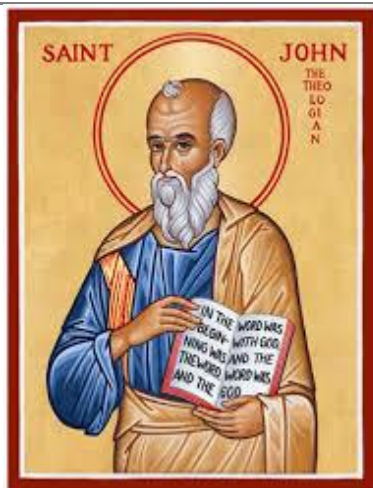


BRIERCREST

Winter 2023



BLST 849 New Testament Specialty: The Gospel of John

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Course Dates: February 27-March 3, 2023
Course Delivery Format: On Site

3 Credit Hours

COURSE DESCRIPTION

This course focuses on a close reading of what Clement of Alexandria called “the spiritual Gospel,” with periodic pauses for reflection upon important critical issues.

COURSE TEXTS

Bauckham, Richard. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids: Baker Academic, 2015.

Behr, John. *John the Theologian and his Paschal Gospel: A Prologue to Theology*. Oxford: Oxford University Press, 2019.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES.

Upon successful completion of this class, students should expect:

- To be able to trace the wider contours of this narrative and locate any text from this Gospel within that developing narrative
- To have continued cultivating the skills necessary for the close reading of ancient texts
- To have developed an informed humility in the face of the challenges posed by such texts
- To have been introduced to the key issues in the discussion about the authorship, composition and genre of the Fourth Gospel

- To have gained greater appreciation for the distinctive theological contributions of the Fourth Gospel
- To understand and be able to discuss critically the primary interpretive options in selected texts in John's Gospel
- To have been introduced to ways Christians outside of their own tradition have read this Gospel
- To have their own imaginations re-shaped by sustained encounter with John's Gospel
- To have become better prepared to read John's Gospel wisely for personal formation and in various ministry contexts

COURSE OUTLINE AND CONTENT

Date	Text/Class Topic	Supporting Reading
02-27	John among the Evangelists	The Gospel of Thomas Authorship of the Fourth Gospel: Brown 2003, 189-219 Köstenberger 2009, 72-79 Bauckham 2017, 550-89
	John 1.1-18	
	John 1.19-51	
	John 2.1-25	
	John 3.1-36	'Individualism': Bauckham 2015, 1-19
02-28	John 4.1-54	The Audience of John's Gospel: Bauckham 2007, 113-23 Brown 2003, 69-89
	John 5.1-47	
	John 6.1-71	Sacraments in the Fourth Gospel?: Bauckham 2015, 77-107
	John 7.1-8.59	
	John 9.1-41	
03-01	John 10.1-42	
	John 11.1-54	The Bethany Family in John 11-12: Bauckham 2007, 173-89
	John 11.55-12-50	'Glory' as a Central Motif: Bauckham 2015, 43-62
	History and Theology in John's Gospel	What Kind of Gospel?: History and Theology in John Bauckham 2007, 93-112 Hanson 1991, 293-318 Lincoln 2005, 39-50, 82-91
	John 13.1-38	The Footwashing: Bauckham 2007, 191-206
03-02	John 14.1-31	
	John 15.1-16.4a	John's Backwards Reading of Scripture?: Hays 2014, 75-92
	John 16.4b-33	Monotheism and Christology: Bauckham 2007, 239-52
	John 17.1-26	Johannine Dualisms: Bauckham 2015, 109-29
	John 18.1-19.16a	Cross, Resurrection, and Exaltation: Bauckham 2015, 63-75
03-03	John 19.16b-42	
	John 20.1-31	
	John 21.1-25	Divine and Human Community' Bauckham 2015, 21-41 The Gospel as Eyewitness Testimony? Bauckham 2017, 358-83
	John in Retrospect	The Johannine Jesus and the Synoptic Jesus: Bauckham 2015, 185-201

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments	Primary Text Reading: The Gospel of John (2x)	
	Reading Responses	20%
	Working Paper	15%
Mid-Course Assignments	Primary Text Reading: The Gospel of John	5%
	Presentation: Working Paper	5%
Post-Course Assignments	Review Essay on John Behr's John the Theologian and his Paschal Gospel	20%
	Either: Term Paper	35%
	Or: Sermon/Sermon Series Outline	

Pre-Course Assignments:

- 1.0 Primary Text Reading: Each student is responsible to read the entire Gospel of John twice before the course begins (due **February 13 and 15**, respectively). This reading is designed to help students become familiar with the broad outlines of the story that the evangelist tells, but also provides an opportunity for preliminary research for the term paper.
- 2.0 Reading Responses (20%). Each student will read the series of essays outlined below (essays that do not come from Bauckham's *Gospel of Glory* will be posted to Canvas). For each of these essays, students will submit a question that engages the argument directly and raises (a) substantive issue(s) for further reflection and discussion. In addition, each student will select five of these essays and, for each of them, write a 300-word précis that summarizes its argument. The assignment here is not to evaluate but to summarize as clearly and concisely as possible. Both the questions and the précis are due **February 20**. (*Note that the course outline indicates where we might pause for discussion of issues raised in these readings.)

Authorship of the Fourth Gospel:

Brown 2003, 189-219
 Köstenberger 2009, 72-79
 Bauckham 2017, 550-89

'Individualism': Bauckham 2015, 1-19

The Audience of John's Gospel:

Brown 2003, 69-89
 Bauckham 2007, 113-23

Sacraments in the Fourth Gospel? Bauckham 2015, 77-107

The Bethany Family in John 11-12: Bauckham 2007, 173-89

'Glory' as a Central Motif: Bauckham 2015, 43-62

What Kind of Gospel?: History and Theology in John:

Bauckham 2007, 93-112
 Hanson 1991, 293-318
 Lincoln 2005, 39-50, 82-91

The Footwashing: Bauckham 2007, 191-206

John's 'Backwards' Reading of Scripture?: Hays 2014, 75-92

Monotheism and Christology in the Gospel of John: Bauckham 2007, 239-52

Johannine Dualisms: Bauckham 2015, 109-29

Cross, Resurrection, and Exaltation: Bauckham 2015, 63-75

Divine and Human Community: Bauckham 2015, 21-41

The Gospel as Eyewitness Testimony? Bauckham 2017, 358-83

The Johannine Jesus and the Synoptic Jesus: Bauckham 2015, 185-201

3.0 Working Paper (15%).¹ This assignment is due **February 24**.

Each student will prepare an exegetical working paper, not to exceed three pages in length, single-spaced. These papers will focus on one of the textual units we are scheduled to discuss (e.g., John 21.1-25; see Course Outline) and serve as a basis for initiating class discussion on the texts with which they deal. Students should inform the instructor in writing of the text they prefer to work on, which will be assigned on a first-come, first-served basis. Your paper should follow this format:

- Narrative Context. What role does this text play in structure of the wider narrative? Does our author anticipate, or return to, important themes?
- Outline of the passage. Not just a listing of the contents (“and then...and then...”). Try to sketch a short outline that illumines the structure and function of the text. How are its parts related to one another and how do they work?
- Optional: Text-Critical Issues. If you have studied Greek, you may choose to include a very brief survey of the textual issues in the passage; where you judge them significant, include a brief discussion of the relevant evidence.
- Key exegetical issues. Identify the major exegetical problems in the passage. Do not labor over every jot and tittle; labor over only those jots and tittles that materially affect the interpretation of the text. Seek to identify the crucial particulars of the text which either demand interpretation or facilitate it. Having identified them, briefly enumerate possible resolutions to the problems and indicate how one might choose among the possibilities.
- Significance of the passage. Here you have scope for theological reflection and originality. What are the important questions (theological, pastoral, personal) raised for you by the passage? How might the text be used (or misused) in preaching? Students with an interest in the history of theological interpretation or in the *Wirkungsgeschichte* ('history of influence') of the text might want to include here some reflections on how the text has been read and applied by interpreters who have preceded us in the faith (patristic period, Reformation, etc.).
- Discussion questions. Formulate three incisive questions about the text that might be used to initiate and guide class discussion.
- Sources Consulted. Include a working bibliography. If you find secondary material that is especially helpful to you in reading the text, please draw that to our attention.

Mid-Course Assignments:

4.0 Primary Text Reading (10%): Read the Gospel a third time in smaller portions following the course outline and, in preparation for our class discussion, post one thoughtful question to the course website about the text(s) under discussion (e.g., for February 27, your question should come from John 1-3).

5.0 Working Paper: Presentation (5%). Students will be given 5 minutes at the beginning of class to introduce the passage (this means, of course, that they will have to choose to discuss only

¹ This assignment, with its instructions, is adapted from C. Kavin Rowe, *NEWTEST 870*, Duke Divinity School.

part[s] of their working paper) and will conclude by leading us in prayer (or song), ideally leading us in reflection on some part of the text.

Post-Course Assignments:

6.0 Review Essay. Each student will write an essay that interacts with John Behr's *John the Theologian and his Paschal Gospel* (20%). Guidelines for the essay will be posted to Canvas. This review is due **March 31**.

7.0 Students will complete their work for the course in one of two ways.

7.1 Sermon Series Outline/Sermon (35%): Students who choose this option will:

7.1.1 Plan a series of 8-12 sermons based on one part of John's Gospel (typically 3-5 chapters). Students will submit a short essay of 1200-1500 words that 1) briefly examines the rationale for a series based on these chapters in John's narrative; 2) discusses the major themes that come to special prominence in this part of the Gospel; 3) outlines the series.

7.1.2 Submit a manuscript (of approximately 2,500 words) for one of the sermons in the series. Naturally, the sermon should emerge from careful study but it should be presented in oral style as a sermon and not as a term paper (see the suggestions posted to the course site). Both parts of the assignment are due **April 28**.

7.2 Term Paper (35%). Students who choose this option will write an essay (of approximately 3500-4000 words), addressing one of the topics listed below (or one of your choice, approved by the instructor). This paper is due **April 28**.

- The Death of Jesus in John's Narrative
- The Role of the Resurrection Narrative in the Fourth Gospel
- John and the Age to Come: The Eschatology of the Fourth Gospel
- 'Getting in and Staying in': Divine Sovereignty and Human Responsibility in John's Gospel
- God in the Fourth Gospel
- The Christology of John's Gospel
- The Fourth Evangelist's Teaching about the Holy Spirit
- Life and Death in the Fourth Gospel
- The Meaning of Faith in John's Gospel
- The Relationship between Faith and Signs in the Fourth Gospel
- The 'Temple Incident' in John's Gospel
- The Temple in John's Narrative
- Jesus' "I am" Sayings in John's Gospel
- John's Use of the Scriptures: An Examination of Selected Texts
- Mission in the Fourth Gospel
- The Fourth Gospel's Depiction of Discipleship
- 'The Jews' in the Fourth Gospel
- Jewish Festivals in John's Gospel
- The Fourth Gospel and the Church's Sacraments
- The Authorship of the Fourth Gospel
- John and the Synoptics: Does John Know and Use the Synoptic Tradition?
- A Close Reading of John _____ (a text approved by your instructor)
- The Representation of _____ in Philip Saville's 2003 film, *The Gospel of John*.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Academic Resource Centre Coordinator in person (L234 in the Library) or by email (ntooke@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

Note: Books marked with an asterisk (*) are available as 'reserved readings' in the library.

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