

SCS 502 Bible History: Christian
3 Credits 4 CEUs
Online

Instructor Name	E. J. Niles
Office Hours	Monday and Tuesday 1 – 4 p.m.
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Required Texts	Ehrman, B. D. (2004) <i>The New Testament, A Historical Introduction to the Early Christian Writings.</i> (3 rd Ed.) New York: Oxford University Press Saunders, E. P, (1991), <i>Paul, A Very Short Introduction</i> , New York: Oxford University Press
Other Required Reading	Handouts
Recommended Reading	Ehrman, B. D., (2005), <i>Misquoting Jesus</i> . San Francisco: Harper Mack, B. I> (1996) <i>Who Wrote the New Testament</i> . San Francisco: Harper Collins

Course Description

This class presents an introduction to the writings of the Christian Scripture. It covers the timing of the writing, and the primary authors. The reasons for the differences in each of the Gospels portrayal of Jesus are explored. Pauline and non-Pauline writings are covered from the standpoint of their relationship to the early Christian Church.

Learning Objectives

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of how the Christian Bible as we know it came into being and relate the sequence of writing of the books in the Christian Bible
2. Assess the differences among the Gospel writers in the portrayal of Jesus
3. Demonstrate a knowledge of the events that followed the death of Jesus as recorded in the Book of Acts
4. Compare and contrast the teachings of Paul as evidenced in his letters
5. Explain the purpose of the Book of Revelation and its relationship to present day times.

The above learning objectives partially fulfill the following program outcomes for the Master of Divinity:
MD-4

The above learning objectives partially fulfill the following program outcomes for the Certificate in Unity Ministry:

C-4

The above learning objectives partially fulfill the following program outcomes for the Master of Arts in Religious Studies:

MA-1

Class Schedule

Week	Date	Topic	Reading Assignment	Paper/Exam/Activity
1	2/9	What is the New Testament?	The New Testament (Ehrman) Chapters 1&2	
2	2/16	The First Gospel – Mark, the Synoptic Problem – & the Q Gospel	Chapters 4 & 5, 6 Ehrman	
3	2/23	The Gospel According to Matthew	Ehrman, Chapters 7	1 st exam due
4	3/2	The Gospel According to Luke	Chapters 8	
5	3/9	The Gospel According to John	Chapter 10	
6	3/16	Paul and his Apostolic Mission, 1 Thessalonians	Chapter 19	2 nd exam due
7	3/23	Paul and the Crises of his Churches	Chapters 20, Ehrman Chapters 4 & 6, Sanders	
8	3/30	The non-Pauline Letters	Chapter 23, Ehrman	
9	4/6	How the Christian Bible came into Being – Sequence of the books	Chapter 29, Ehrman Handouts	
10	4/13	The Christians and the Cosmos	Chapter 28 Ehrman	Paper due

Assignments for the Master of Divinity:

Assignment	Possible Points	Meets Learning Objective
2 Take home exams	20 points each	1 - 4
1 paper 20 pages	55 points	3 or 4
Class participation	5 points	1-4

Assignments for the Certificate in Unity Ministry:

Assignment	Possible Points	Meets Learning Objective
2 Take home exams	20 points each	1 - 4

1 paper 15 pages	55 points	3 or 4
Class participation	5 points	1-4

Assignments for the Master of Arts in Religious Studies:

Assignment	Possible Points	Meets Learning Objective
2 take home exams	20 points each	1 - 4
1 paper 20 pages	55 points	3 or 4
Class participation	5 points	1-4

Final Grade Determination for all

90 - 100 points A

80 - 89 points B

70 - 79 points C

Possible topics for the Paper

- Chapter Nine Ehrman – Luke’s Second Volume: The Book of Acts
- Chapters 13 and 15 Ehrman -The Historical Jesus: Sources, Problems, and Methods and Jesus in Context
- Chapter 25 Ehrman – Christians and Jews: Hebrews, Barnabas, and Later Anti-Jewish Literature
- Chapter 26 and 27 Ehrman Christians and Pagans: 1Peter, the Letters of Ignatius, etc. and Christians and Christians: James, the Didache, Polycarp, etc.
- Other chapters, not covered in class – check with instructor

Standards for Term Paper

- A cover page which includes: Course name, Instructor’s name, Due date
- Student’s name (at end of paper)
- All direct quotes or references cited using APA standards
- All pages numbered and double spaced
- Preferred method of submission is electronically. Hard copy is acceptable.

Evaluation of the paper is based on the following factors (in order of relative importance):

- Depth of knowledge, insight
- Comprehensiveness of response
- Clarity in communicating ideas
- Use of outside resource material
- Grammar, sentence structure, spelling

Expectations of Students:

Students are expected to come to class having read the assigned material and being prepared to discuss it. Students are expected to comply with classroom protocol. Cell phones are to be turned off prior to entering the classroom.

Classroom Protocol

See the Student Handbook for Classroom Conduct

Late Assignment Policy

Term papers received after the due date may be assessed a penalty up to 2% per day or 10% per week

Incomplete Assignments Policy

Attendance Policy

While attendance has no direct impact on the final grade, there is a strong correlation between attendance and success in the class. Students missing a class are responsible for obtaining the handouts, information and/or directions from another student.

Academic Honesty

Unity Institute assumes that all students desire to pursue their academic and transformational work with honesty and scholarly integrity. Cheating, plagiarism, facilitating academic dishonesty and misrepresentation of self or other students are prohibited. Students may seek the assistance from others as long as the student submitting the assignment is actually doing the work. If a faculty member discovers a student violating academic honesty the following penalty may be applied, depending upon the severity of the infraction:

1. A reduced grade for the assignment.
2. A grade of zero for the assignment.
3. An "F" for the course.
4. Remand the decision to the full faculty.

A report will be sent to the faculty, the Dean, which will be kept in the student's permanent file.

For further information about academic honesty, students are directed to review the Unity Institute Catalog and Unity Institute Student Handbook.

Special Concerns

If students have any special concerns and/or challenges that may affect their performance in this course, they are encouraged to speak with the instructor immediately so that any accommodations, if necessary, may be made.

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Selected Bibliography

Frye, N. (1982) *The Great Code* San Diego: Harvest Books

Funk, R. Hoover, R. and the Jesus Seminar (1993). *The Five Gospels*. Santa Rosa, CA: Polebridge Press

Mack, B. (1994) *The Lost Gospel, the Book of Q*. San Francisco: Harper Collins

O'Dell, D. (2006) *How the Bible Became the Bible*. West Conshohocken, PA: Infinity Publishing

Spong, J.S. (2005) *The Sins of Scripture*. San Francisco: Harper Collins

White, L. M (2004). *From Jesus to Christianity*. San Francisco: Harper Collins