

NTST 567

Theology of the English New Testament: New Testament Ethics

Spring 2021

P. Richard Choi

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Zoom
Class meeting times:	February 21-25, 2021 Sunday: 8:00 – 10:00 pm EST (5:00-7:00 p.m. PST) Monday – Thursday 10:00 am – 7:00 pm EST (7:00 am – 4:00 pm PST)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	H – (269) 429-4171 (email will be faster)
Instructor Email:	choir@andrews.edu
Office location:	Seminary Building - N128
Office hours:	By Appointment via Zoom

BULLETIN DESCRIPTION OF COURSE

Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with different topics.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

2. Demonstrate proper biblical interpretation skills

(The full set of program learning outcomes for your degree program is listed in **Appendix 2.**)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Explain each of the major books of the New Testament from an ethical perspective
2. Discuss the ethical issues in key New Testament passages by using sound exegetical tools
3. Apply Hays's four-step hermeneutical methodology to the study of the New Testament to address current ethical issues
4. Articulate a clear biblical position on a current ethical issue by writing a paper

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: Harper San Francisco, 1996, 528 pages. ISBN 0-06-063796-x.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PRE-INTENSIVE COURSE REQUIREMENTS

1. **A Reading Report on Richard Hays's book. Due at the beginning of the class on February 21, 2021.**
 - i. **Submit a 12 page report on Hays's book that deals with the following questions. (The main thing I am looking for is evidence that you read the book.)**
 - a. *Descriptive (5 pages)*. What is the descriptive task? How does it differ from regular exegesis? Provide examples from the book to illustrate your point in your discussion.
 - b. *Synthetic (3 pages)*. What is the synthetic task? How does it differ from the descriptive task? Explain the concept of focal images. How does a focal

image differ from a metaphor? Provide examples from the book to support your answers.

- c. *Hermeneutical (2 pages)*. What is the hermeneutical task? How does it differ from the synthetic process? How can we use the hermeneutical tools of tradition, reason, and experience in the context of the Adventist church? Provide examples from the book to support your answers.
- d. *Practical (2 pages)*. What is the practical task? Hays does not offer any steps. Can you think of steps that could help in doing this task? Or do you just make the jump?

ii. **Criteria of grading**

A	B	C	D	F
Excellent grasp of the concepts illustrated with appropriate examples. Well written, coherent essay. No typos or errors. Evidence of the ability to work with abstract ideas and images.	A good grasp of the concepts. A graduate level of clarity in writing.	Confusion with some concepts. Inaccuracies in information. Not always easy to follow.	Poor grasp of the concepts. Poorly written with typos and errors. Unclear arguments.	Shows no evidence that the student has read the book. None of the concepts in the book are represented in the essay. Poorly written with many typos and errors.

The Report is due at the beginning of the class on February 21, 2020. The report is worth 100 points.

REQUIREMENTS DURING THE INTENSIVE

Etiquette for On-Line Classes

1. **Dress as if you were attending class in person.**
2. **Join each class on time.**
3. **Log into Zoom with your own name and AU email address.**
 - o Your teacher and classmates need to know who you are.
4. **Keep your video on at all times.**
 - o If this is impossible, make prior arrangements with your teacher.
5. **Keep your microphone muted, except to ask a question or make a comment.**
6. **Plan ahead to keep your attention fully on the class.**
 - o Save driving, shopping, homework etc. for later.
7. **Be involved in what you are learning.**

- Take notes, participate in discussions, etc. to prepare yourself for ministry.
8. **Keep your chat comments helpful, kind, and focused on the class.**
 9. **Stay with the class until it is dismissed.**
 10. **Enjoy the learning process with your present and future colleagues.**

Examinations:

Three exams will be given during the intensive, one each morning, from Tuesday through Thursday, from 10:00-10:50 a.m. EST, over the lecture materials from the previous day and the corresponding portions of Hays's book. All the exams will be open-book, open-notes, and in essay form. **PLEASE KEEP THE CAMERA ON YOUR DEVICE FOR THE ENTIRE DURATION OF THE EXAM. Also, when you are done with the exam, please upload it to LearningHub immediately.** Two questions will be given per exam from which you can choose one. Each exam is worth 50 points. The exams will NOT be cumulative. On the exams, students will be expected to demonstrate a knowledge of Hays's book as well as the lecture material. *Therefore, it is strongly recommended that students carefully read the textbook before arriving on site to start the class, as there will be very little time to read it while the class is in progress or during the one-hour exam.* Inasmuch as the exam is open-notes and open-book, the grade will be based on the student's ability to demonstrate that he or she understands the material presented, so that (1) they are able to produce a coherent essay from it and (b) present proofs to support their arguments from the lecture material and the reading.

POST-INTENSIVE COURSE REQUIREMENTS

Paper. After the final lecture, the student needs to submit an essay on an ethical issue facing the church that is NOT discussed in Hays's book. For example, you could write on issues like women's ordination, Sabbath keeping, or the labor union. It would be perhaps most meaningful if you wrote on an ethical issue currently facing your congregation. The paper must be typed, double-space, and 10 pages long.

Expectations. The paper needs to reflect the learning that has taken place during the course. The paper must discuss the subject *in four distinct sections*: descriptive, synthetic, hermeneutical, and practical—methodological approaches that will be carefully discussed in the lectures. The criteria for grading will be the significance of the reflections *and* the competent use of the methodologies. The student must go beyond the class discussion and the contents of Hays's book to score well on the paper. This paper must demonstrate the student's reflection and learning that has taken place in the class. The paper is worth 100 points. **The paper is due on April 16, 2021.**

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows (Each lecture requires approximately 2 class periods):

Date	Topic	Assignment Due	CLOs Addressed
Feb. 21	Syllabus and Introduction	Reading Report	CLO 3-4
Feb. 22	Paul (Hays, 16-72)		CLO 1-2
Feb. 22	Mark (Hays, 73-92)		CLO 1-2
Feb. 22	Matthew (Hays 93-111)		CLO 1-2
Feb. 22	Luke-Acts (Hays 112-137)		CLO 1-2
Feb. 23	The Gospel and Epistles of John (Hays, 138-157)	Exam 1	CLO 1-2
Feb. 23	Revelation (Hays, 169-185)		CLO 1-2
Feb. 23	The Synthetic Task and Focal Images (Hays, 187-205)		CLO 3
Feb. 23	The Ethicist's Use of Scripture and 5 Hermeneutical Strategies (Hays, 207-290)		CLO 3
Feb. 24	How Shall We Use the Text (Hays, 291-312)	Exam 2	CLO 3
Feb. 24	Violence in Defense of Justice (Hays, 317-346)		CLO 1-3
Feb. 24	Divorce and Remarriage (Hays, 347-348)		CLO 1-3
Feb. 24	Homosexuality (Hays, 379-406)		CLO 1-3
Feb. 25	Anti-Judaism and Ethnic Conflict (Hays, 408-443)	Exam 3	CLO 1-3
Feb. 25	Abortion (Hays, 444-461)		CLO 1-3
Feb. 25	Conclusion (Hays, 462-470)		
April 16		Exegesis Paper	CLO 4

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

Courses for professional masters' degrees (e.g. MDiv) include 15 instructor contact hours and 30 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills:

- 1) may require more time and should consider taking fewer classes each semester; and
- 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	32 hours
Independent Learning Activities	Required Reading	35 hours
	Exam Preparation	2 hours
	12-page Reading Report	36 hours
	10-page Essay	30 hours
Total Hours:		135 hours

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Book Review	25%
2. Exams	50%
3. Essay	25%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments

- **Book Review.** Submit on Learning Hub before coming to class **and** bring hard copies to the class.
- **Essay.** Submit on Learning Hub by April 16, 2021 **and** send hard copies to the instructor's office postmarked by April 16, 2021.

Late Submission

- **There will be a deduction of 3 % per day on all late submissions.**
- **Students may not be allowed to register if they do not have the pre-session assignments ready to hand on the first day of the class. The 3% per day penalty will be assessed for each late assignment.**

Resubmission of Assignments No resubmission of assignments is allowed for this class.

ABOUT YOUR INSTRUCTOR

P. Richard Choi, PhD, is a professor of New Testament Studies and chair of the New Testament Department at the Seventh-day Adventist Theological Seminary at Andrews University. His doctorate is from Fuller Theological Seminary. He has been teaching at the Seminary since 1991. He has served as Chair of Regional Coordinators for the Society of Biblical Literature, Regional Coordinator of the Midwest Region of the Society of Biblical Literature, and President of the Adventist Society for Religious Studies. He is currently Executive Secretary of the Chicago Society of Biblical Research. He contributed the notes for Romans, 1 and 2 Corinthians, Galatians, and Philippians in the Andrews Study Bible. He is currently writing the commentary on Galatians for the Seventh-day Adventist International Bible Commentary series. He is married to Louise and has two grown children.



OTHER COURSE-RELATED POLICIES

Attendance

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

- Dewar, Lindsay. *An Outline of New Testament Ethics*. London: University of London Press, 1949.
- Flew, R. Newton. *Jesus and His Way: A Study of Ethics of the New Testament*. London: The Epworth Press, 1963.
- Goldsmith, Dale. *New Testament Ethics: An Introduction*. Elgin, IL: Brethren Press, 1988.
- Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York: Harper San Francisco, 1996.
- Houlden, J. L. *Ethics and the New Testament*. Harmondsworth, England: Penguin Books, 1973.
- Lillie, William. *Studies in New Testament Ethics*. Edinburgh: Oliver and Boyd, 1961.
- Lohse, Eduard. *Theological Ethics of the New Testament*. Translated by M. Eugene Boring. Minneapolis: Fortress, 1988, 1991.
- Marshall, L. H. *The Challenge of New Testament Ethics*. 3 Volumes. London: MacMillan and Co., Limited, 1946-64.
- Marxsen, Willie. *New Testament Foundations for Christian Ethics*. Translated by O. C. Dean, Jr. Minneapolis: Fortress Press, 1993.
- Matera, Frank J. *New Testament Ethics: The Legacies of Jesus and Paul*. Louisville, KY: Westminster John Knox Press, 1996.
- Murray, John. *Principles of Conduct: Aspects of Biblical Ethics*. Grand Rapids, MI: Eerdmans, 1957.
- Pate, Marvin C. and Kennard, Douglas W. *Deliverance Now and Not Yet: The New Testament and the Great Tribulation*. Studies in Biblical Literature, 54. New York: Peter Lang, 2003.
- Sanders, Jack T. *Ethics in the New Testament: Change and Development*. Philadelphia: Fortress, 1975.
- Schnackenburg, Rudolf. *The Moral Teaching of the New Testament*. Translated by J. Holland-Smith and W. J. O'Hara. London: Burns and Oates, 1965.
- Schrage, Wolfgang. *The Ethics of the New Testament*. Translated by David E. Green. Philadelphia: Fortress, 1982, 1988.
- Scott, C. A. Anderson. *New Testament Ethics: An Introduction*. New York: Cambridge University Press, 1930.
- Verhey, Allen. *The Great Reversal: Ethics and the New Testament*. Grand Rapids; Eerdmans, 1984.