
CONTACT INFORMATION

Professor: Dr. Alex Stewart
Phone: 807-271-8558
E-mail: astewart@ciu.edu

I. COURSE DESCRIPTION

This course will guide you through a chronological, synthetic study of the four gospel records, emphasizing the time, place, circumstances, and persons involved in the events of Jesus' ministry. The gospel writers narrate the life, death, and resurrection of Jesus Christ, God's appointed Redeemer of the world, who fulfills the promises and prophecies of the Old Testament.

II. COURSE TEXTBOOKS

Howell, Don N. Jr. *The Passion of the Servant: A Journey to the Cross*. Eugene, OR: Wipf & Stock Resource Publications, 2009.

Thomas, Robert L. and Stanley N. Gundry, eds. *The NIV Harmony of the Gospels with Explanations and Essays*. San Francisco: Harper and Row, 1988.

Yancey, Philip. *The Jesus I Never Knew*. Grand Rapids: Zondervan, 1995.

***Supplementary texts:**

Howell, Don N. Jr. **BIB 5132 Gospels/Life of Christ Study Guide**. Revised 2005.

Howell, Don N. Jr. *Servants of the Servant. A Biblical Theology of Leadership*. Eugene, OR: Wipf & Stock, 2003.

III. COURSE OBJECTIVES: Upon completion of the course, the student should be able to:

- A. Trace the events and discourses in Jesus' life in a logical and chronological sequence, demonstrating their development and purpose.
- B. Understand the social, cultural, geographical, and historical background to the Gospels' portrait of the life of Christ.
- C. Perceive the theological and missiological significance of the major teachings and works of Jesus.
- D. Distinguish the unique contributions of each of the four Gospels in terms of their central themes, structure, and theology.

- E. Grasp the present implications of basic truths taught and demonstrated by Jesus Christ in his earthly ministry, and identify at least two attitudinal and/or behavioral changes which are mandated as a result of this new understanding.

IV. COURSE REQUIREMENTS

A. Reading and Listening Contract (70 Lessons)

Following the Assignment Schedule (below), first read the requisite sections in the *NIV Harmony of the Gospels*, then the related pages in *The Passion of the Servant: A Journey to the Cross*, in advance of listening to the recorded Online Lessons (with PowerPoint slides).

The supplementary text, BIB 5132 Gospels/Life of Christ Study Guide (D. Howell), is available as a helpful tool for note-taking (sections of the Study Guide are numbered in accordance with the *NIV Harmony*). At the end of the course the student should sign and date the reading contract below to indicate completion of the reading and listening portion of the course.

*I completed the reading of *The NIV Harmony of the Gospels* and *The Passion of the Servant: A Journey to the Cross* and listening to the Online Lessons (1-70) as indicated in the assignment schedule (below).

Signature _____ **Date** _____

B. Unit Examinations (3)

Take notes on advanced reading and the Online Lessons. The BIB 5132 Gospels/Life of Christ Study Guide provides outlines in which to take class notes. Three 75 minute Module Exams will cover the sections for each Module as listed in the Assignment Schedule. Exam Review Questions will be provided for each Module of material. The exams will be taken from these questions and will require short essay-style answers assessed according to their thoroughness and clarity.

*Estimated time of preparation for each Module Exam: **10 hours**

C. Forums (11)

Interpretive questions will be posted for each week (except the weeks where the Unit Examination is taken). One should begin by carefully observing the passage under study in light of its context, both prior and following. Beyond this initial step of observation, the student is asked to probe the meaning of a particular saying or action of Jesus.

Read the appropriate section in *The Passion of the Servant* where that passage is addressed; then read from one major commentator (see Bibliography for substantive Commentaries on the four Gospels) how that passage is understood. Finally, write up your answer in one or two full paragraphs (5-7 sentences each), assessing the competing viewpoints and then stating your own conclusion supported from the context. Be sure to cite which Commentary you referenced (author is sufficient).

*Average estimated time for each Interpretation assignment: **90 minutes**

D. **Read** Philip Yancey, *The Jesus I Never Knew* thoughtfully and prayerfully and take notes as you go along. **Write** a five page (double-spaced) critical review. This should not be a mere rehearsal of the contents, but should answer several of the following questions:

- *How would you describe Yancey's spiritual journey as he moves from the Jesus he never knew to the Jesus he knows now?
- *Where do Yancey's discoveries resonate with you, providing a fresh glimpse of the person of Jesus? Are there points of disagreement? If so, where and why?
- *What is his style of writing and sources of his illustrations?
- *What are the central themes, ideas, concerns that are expressed throughout the book?
- *How would you summarize the factors that motivated Yancey to write this book? Is this a book that evangelicals need to read? If so, why?
- *What applications, behavioral or attitudinal, emerge from your reading?

Total time for reading and review: **22 hrs**

V. COURSE EVALUATION AND ESTIMATED WORKLOAD

Reading: <i>The NIV Harmony of the Gospels</i>	10%	20 hrs
Reading: <i>The Passion of the Servant: A Journey to the Cross</i>	10%	23 hrs
Listening: Online Lessons, 1-70	10%	23 hrs
Reading and review: P. Yancey, <i>The Jesus I Never Knew</i>	10%	22 hrs
Posting of Forums (Interpretive Questions), 1-11	24%	17 hrs
Three Module Examinations	<u>36%</u> (3x12)	<u>30 hrs</u> (3x10)
	100%	135 hrs

VI. Recommendations for Learning Support:

Students with physical, emotional, ADD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, academicsuccess@ciu.edu). If you already receive services through ASC, please contact me so that we can make your academic experience in this class as successful as possible.

VII. SSM Stylesheet

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and

using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

VIII. Plagiarism

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

IX. ASSIGNMENT SCHEDULE

Module #1: Birth to Sermon on the Mount

Topic #1 Advent of the Servant-King

- Lesson 1: Fourfold Testimony (*NIV Harmony*, Sections 1-2; *Passion of the Servant*, pp.vii-4)
Lesson 2: David's Royal Son (*Harmony*, Sections 3-7; *Passion*, pp. 4-10)
Lesson 3: Birth of the Savior (*Harmony*, Sections 8-10; *Passion*, pp. 10-14)
Lesson 4: Shepherds and Wise Men (*Harmony*, Sections 11-14; *Passion*, pp. 15-20)
Lesson 5: Adumbrations of the Cross (*Harmony*, Sections 15-19; *Passion*, pp. 20-24)

Forum #1: Read Isaiah 7:14 in its original historical context (7:1-8:10). What does the "sign" to King Ahaz signify in its setting in Isaiah 7? How do we understand Matthew's employment of this text as a reference to the virgin birth of Jesus in Matt 1:22-23 (*NIV Harmony*, Section 9)? What are the implications for how the New Testament writer interprets the Old Testament?

Topic #2 Early Judean Ministry: Savior of the World

- Lesson 6: John the Baptist (*Harmony*, Sections 20-24; *Passion*, pp. 25-30)
Lesson 7: Temptation in the Desert (*Harmony*, Section 25; *Passion*, pp. 31-34)
Lesson 8: Lamb of God (*Harmony*, Sections 26-30; *Passion*, pp. 34-39)
Lesson 9: Early Judean Ministry (*Harmony*, Sections 31-33; *Passion*, pp. 40-47)
Lesson 10: Samaritan Encounter (*Harmony*, Sections 34-35; *Passion*, pp. 47-51)
Lesson 11: Deepening Shadow of the Cross (*Passion of the Servant*, pp. 51-53)

Forum #2: When Mary asks Jesus to intervene when the wine had run out at the wedding in Cana, he responds, "My time has not yet come" (John 2:4 [*NIV Harmony*, Section 29]). Use the Concordance and list all the occurrences of this expression ("my time/hour") in John's Gospel. From your analysis of these verses in their context, what does Jesus mean by "my time/hour?"

Topic #3 Early Galilean Ministry: Dawning of the Kingdom

- Lesson 12: Proclaiming the Kingdom in Galilee (*Harmony*, Sections 36-39; *Passion*, pp. 54-58)
Lesson 13: Fishers of Men (*Harmony*, Sections 40-41; *Passion*, pp. 58-62)
Lesson 14: Healing Demoniacs and Lepers (*Harmony*, Sections 42-45; *Passion*, pp. 63-69)
Lesson 15: Friend of Sinners (*Harmony*, Sections 46-48; *Passion*, pp. 69-75)
Lesson 16: Pool of Bethesda (*Harmony*, Section 49; *Passion*, pp. 76-81)
Lesson 17: Sabbath Controversy (*Harmony*, Sections 50-52; *Passion*, pp. 81-86)

Forum #3: After healing a man from the terrible scourge of leprosy, Jesus commands the man to tell no one about the miraculous cleansing, but to go to the priests in the temple and offer the prescribed sacrifices "as a testimony to them" (Mark 1:44 [*NIV Harmony*, Section 45]). Why would Jesus here (and in many other cases like this) wish to keep this powerful healing from being openly proclaimed? How do we interpret what many call "the messianic secret?"

Topic #4 Sermon on the Mount: Charter of Kingdom Citizenship

- Lesson 18: Choosing of the Twelve Apostles (*Harmony*, Section 53; *Passion*, pp. 87-90)
Lesson 19: Sermon on the Mount (*Harmony*, Sections 54a, d; *Passion*, pp. 90-92, 97-98)
Lesson 20: True Happiness (*Harmony*, Sections 54b-c; *Passion*, pp. 92-97)
Lesson 21: Six Antitheses (*Harmony*, Section 54e; *Passion*, 98-103)
Lesson 22: Disciples' Model Prayer (*Harmony*, Section 54f; *Passion*, pp. 103-108)
Lesson 23: Freedom from Anxiety (*Harmony*, Section 54g; *Passion*, pp. 108-111)
Lesson 24: Discernment, Prayer and Obedience (*Harmony*, Section 54h; *Passion*, pp. 112-116)

***Module Exam #1** (See Exam Review Questions for Module #1: *NIV Harmony*, Sections 1-54)

Module #2: Ministry in Galilee, Perea and Judea

Topic #5 Middle Galilean Ministry I: Popular Acclaim and Official Rejection

- Lesson 25: Middle Galilean Ministry (*NIV Harmony*, Sections 54i-56; *Passion*, 117-122)
Lesson 26: The Kingdom, the Father and Rest for the Weary (*Harmony*, Sections 57-58; *Passion*, pp. 123-129)
Lesson 27: Beelzebub Conflict (*Harmony*, Sections 59-63; *Passion*, pp. 129-136)
Lesson 28: Parables of the Kingdom, Part I (*Harmony*, Sections 64 a-b; *Passion*, pp. 137-141)
Lesson 29: Parables of the Kingdom, Part II (*Harmony*, Sections 64 c-k; *Passion*, pp. 142-151)

Forum #4: In Matthew 12:31-32 Jesus warns the listeners against committing the sin of blasphemy against the Holy Spirit (*NIV Harmony*, Section 61). In the present context what is the nature of this sin that Jesus labels eternally unforgiveable? Can this sin be committed today? Can it be committed by a believer? Compare such texts as Hebrews 6:4-6; 10:26-31; I John 2:19; 5:16b; 2 John 9. How do you teach such passages in a pastoral context to the church?

Topic #6 Middle Galilean Ministry II: Call to Sacrifice, Promise of Harvest

- Lesson 30: Assaulting Demons in the Decapolis (*Harmony*, Sections 65-66; *Passion*, pp. 152-155)
Lesson 31: Faith of the Desperate (*Harmony*, Sections 67-70a; *Passion*, pp. 155-159)
Lesson 32: Heralds of the Kingdom (*Harmony*, Sections 70b-72a; *Passion*, pp. 159-167)
Lesson 33: Feeding the Five Thousand (*Harmony*, Sections 72b-74; *Passion*, pp. 167-170)
Lesson 34: Bread of Life (*Harmony*, Sections 75-77; *Passion*, pp. 170-176)

Forum #5: List the seven "I am" statements in the Gospel of John, beginning with "I am the bread of life" (6:35, 48 [*NIV Harmony*, Section 76a]; cf. 8:12; 10:7, 9; 10:11, 14; 11:25; 14:6; 15:1, 5). Consult a major commentary and, in light of their immediate context, state concisely the essential truth each of these statements communicates.

Topic #7 Later Galilean Ministry: Harbinger of Gentile Salvation

- Lesson 35: Phoenicia and Decapolis (*Harmony*, Sections 78-81; *Passion*, pp.177-182)
Lesson 36: Peter's Confession at Caesarea Philippi (*Harmony*, Section 82; *Passion*, pp. 182-186)

- Lesson 37: Direct Predictions of the Passion (*Harmony*, Section 83; *Passion*, pp. 186-189)
 Lesson 38: Transfiguration (*Harmony*, Sections 84-89; *Passion*, pp. 189-195)
 Lesson 39: Kingdom for Little Children (*Harmony*, Sections 90-92; *Passion*, pp. 195-201)

Forum #6: After Peter's divinely imparted confession of Jesus's Messiahship, Jesus declared to the chief apostle, "You are Peter and on this rock I will build my church" (Matt 16:16-18 [*NIV Harmony*, Section 82]). Who/what is the "rock" on which the church is built. Consult two substantive Commentaries and list the two or three major interpretations. Indicate which view you are inclined toward and why.

Topic #8 Later Judean Ministry: Sharpening Lines of Acceptance and Rejection

- Lesson 40: Would-Be Followers (*Harmony*, Sections 93-95; *Passion*, pp. 202-207)
 Lesson 41: Feast of Tabernacles (*Harmony*, Sections 96-99; *Passion*, pp. 207-213)
 Lesson 42: Good Shepherd (*Harmony*, Sections 100-101; *Passion*, pp. 213-216)
 Lesson 43: Good Samaritan (*Harmony*, Sections 102-103; *Passion*, pp. 216-220)
 Lesson 44: Prayer and Spiritual Warfare (*Harmony*, Sections 104-107; *Passion*, pp. 220-227)
 Lesson 45: Readiness for the Master's Return (*Harmony*, Sections 108-111; *Passion*, pp. 227-233)

Forum #7: At the conclusion of a long tense interchange with the Pharisees in the temple courts (John 8:31-58), Jesus said, "Before Abraham was, I am" (8:58 [ESV]). What is the Old Testament background to this stunning statement? Probe its meaning, the reaction of his listeners, and its deeper theological significance as part of the Johannine portrait of Jesus (*NIV Harmony*, Section 99b).

Topic #9 Perea Ministry: Servants of the Servant

- Lesson 46: Costs of Discipleship (*Harmony*, Sections 112-115; *Passion*, pp. 234-240)
 Lesson 47: Eternal Perspective (*Harmony*, Sections 116-117; *Passion*, pp. 240-246)
 Lesson 48: The Resurrection and the Life (*Harmony*, Sections 118-119; *Passion*, pp. 246-252)
 Lesson 49: Kingdom Now and Not Yet (*Harmony*, Sections 120-121; *Passion*, pp. 253-258)
 Lesson 50: Rewards that Dwarf the Sacrifices (*Harmony*, Sections 122-124; *Passion*, pp. 258-262)
 Lesson 51: A Ransom for Many (*Harmony*, Sections 125-127; *Passion*, pp. 263-271)

***Module Exam #2** (See Exam Review Questions for Module #2: *NIV Harmony*, Sections 55-127)

Module #3: Passion Week

Topic #10 Passion Week I: Days of Celebration and Confrontation

- Lesson 52: Triumphal Entry (*Harmony*, Sections 141, 128; *Passion*, pp. 272-277)
 Lesson 53: Cleansing the Temple (*Harmony*, Sections 129-130; *Passion*, pp. 277-282)

Forum #8: Why did Jesus curse the fig tree which would not be expected to bear fruit at this time of the year anyway (Mark 11:12-14 [*NIV Harmony*, Section 129a])? Look carefully at the Old Testament background: Jeremiah 24:1-8, good and bad figs; fig tree often a symbol for Israel (Jer 8:13; 29:17; Hos 9:10, 16; Joel 1:7; Micah 7:1-6). How does this incident relate to the cleansing of the temple that follows (*Harmony*, Section 129b)?

Topic #11 Passion Week II: Day of Controversy

Lesson 54: Question about Authority (*Harmony*, Sections 131-132; *Passion*, pp. 283-289)
Lesson 55: Questions from Pharisees, Herodians and Sadducees (*Harmony*, Sections 133-135; *Passion*, pp. 289-293)
Lesson 56: David's Son and Lord (*Harmony*, Sections 136-138; *Passion*, pp. 293-298)
Lesson 57: Inter-Advent Age of Tribulation and Proclamation (*Harmony*, Sections 139 a-g; *Passion*, pp. 298-302)

Forum #9: Capture in one sentence the central point of each of the three parables in Matthew 21:28-22:14 (*NIV Harmony*, Section 132b), remembering that they are directed by Jesus at the recalcitrant religious leaders of Israel.

1. Two sons (Matt 21:28-32)
2. Tenants (Matt 21:33-44)
3. Wedding Banquet (22:1-14)

Topic #12 Passion Week III: Day of Consecration

Lesson 58: Preparations for Passover Meal (*Harmony*, Sections 140, 142-143; *Passion*, pp. 303-306)
Lesson 59: Institution of the Lord's Supper (*Harmony*, Sections 144-148; *Passion*, pp. 306-315)
Lesson 60: Farewell Discourse (*Harmony*, Sections 149-150; *Passion*, pp. 315-319)
Lesson 61: Paraclete and Priestly Intercession (*Harmony*, Section 151; *Passion*, pp. 319-324)

Forum #10: Read the account of the foot-washing incident (Jn 13:1-20 [*NIV Harmony*, Section 145]) and especially the interchange between Jesus and Peter (13:6-11). Why does the Lord, in response to Peter's reaction ("not just my feet but my hands and my head as well!"), make the distinction between the bathing of the entire body and the cleansing of the feet? What do the full bathing and the partial cleansing represent respectively?

Topic #13 Passion Week IV: Day of Consummation

Lesson 62: Anguish in Gethsemane and Arrest (*Harmony*, Sections 152-153; *Passion*, pp. 325-328)
Lesson 63: Jewish Trial of Jesus (*Harmony*, Sections 154-158; *Passion*, pp. 328-335)
Lesson 64: Roman Trial of Jesus (*Harmony*, Sections 159-162; *Passion*, pp. 335-342)
Lesson 65: First Three Words from the Cross (*Harmony*, Sections 163-164; *Passion*, pp. 342-345)
Lesson 66: Final Four Words from the Cross (*Harmony*, Sections 165-168; *Passion*, pp. 345-350)

Forum #11: How do we interpret Jesus' emotional distress which is so intense during his night of prayer in the garden of Gethsemane (*NIV Harmony*, Section 152)? Consult Hebrews 2:10; 5:7-9: "even the Son learned obedience from what he suffered." Why is following the Father's will, Jesus' focus and delight throughout his earthly life, such a torturous commitment here?

Topic #14 **Passion Week V: Day of Conquest** (*Harmony*, Sections 169-184; *Passion*, pp. 351-363)

Lesson 67: Risen Lord Appears to Three Women and to Mary Magdalene

Lesson 68: Four More Appearances in and near Jerusalem

Lesson 69: Appearances in Galilee and Mount of Olives

Lesson 70: Testamentary Commission

***Module Exam #3** (See Exam Review Questions for Module #3: *NIV Harmony*, Sections 128-184)

***Due:** Signed Reading and Listening Contract