



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

## NTL710/810 – Resurrection in the New Testament Fall 2010

### ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at [http://support.nts.edu/index.php/Essential\\_Information](http://support.nts.edu/index.php/Essential_Information). Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

### ***Instructor Information***

Professor: Andy Johnson, Ph.D.  
Office: (816) 268-5485  
Office Hours: By appointment

Email: [ajohnson@nts.edu](mailto:ajohnson@nts.edu)  
Home/Cell: (913) 345-1135  
Please do not call between 9:00 p.m. and 8:00 a.m.

### ***Catalog Description***

This seminar is an exploration of the major passages in the NT dealing with the resurrection of Jesus and the final resurrection of the dead. More specifically, the seminar will focus on ways of approaching these texts, the historical background against which they are to be understood, their relationship to history, the theology they express, and the consequences for the Church's mission and ministry in light of this theology.

### ***Course Narrative & Rationale***

“For if the dead are not going to be raised, neither has Christ been raised. And if Christ is not raised, your faith is foolish” (1 Cor 15:16-17b). With these words, Paul makes the entirety of the Christian faith depend on the reality of Jesus' resurrection and forges the closest possible connection between his resurrection and our own. In most evangelical churches, there is the staunchest support for affirming the reality of Jesus' resurrection and indeed an empty tomb. However, often there is little understanding of the connection between Christ's resurrection and a future resurrection of the dead. In fact, many in the local church are unsure whether they even need to affirm a future resurrection when a more convenient belief is so near to hand, namely, that at death their disembodied soul goes directly to heaven for eternity. With this understanding permeating Christian thought and language in our culture, the trouble Paul went to in order to forge a close connection between Christ's resurrection and our own seems to have had little effect

on us. My hope and prayer is that this class will equip you to teach and preach more fully and faithfully the theological significance of Jesus resurrection.

## **Course Outcomes**

At the end of the course you will (R = Course requirement directed toward achieving objective):

1. Have a basic grasp of the content and theology of NT texts dealing with resurrection, primarily the gospel resurrection narratives and resurrection texts in Paul (R1, 2, 5).
2. Have a rudimentary understanding of the various views of life after death that were current in both Judaism and the wider Greco-Roman world in the first century CE (R 2, 5).
3. Be able to coherently discuss how conceptions of resurrection are impacted by conceptions of the nature of humanity (R 2, 3, 5).
4. Be able to articulate various consequences that taking the resurrection seriously has for the mission and ministry of the Church (R2, 4a, 5).
5. Have demonstrated an ability to utilize responsibly a passage or passages dealing with resurrection in an ecclesial setting, i.e., most probably teaching or preaching in a local church or para-church setting (R 4a).

**Church of the Nazarene COSAC Competencies** (R = Course requirement directed toward achieving objective)

- CN11 Ability to identify the significant elements of the message of Jesus and Paul (R2)
- CN12 Ability to describe the impact of the historical background of the NT on the message of Jesus & Paul (R2)
- CN14 Ability to identify and describe the major theological concepts of the NT (in this case resurrection and the nature of humanity in the Bible; R2, 3, 5)
- CN20 Ability to reflect theologically on life and ministry (R3, 4a, 5)
- CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (R1-5)
- CP2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (R 1, 2, 5)
- CP3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (R 4a)

## **Required Texts & Course Materials**

### **Required materials to be purchased:**

Green, Joel B. *Body, Soul, and Human Life: The Nature of Humanity in the Bible*. Grand Rapids: Baker Academic, 2008.

Wright, N. T. *The Resurrection of the Son of God*. Minneapolis: Fortress, 2003.

**If you are planning to do Ph.D. work or are in the MA Theological Studies program,** also buy the following book:

Jones, Beth Felker. *Marks of His Wounds: Gender Politics and Bodily Resurrection*. Oxford: University Press, 2007.

### **Required articles available in library or online:**

Johnson, Andy. "Firstfruits and Death's Defeat: Metaphor in Paul's Rhetorical Strategy in 1 Corinthians 15:20-28," *Word and World*, 16, 1996, 456-64 (available online [http://www.luthersem.edu/word&world/Archives/16-4\\_Corinthians/16-4\\_Johnson.pdf](http://www.luthersem.edu/word&world/Archives/16-4_Corinthians/16-4_Johnson.pdf)).

- \_\_\_\_\_. "Turning the World Upside Down in 1 Corinthians 15: Apocalyptic Epistemology, the Resurrected Body, and the New Creation," *Evangelical Quarterly*, 75, 2003 291-309 (Library).
- \_\_\_\_\_. "On Removing a Trump Card: Flesh and Blood and the Reign of God," *Bulletin for Biblical Research*, 13, 2003, 175-92 (available online at [http://www.ibr-bbr.org/IBRBulletin/BBR\\_2003/BBR\\_2003b\\_02\\_Johnson\\_FleshAndBlood.pdf](http://www.ibr-bbr.org/IBRBulletin/BBR_2003/BBR_2003b_02_Johnson_FleshAndBlood.pdf)).
- \_\_\_\_\_. "Our God Reigns: The Body of the Risen Lord in Luke 24," *Word & World*, 22, 2002, 133-43 (available online at [http://www.luthersem.edu/word&world/Archives/22-2\\_Body\\_of\\_Christ/22-2\\_Johnson.pdf](http://www.luthersem.edu/word&world/Archives/22-2_Body_of_Christ/22-2_Johnson.pdf)).
- \_\_\_\_\_. "Ripples of the Resurrection in the Triune Life of God: Reading Luke 24 with Eschatological and Trinitarian Eyes," *Horizons in Biblical Theology*, 24, 2002, 87-110 (Library).
- \_\_\_\_\_. "Resurrection, Ascension, and the Developing Portrait of the God of Israel in Acts," *Scottish Journal of Theology*, 57, 2004, 146-62 (Library).
- \_\_\_\_\_. "The 'New Creation,' the Crucified and Risen Christ, and the Temple: A Pauline Audience for Mark," *Journal of Theological Interpretation* 1 (2007): 171-91.

## Course Outline

See Course Calendar below.

## Course Assignments & Requirements

1. **Harmony Narrative.** Carefully read Matthew 28, Mark 16:1-8 (do not take the longer ending in vv. 9-20 into consideration), Luke 24, Acts 1, John 20, and 1 Corinthians 15:3-8. Construct a 1,000-1,250 word narrative (i.e., **put it in the form of a story**) that attempts to bring all these accounts into harmony. It is due on September 20 at class time. Bring two copies to class, one for me and one for your reference. Be prepared to defend your narrative against those that others may bring. My teaching assistant will be grading this assignment. It will be graded based on: (a) how well it incorporates the diverse details into a persuasive coherent narrative; (b) its usage of correct English. (The purpose of this assignment is not necessarily to commend harmonization as the best interpretive strategy for dealing with diversity in the NT. Rather, it is to familiarize you with the diversity that exists in these resurrection texts and allow you to experience harmonization as one type of interpretive strategy for dealing with it.) You may earn up to 50 points for this assignment.
2. **Insights from Wright's, *Resurrection of the Son of God* and from Johnson articles (Related to Objectives 1-4).** This is a two part assignment. (1) Do the assignment in the following order. Read pages 3-398 in Wright very carefully. Right after reading Wright's treatment of 1 Corinthians 15 (pages 312-360) read the first three required articles listed above which are also on 1 Corinthians 15. Briefly describe 30 significant insights you gained from reading Wright along with **one to three sentences stating why they are significant**. There are 8 chapters in this first part of Wright. Make sure you draw at least 3 insights from each chapter (3 x 8 = 24) **noting the chapter and page number from which you are drawing the insight**. The remaining 6 may come from anywhere in this section of the book. Repeat this process with my 3 articles drawing at least 3 insights from each article and at least 4 from one of the articles (3 x 3 = 9 +1= 10). This should give you a total of 40 significant insights. If you find disagreements between Wright and me, make sure that you note them. Each disagreement you note will count

as one of your insights. **Note: If there are significant differences between Wright and me and you fail to note them, your grade will reflect it.** This assignment should be 2,000-3,000 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by Wright; (2) your use of correct English; (3) your adherence to length requirements.

You may earn up to 160 points for this assignment. You will submit your paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for “Insights 1.” On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your assignment must be uploaded as an MS Word file by 11:55 PM CT, Monday, October 11. An example of an “A” quality Insights Assignment will be available in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” My assistant may be grading this assignment.

(2) Do the assignment in the following order. Read pages 401-738 in Wright very carefully. After completing this reading, read the last three required articles listed above which are on Luke and Acts. Briefly describe 30 significant insights you gained from reading Wright along with **one to three sentences stating why they are significant**. There are 11 chapters in this part of Wright. Make sure you draw at least 2 insights from each chapter ( $11 \times 2 = 22$ ) **noting the chapter and page number from which you are drawing the insight**. The remaining 8 may come from anywhere in this section of the book. Repeat this process with my 3 articles drawing at least 3 insights from each article and at least 4 from one of the articles ( $3 \times 3 = 9 + 1 = 10$ ). This should give you a total of 40 significant insights. If you find disagreements between Wright and me, make sure that you note them. Each disagreement you note will count as one of your insights. **Note: If there are significant differences between Wright and me and you fail to note them, your grade will reflect it.** This assignment should be 2,000-3,000 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by Wright; (2) your use of correct English; (3) your adherence to length requirements.

You may earn up to 160 points for this assignment. You will submit your paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for “Insights 2.” On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your assignment must be uploaded as an MS Word file by 11:55 PM CT, Monday, November 15. An example of an “A” quality Insights Assignment will be available in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” My assistant may be grading this assignment.

### **3. Fishbowl Discussions of Joel Green’s *Body, Soul, and Human Life* (Related to Objective 3).**

You may earn up to 80 points by actively participating in two “fishbowl” discussions of specific chapters in this book (each worth up to 40 points). The “fishbowl” will consist of a seminar type group discussion/critical analysis of the assigned chapters. Depending on how many students are in the class, I may split the class in parts with parts of the class discussing sections of the assigned reading. If this happens, you will not know which part of the reading you will be assigned to discuss. **In any case, you are responsible for all of the assigned reading.** We will attempt to limit the total class time we spend on each of the discussions to no more than 60 minutes. The first fishbowl discussion will take place in class on November 8 and will be over chapters 1-3. The second will take place in class on November 29 and will be over chapters 4-5.

**I will not simply give these points away because you show up in class on these days.** You must make regular contributions during this discussion period in a way that demonstrates an understanding of, and a critical engagement with, the chapters being discussed. You might consider taking notes on them or even bringing a summary of each chapter to refer to during

the discussion. The focus of the discussions will be these two questions: (1) What is the main thesis/purpose of this chapter and how does Green make his case? (2) How do the chapters relate to other class readings/discussions?

4. **In-Ministry Assignment/Book Review.** If you are in the M.Div. track and/or are planning to go into some form of pastoral ministry, complete assignment 4.a below. If you are planning to do Ph.D. studies and/or are in the MA Theological Studies track, complete assignment 4.b below. If you fall into the former category and wish to do the book review instead, I will consider your particular situation and may or may not approve your doing so. You may earn up to 100 points for either of these assignments.
  - a. **In-Ministry Assignment (Related to Objectives 1 and 4).** During the semester, you will teach or preach from a passage or passages dealing with the resurrection of Jesus and/or the future resurrection of the dead. You could do this in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at a nursing home or rescue mission, leading a Bible study at a youth center, etc.). It can be done any time this semester between the time when you turn in your first Wright Insights assignment and December 5. Whatever setting you choose, you must ask someone (preferably a pastor, a person in charge, someone with theological training who is not currently an NTS student, or a professional-type person) to fill out an evaluation form (available in Moodle in the Course Resources topic area.) and sign it. I **must approve the person you plan to ask ahead of time**. I will use that person's evaluation of your presentation as well as your written sermon and/or sermon notes, lesson plan, etc. to evaluate this assignment. The person will complete the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will give that back to you and you will place the unopened envelope together with your written sermon and/or sermon notes, lesson plan, etc. in my box at NTS. It must be in my mailbox by **no later than December 6 at 4:30 PM**. If you choose to mail this material to me, the packet must be postmarked by **no later than December 3 at 4:30 PM** and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. **Please note: I will not accept this assignment late.**
  - b. **Book Review of Jones' *Marks of His Wounds* (Related to Objectives 1 and 3).** You will write a 1,000-1,500 word review of this book. See "Guidelines for Writing a Book Review" in the Course Resources topic area of Moodle. Failure to follow these guidelines carefully will result in a substantial grade reduction. You will submit your review in Moodle within the Assignments topic area. Under Assignments click the appropriate link for "Book Review." On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your essay/paper must be uploaded as an MS Word file by 11:55 PM CT on December 6.
5. **Take-home Essay/Research Paper (Related to Objectives 1-4).** If you are taking this course for **anything other than M.A. Theological Studies credit** (and are therefore registered for NTL710), **you may choose** to either write a take-home essay on a question that will be distributed the last day of class (3,000-5,000 words) or a research paper on some aspect of the resurrection of Jesus/future resurrection (4,500-6,000 words). If you are taking this course for **M.A. Theological Studies credit** (and therefore registered for NTL810), **you must write the research paper**. You may earn up to 450 points for this essay/research paper. You will submit your Essay/Paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for "Essay/Paper." On the screen that appears click the **Browse** button, select your file, click **Open**, and then click **Upload this file**. Your essay/paper must be uploaded as an MS Word file by 11:55 PM CT on December 13.

The take-home essay will be a question related to the ministry implications of the material we've covered in class and in the reading. Hence, to answer it, you will creatively draw on your class notes, your reading, and on your own theological reflections in the context of your ministry situation.

If you write the research paper, examples of topics might include, but are not limited to: an in-depth study of a particular biblical writer's view of Jesus' resurrection or the future resurrection (e.g., Paul, Luke, Hebrews; Revelation); a summary and critique of a major theologian's understanding of the resurrection (e.g., Jenson, Pannenberg, Moltmann); a synthetic paper in which you engage a biblical text or texts dealing with the resurrection and reflect theologically on how other theological topics (like the Trinity, Christology, atonement, holiness, etc.) are connected with your reflections. In any case, as a research paper, it clearly requires additional research over and above your class resources. I must approve whatever topic you choose by the end of class on November 1.

As general guidelines for the research paper, follow the instructions given by Joel Green in the document, "Some Comments on Research Papers." It is located in Moodle in the Course Resources topic area. **I will assume you have read and followed Green's directions when I grade your paper.** Note carefully: You should begin your research paper with a thesis statement that explicitly states the thesis you intend to argue and return to that thesis statement in your conclusion. While the paper should generally follow Turabian style, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. You may also use the document entitled "Ripples and Luke 24HBT.doc" located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style.

## ***Distribution of Student Learning Hours***

	hours
Face-to-face Class Sessions	37
Online Participation in forums, groups, etc.	0
Reading	52.2
Writing	40
Other Assignments and Learning Activities	8
Exams & Quizzes	0
TOTAL	137.2

## **Method for Submitting Assignments**

Written assignments are to be submitted in Moodle following the directions set out in the Course Assignments and Requirements section above. There are two exceptions to this. The harmony narrative should be turned in at class time in hard copy form. The "In-Ministry" Assignment should be mailed to my office using the following address: Andy Johnson, Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64132.

## **Form and Style Expectations**

Should you choose to write a research paper, it should generally follow Turabian style. However, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. and/or use the document entitled "Ripples and Luke 24HBT.doc" located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style. **There are no style requirements for the other written assignments.**

## **Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

## **Policy Regarding Late Work & Missed Exams**

You are expected to attend class regularly and participate in the daily discussions. Attendance will be taken daily. An absence will only be excused in accordance with the guidelines **established** in the NTS catalogue. Unless I have noted above that I will not accept a written assignment late, I will assign a letter grade penalty to all written assignments turned in after the time they are due. When an assignment is more than one week late, I will assign a two letter grade penalty to it. **I will not accept an assignment that is more than two weeks late.**

## **Course Grading**

**A Word about Grading:** Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material in a **critical way**; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a **consistent** ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them **incisively and with excellence**, you can expect to receive an A. If you demonstrate an ability to do these things **often, but not consistently**, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does **not** mean “bad” or “unsatisfactory.”) If you **seldom** demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following 1000 point scale.

50 points	Harmony Narrative
320 points	Insights from Wright and Johnson
80 points	Fishbowls
100 points	Book Review/In-Ministry Assignment
450 points	Take-Home Essay/Research Paper

The following point scale will determine letter grades:

A	1,000-900
B	899-800
C	799-700
D	699-600
F	599-0

## **Documented Learning Disabilities**

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing

accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

## Course Calendar

Date	Topic for Class	Assignments Due
09/13	Intro/Background to Resurrection	
09/20	Background to Resurrection/“Narratives of What Really Happened”	Harmony Narrative
09/27	Resurrection in 1 Corinthians 15	
10/04	Resurrection in 1 Corinthians 15/Resurrection in Other Pauline Texts	
10/11	Resurrection in Other Pauline Texts	Insights from Wright/Johnson #1
10/25	Resurrection in Matthew	
11/01	Resurrection in Matthew/Mark	Deadline for approval of research paper topic
11/08	Resurrection in Luke/Acts	FB: Chapters 1-3
11/15	Resurrection in John	Insights from Wright/Johnson #2
11/22	Resurrection in Revelation/Essay Exam Question to be Distributed	
11/29	Intermediate State?	FB: Chapters 4-5
12/06	Intermediate State/Theology and Implications	In-Ministry Assignment due (if applicable to you) Book Review due (if applicable to you)
12/13		Take-Home Essay/Research Paper Due

## Select Bibliography

- Anderson, Kevin. *‘But God Raised Him from the Dead’: The Theology of Jesus’ Resurrection in Luke-Acts*. Paternoster, 2006.
- Carnley, Peter. *The Structure of Resurrection Belief*. Clarendon, 1987.
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- Felker Jones, Beth. *Marks of His Wounds: Gender Politics and Bodily Resurrection*. Oxford University Press, 2007.
- Fuller, Reginald. *The Formation of the Resurrection Narrative* (A classical tradition history approach).
- Hunsinger, George. “The Daybreak of the New Creation: Christ’s Resurrection in Recent Theology,” *Scottish Journal of Theology* 57 (2004): 163-81.
- Kirk, Daniel J. R. *Unlocking Romans and the Justification of God*. Eerdmans, 2008.
- Longenecker, Richard, ed. *Life in the Face of Death: The Resurrection Message of the New Testament*. Eerdmans, 1998.
- Madigan, Kevin J., and Jon D. Levenson. *Resurrection: The Power of God for Christians and Jews*. Yale University Press, 2008.
- Molnar, Paul D. *Incarnation & Resurrection: Toward a Contemporary Understanding*. Eerdmans, 2007.
- Nichols, Terence. *Death and Afterlife: A Theological Introduction*. Brazos, 2010.
- Peters, Ted, Robert John Russell, Michael Welker, eds. *Resurrection: Theological and Scientific Assessments*. Eerdmans, 2002.
- Segal, Alan. *Life After Death: A History of the Afterlife in Western Religion*. Doubleday, 2004.