires 100% attendance. For on-campus students, this means attending class on time with no more than 2 allowable absences for any reason. For distance students, this

means attending class through Adobe Connect synchronously with class with no more than 2 allowable absences for any reason.

2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook**.**
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation**
   - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
   - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.
   - For a passing grade in the course, all assignments must be Approved.
6. **Late assignments**
   Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.
   - Four Critical Journals are due this term on the dates specified.
   - One text-to-interpretation paper (1500-300 words) OR one exegetical paper (1500-3000 words) is due this term on the dates specified.
   - Annotated bibliography is due this term on the date specified
7. **Limitation on use of social media**
   Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.
8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.