

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/6/2016

1b. Department/Division: Modern & Classical Lang, Lit & Cultures

1c. Contact Person

Name: Jeff Rogers

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Responsible Faculty ID (if different from Contact)

Name: David Hunter

Email: david.hunter@uky.edu

Phone: 7-1756

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CLA 190

2c. Full Title: Introduction to the New Testament

2d. Transcript Title: Introduction to the New Testament

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course introduces students to both the role religion can play in human experience and the principles of the interpretation of historical, especially religious, texts by exploring the literary, historical, and cultural dimensions of the Christian Bible, the New Testament. The scholarly and academically rigorous exploration of sacred texts and religion in general, outside the realm of denominational belief, stretches back nearly 200 years, to the time of the birth of such disciplines as archaeology, anthropology, sociology, cultural history, and folkloric studies, all of which contribute to the modern discipline of biblical studies and the historical-critical method of interpretation. The academic study of the New Testament, especially since it is a text already familiar to many students, can in particular serve to teach reasoned analysis and critical thinking, challenge assumptions, and demonstrate the vital relevance of the humanities disciplines to our daily lives.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course is intended to have broad appeal across the student body and provide an introduction to inquiry in the humanities.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Course Proposal
CLA 190: Introduction to the New Testament
Dr. David G. Hunter

RATIONALE

That the late 20th and the 21st centuries have seen a dramatic surge in the role of religion in society, culture, and politics globally scarcely needs mentioning. Sadly, this phenomenon has largely gone hand in hand with a surge in intolerance and violence. Both to understand the world more deeply and hopefully to plant seeds to combat bigotry and extremism, an understanding not only of religions, but of the human “religious impulse” and of ways to comprehend religious belief and behavior outside of a specific confessional framework, is necessary. The scholarly, interdisciplinary study of religious texts, traditions and behavior provides these tools for coping with a diverse and fast-changing world.

In addition, the life of college students is often characterized by a new sensitivity to larger realities, and growing interest and curiosity in spirituality, social morality, and the transcendent. This takes many forms: social activism, rededication to religious traditions, questioning or rejections of those traditions, and exploring new religious systems and mystical experience. This gives us an opportunity to capitalize on a lively interest already existing among our students and turn it to the purposes of critical thinking and relevant, global education.

This proposed course compliments and expands offering already in the curriculum of the College of Arts & Sciences. These include, in particular, a course offered for the first time this Spring 2016 semester:

HJS 425/UKC 111/MCL 190: Topics in Judaic Studies: Introduction to the Hebrew Bible

in addition to the following established courses:

AIS 440: Introduction to the Quran
ANT 335: Religion in Everyday Life
CHI 450: Daoism: East & West
CLA 191: Christianity, Culture, & Society
CLA 382: Greek & Roman Religion
CLA/HIS: 390 Roman, Jew, & Greek: Backgrounds to Christianity
CLA/HIS 391: Christians in the Roman Empire
HIS 330: A History of Western Religious Thought
HJS 324: Jewish Thought & Culture I
HJS 325: Jewish Thought & Culture II
HJS 326: The Jewish Experience in America
PHI 245: Introduction to the Philosophy of Religion
PHI 545: Philosophy of Religion
SOC 350: Sociology of Religion

CLA 190: Introduction to the New Testament is a logical addition to these offerings.

CLA 190
INTRODUCTION TO THE NEW TESTAMENT

Instructor: Dr. David G. Hunter
Office Address: 1015 Patterson Office Tower
Email: david.hunter@uky.edu
Office Phone: 257-7016

Office hours: Monday and Wednesday
2 to 3:30 PM

Course Description:

This course introduces students to both the role religion can play in human experience and the principles of the interpretation of historical, especially religious, texts by exploring the literary, historical, and cultural dimensions of the Christian Bible, the New Testament. The scholarly and academically rigorous exploration of sacred texts and religion in general, outside the realm of denominational belief, stretches back nearly 200 years, to the time of the birth of such disciplines as archaeology, anthropology, sociology, cultural history, and folkloric studies, all of which contribute to the modern discipline of biblical studies and the historical-critical method of interpretation. The academic study of the New Testament, especially since it is a text already familiar to many students, can in particular serve to teach reasoned analysis and critical thinking, challenge assumptions, and demonstrate the vital relevance of the humanities disciplines to our daily lives.

Prerequisites:

There are no prerequisites for this course other than intellectual curiosity and willingness to work.

Student Learning Outcomes:

After successfully completing this course, the student should be able to:

1. Distinguish between interpretations and understandings of sacred texts that arise from creedal or denomination belief and those which are based on historical-critical investigation.
2. Identify and discuss the social, cultural, and historical context of the New Testament and how these understandings contribute to a deeper and more precise understanding of the text.
3. Enumerate and describe the various methods and approaches used in contemporary biblical scholarship and identify how these contribute to a deeper and more critical understanding of the text.
4. Write a cogent and informed scholarly interpretation of a New Testament text.
5. Critically examine traditional interpretations of written texts, sacred and secular, and understand ways in which traditions can change and adapt to new social and cultural circumstances.

Required Materials:

Required:

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. Oxford: Oxford University Press, 2011.

Neufeld, Dietmar and Richard E. DeMaris, eds. *Understanding the Social World of the New Testament*. New York: Routledge, 2010.

Harper Collins Study Bible, NRSV, Fully Revised and Updated. Harper One, 2006.

Description of Course Assignments:

1. Reflection Papers – Each student will write THREE (3) reflection papers. Writing is not only a tool for putting what you have learned on paper but rather a tool to help you learn, sort out your thoughts, and to help you develop academic, critical thinking skills necessary for your overall academic success. In these papers, you will be asked to reflect on a topic you will engage in during class time. See the general description of these papers below; I will give instructions in class and explain how to approach the papers.
2. Exams - There will be THREE (3) exams in the course of the semester. There will be a study guide provided for each exam. Exams will include identifications of key terms and concept as well as interpretive essays involving both the biblical and scholarly reading material. Make up exams – Students are required to take exams during the class period during which they are scheduled. If for some reason you cannot make the exam period, you must provide a written excuse to the professor and schedule a time to make up the exam.
3. A final exam will be cumulative, and include identification of terms and concepts, an essay demonstrating knowledge of historical-critical method, and an interpretive essay. (Give date, time, location)

Reflection Papers - each paper should be formatted in the following way:

- Papers should be 3-5 pages in length. If you turn anything in that is shorter than 3 pages, you will be marked down.
- 12 point Times New Roman font throughout. No variations.
- Have 1 inch margins on all sides.
- Have your name, date, and topic in the top right corner and that is all at the top of the paper. No more information ought to fill the top of your paper.
- The paper is to be double spaced except for the information at the top of your paper (name, date, and topic).
- Your paper needs to be in clear English with properly punctuated sentences. It is essential that your copy be clean and ready for me to read.
- All papers must be turned in during the class period they are due. *If you are sick on the day the paper is due*, you must provide documentation for an excused absence to avoid penalty. If your paper is not in by the end of the class period on which it is due, your paper will be docked 5%. Every course day your paper is not in will result in another 5% reduction in your grade. After 3 course periods, I will no longer accept your paper and it will result in a zero.
- I am more concerned with content rather than structure and grammar, but I will take off points for writing that is difficult to read or for repeated mistakes.

Course Grading:

Reflection Papers:	3 @) 8% each = 24%
Exams:	3 @ 15% each = 45%
Final Exam	31%

Grading Scale

- A 100-90%
- B 89-80%
- C 79-70%
- D 69-60%
- F 59-0%

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Submission of Assignments: See above under “**Reflection Papers**”

Attendance Policy: Regular attendance at class is required for the successful completion of this class. If you wish your absence to be excused, you must follow the procedures outlined below.

Making up missed work: Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 5.2.4.2 Excused Absences [US: 11/11/85; 2/9/87; 4/12/04] A student shall not be penalized for an excused absence. The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
- B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent
- C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.
- D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and RC: 11/20/87] If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87] * If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. [RC: 8/20/87]

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's

assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Policy: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center 4th Floor of the Multidisciplinary Science Building on the corner of Rose Street and Huguelet Drive.

New address is: 725 Rose Street, Multidisciplinary Science Building, Suite 407 Lexington, KY 40536-0082, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies: It is not acceptable to use cell phones in class, either for texting or any other purpose. Students found using cell phones will be required to hand them to the instructor to keep until the end of that class period. If it should be necessary to use laptop computers in class, either for taking notes or for completion of an online assignment, you are not allowed to use the computer for any other purpose. If found using your computer in class for an unauthorized purpose, you will be considered absent for that class period.

COURSE SCHEDULE:

Day 1 of the semester:

Introduction to the Course
Syllabus/Introductions

Week 1:

Navigating the New Testament
REFLECTION PAPER 1 – What is Scripture?

UNIT 1 – Setting the Stage

The Canon and the Formation of Scripture
Readings: Ehrman – 1-28
REFLECTION PAPER 1 DUE

Week 2:

Honor and Shame/Collectivism
Readings: Neufeld and DeMaris – 17-28, 109-125
REFLECTION PAPER 2 – What is Kinship?

Patronage and Kinship

Readings: Neufeld and DeMaris – 29-43, 156-166

REFLECTION PAPER 2 DUE

Week 3:

Political and Economic Religion

Readings: Neufeld and DeMaris – 194-206

Hanson and Oakman – “Was Bigger Better?”

Historical Context

Readings: Ehrman – 29-68

Week 4:

Exam Review Day

EXAM #1

Week 5:

UNIT 2 – Earliest Christianity and Pauline Christianity

Q, Thomas, and Early Christian Sources

Readings: Ehrman - 69-81

The Gospel of Thomas

Paul: An Introduction

Readings: Ehrman – 306-323

Week 6:

Paul: The Letter Writer – 1 Thessalonians

Readings: Ehrman 324-338

1 Thessalonians

Paul: The Letter Writer Cont. – 1 Corinthians, 2 Corinthians, Philippians, Philemon, Galatians

Readings: Ehrman 339-371

Philippians

Week 7:

Paul: The Letter Writer Cont. – Romans

Readings: Ehrman 372-385, 421-434; DeMaris and Neufeld 44-56

We will look closely at Romans 1-11 in class

Deutero-Pauline School

Readings: Ehrman 397-420

Hebrews 1-6:20

Week 8:

Exam #2 Review

EXAM #2

Week 9:UNIT 3 – The Gospels

The Synoptic Problem

Readings: Ehrman 69-81, 105-113

The Gospel of Mark

Readings: Ehrman 88-104

The Gospel of Mark

Week 10:

Matthew

Readings: Ehrman 114-133

Matthew 1-4, 26-28

The Gospel of Luke

Readings: Ehrman 134-153

The Gospel of Luke 1-7, 11, 22-24

Week 11:

The Gospel of John

Readings: Ehrman 176-216

The Gospel of John 1-8, 16-21

An Archaeological Tour

Readings: Ehrman 154-175

Acts of the Apostles 1-11, 16-19, 21-28

Week 12:

Exam #3 Review

EXAM #3

Week 13:

Catholic Letters – 1 Peter, James, Jude, 2 Peter

Readings: Ehrman 454-488

James

Jude

REFLECTION PAPER 3

Hebrews and Other Early Christian Literature

Readings: Ehrman 435-453

The Epistle of Barnabas

Week 14:

Revelation

Readings: Ehrman 490-507

Revelation 1-9, 17-22

REFLECTION PAPER 3 DUE

Final exam (cumulative) - Date, time, location.