

Azusa Pacific University  
Division of Religion and Philosophy  
Department of Biblical Studies  
Course Instruction Plan  
Spring 2015

**Course:** UBBL-343 (01): The General Epistles (3 units) TR 12:50-2:15 PM Duke 621

**Course Credit**

**Description:** Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

**Instructor:** Matthew Ryan Hauge, Ph.D. Associate Professor of Biblical Studies

**Contact:** My office is located on the second story of the Duke building in the School of Theology – Duke 234. My office hours are by appointment only. Please feel free to contact me via email ([mhauge@apu.edu](mailto:mhauge@apu.edu)) or phone (626) 815-5434 to setup a guaranteed appointment time. In case of an emergency, you are welcome to use my personal line (626) 263-0272. Please consult our course website (<http://matthewryanhauge.com>) for a digital copy of the syllabus, the list of required textbooks, PDF files of our biblical texts, writing guides as well as other relevant resources for the critical study of biblical literature. I hope that you will consider me a lifelong resource as your life unfolds within and beyond the walls of Azusa Pacific University. In that vein, please join the ongoing conversation on Facebook ([Matthew Ryan Hauge](#)), Twitter ([@MatthewHauge](#)), and the podcast/blog (<http://biblestudyandthechristianlife.com>).

**University**

**Mission**

**Statement:** Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**Division**

**Mission**

**Statement:** The Division of Religion and Philosophy of Azusa Pacific University exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

**Department**

**Mission**

**Statement:** The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

**Personal Mission Statement:**

As a Christian biblical scholar, it is my privilege to serve the Church and the academy, to model intellectual rigor embodied within a confessional commitment to the Body of Christ. The Bible is the inspired, the only infallible, authoritative Word of God, testifying to the redemptive activity of God through the death and resurrection of Christ, a divine song summoning each one of us to the cross. My task is to bear witness to this divine song so that it may be heard more clearly, understood more soundly, and applied more justly within our contemporary social and cultural context.

**Catalog Course Description:**

This course covers Hebrews, James, 1 and 2 Peter, and Jude as they relate to the theological and ethical content of Christianity.

**General Education Status:**

Meets general education requirement for God’s Word and the Christian Response.

**Prerequisites:** UBBL-100: Introduction to Biblical Literature: Exodus/Deuteronomy  
UBBL-230: Luke/Acts

**Student Learning Outcomes:**

1. Describe the historical, social, political, religious, literary, and geographical world of the general epistles;
2. Recall content and structure within the general epistles;
3. Identify major theological and ethical themes in the general epistles;
4. Identify critical issues that have arisen in the study of the general epistles and articulate scholarly options for responding to those issues;
5. Evaluate how the material from the general epistles can be integrated into their own faith journey.

<b>Student Learning Outcomes</b>	<b>IDEA Objectives</b>	<b>Course Requirements</b>
1. Describe the historical, social, political, religious, literary, and geographical world of the general epistles.	Gaining factual knowledge	Exams
2. Recall the content and structure of the general epistles.	Gaining factual knowledge	Exams
3. Identify the major theological and ethical themes in the general epistles.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams
4. Identify critical issues that have arisen in the study of the general epistles and articulate scholarly options for responding to those issues.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams
5. Evaluate how the material from the general epistles can be integrated into their own faith journey.	Learning to analyze and critically evaluate ideas, arguments, and points of view; Acquiring an interest in learning more by asking my own questions and seeking answers	Critical book reviews

## Required

### Textbooks:

Brueggemann, Walter, William C. Placher, and Brian K. Blount. *Struggling With Scripture*. Louisville: Westminster John Knox Press, 2002 (ISBN 978-0-664224-85-1).

Long, Thomas G. *Hebrews*. Interpretation. Louisville: John Knox Press, 1997 (ISBN 978-0-804231-33-6).

*The New Oxford Annotated Bible with the Apocrypha* (NRSV). 4th ed. Michael D. Coogan, ed. New York: Oxford University Press, 2010 (ISBN 978-0-195289-59-6).

Perkins, Pheme. *First and Second Peter, James, and Jude*. Interpretation. Louisville: John Knox Press, 1995 (ISBN 978-0-804231-45-9).

Wilken, Robert L. *The Christians as the Romans Saw Them*. New Haven: Yale University Press, 1984 (ISBN 978-0-300098-39-6).

## Recommended

### Textbooks:

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downer's Grove: InterVarsity Press, 1993 (ISBN 978-0-830814-05-3).

*The Oxford Companion to the Bible*. Bruce M. Metzger and Michael D. Coogan, eds. New York: Oxford University Press, 1993 (ISBN 978-0-195046-45-8).

## Course

### Requirements:

**I. Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

**Reading:** Almost every session will require readings from various sources. These readings must be read for the assigned date.

**Participation:** If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**II. Exams.** This course requires two exams, which are based on the class lectures and readings. Please note the final exam is comprehensive. The exams fulfill Student Learning Outcomes 1-4.

**Feb 26                      The World Without**  
**April 27-May 1        The World Within**

There will be **no make-up exams** except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**III. Critical Book Reviews.** This course requires two critical book reviews. **No late critical book reviews will be accepted** except in the case of a documented illness/emergency. The critical books reviews fulfill Student Learning Outcome 5.

**Critical Book Review I (Due: Feb 10).** This is a five-page critical book review of *The Christians as the Romans Saw Them*.

*Introduction* (0.5 pgs): Introduce the paper and identify the thesis.

*Argument* (4 pgs): Elaborate on the thesis of the book. What sort of evidence is presented? Please cover the breadth of the book, citing specific examples.

*Synthesis* (0.5 pgs): How is this book relevant for our study?

**Critical Book Review II (Due: April 14).** This is a ten-page critical book review of *Struggling With Scripture*.

*Introduction* (1 pg): Introduce the paper and identify the thesis of each author.

*Argument* (6 pgs): Elaborate on the thesis of each author. What sort of evidence is presented? Please cover the breadth of the book, citing specific examples.

*Assessment*: (2 pgs): Assess the thesis of each author.

*Synthesis* (1 pg): How is this book relevant for our study?

Please follow these guidelines for both critical book reviews.

\* Please consult the [Critical Book Review Guide](#) on our course website.

\* Unless otherwise noted, all writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#).

\* It must be stapled, typed, double-spaced, left-justified, and must not exceed the page limit.

\* It should be written in the third person impersonal at all times.

\* Use Times New Roman set at 12 dpi with black ink only.

\* Include page numbers (bottom-center), beginning on the first page of writing.

\* Include a title page with paper title, course name, instructor's name, student's name, and date.

\* Do not quote the author(s); put it in your own words.

\* Plagiarism of any kind automatically disqualifies the assignment from receiving any credit.

\* Use inclusive language and correct grammar and spelling.

**Style Standard:** All writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#). For documentation, please consult the [Citation Format Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

<b>Grading:</b>	Attendance	100 points	10%
	Exam I: The World Without	150 points	15%
	Exam II: The World Within	300 points	30%
	Critical Book Review I	150 points	15%
	Critical Book Review II	<u>300 points</u>	<u>30%</u>
	Total Grade	1000 points	100%

**Grading Scale:**

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	59-0

**Grading Criteria:**

A	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

C	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

**Information Literacy:**

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

*This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>*

**Academic Integrity Policy:**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**Plagiarism Statement:**

Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student’s permanent file in the Provost’s office.

Additionally, papers and/or assignments determined to be the result of plagiarism will receive *no credit (0%)*. In the case of a second infraction, the student will be given an *F grade* for the entire course and may be suspended and/or dismissed from the university.

**Course Policies: Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and

each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

**Reading:** Almost every session will require readings from various sources. These readings must be read for the assigned date.

**Participation:** If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**Deadlines.** All assignments are due in class on the date assigned per the class-schedule. No late assignments will be accepted.

**Make-Up Work.** There will be no make-up exams except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**Incomplete Grades.** The grade "*Incomplete*" (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from the Office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an *F*. An *IN* grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

**Students with Disabilities:**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Center Statement:**

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

**University & Department Policies:**

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Class Visitors Policy:**

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar's office, who will then contact the instructor for final approval.

### Selected Bibliography

- Archaeology and Biblical Interpretation*. John R. Bartlett, ed. London: Routledge, 1997.
- Achtemeier, Paul. J. *A Commentary on First Peter*. Hermeneia. Philadelphia: Fortress Press, 1996.
- Bauckham, Richard J. *Jude, 2 Peter*. Word Biblical Commentary. Dallas: Word Books, Publisher, 1983.
- Bloesch, Donald. *Holy Scripture*. Downers Grove: InterVarsity Press, 1994.
- Chester, Andrew and Ralph P. Martin. *The Theology of the Letters of James, Peter, and Jude*. Cambridge: Cambridge University Press, 1994.
- Conzelmann, Hans. *History of Primitive Christianity*. Translated by John E. Steely. Nashville: Abingdon Press, 1973.
- Dictionary of the Later New Testament and Its Development*. Ralph P. Martin and Peter H. Davids, eds. Downers Grove: InterVarsity Press, 1997.
- A Feminist Companion to the Catholic Epistles and Hebrews*. Amy-Jill Levine and Marianne Blickenstaff, eds. Cleveland: Pilgrim Press, 2004.
- Frend, W. H. C. *Martyrdom and Persecution in the Early Church*. Oxford: Blackwell, 1965.
- Gamble, Harry Y. *The New Testament Canon: Its Making and Meaning*. Philadelphia: Fortress Press, 1985.
- Goldingay, John. *Models for Interpretation of Scripture*. Grand Rapids: Eerdmans Publishing Company, 1995.
- Harner, Philip B. *What Are They Saying About the Catholic Epistles?* New York: Paulist Press, 2004.
- Harrington, Daniel J. *What Are They Saying About the Letter to the Hebrews?* New York: Paulist Press, 2005.
- Hearing the New Testament*. Joel B. Green, ed. Grand Rapids: Eerdmans Publishing Company, 1995.
- Horrell, David G. *1 Peter*. New Testament Guides. New York: T&T Clark, 2008.
- Johnson, Luke Timothy. *The Letter of James*. Anchor Bible. New York: Doubleday, 1995.
- Lane, William L. *Hebrews*. Two Volumes. Word Biblical Commentary. Dallas: Word Books, Publisher, 1991.
- Lindars, Barnabas. *The Theology of the Letter to the Hebrews*. New Testament Theology. Cambridge: Cambridge University Press, 1991.
- The New Testament Today*. Mark A Powell, ed. Louisville: Westminster John Knox Press, 1999.
- Roetzel, Calvin J. *The World That Shaped the New Testament*. Atlanta: John Knox Press, 1985.
- Rudolph, Kurt. *Gnosis: The Nature & History of Gnosticism*. San Francisco: HarperSanFrancisco, 1987.
- Sandmel, Samuel. *Anti-Semitism in the New Testament?* Philadelphia: Fortress Press, 1978.
- What Has Archaeology to Do with Faith?* James H. Charlesworth and Walter P. Weaver, eds. Philadelphia: Trinity Press International, 1992.

The General Epistles  
Course Calendar  
Spring 2015

(course schedule, topics, evaluation and assignments may be changed at the instructor's discretion)

- Jan 13      *Introduction to the Course*  
Reading: Read the entire syllabus.
- Jan 15      *Methodological Considerations*  
Reading: 1 Thessalonians 1:1-5:28.
- Jan 20      *The Superiority of Christ I*  
Reading: Hebrews 1:1-13:25.
- Jan 22      *The Superiority of Christ II*  
Reading: Long 1-38.
- Jan 27      *The Order of Melchizedek*  
Reading: Long, 39-80.
- Jan 29      *Exemplars of Faith*  
Reading: Long, 80-112.
- Feb 3        *Shadow-Reality*  
Reading: Long, 112-49.
- Feb 5        *Exiles of the Dispersion*  
Reading: 1 Peter 1:1-5:14.
- Feb 10      *The Christians as the Romans Saw Them*  
Assignment: Please come to class prepared to discuss your critical book review.  
**Critical Book Review I Due**
- Feb 12      *The Household Code*  
Reading: Perkins, 1-28.
- Feb 17      *The Spirits in Prison*  
Reading: Perkins, 29-61.
- Feb 19      *The World Without*  
Reading: Review class notes on Hebrews and 1 Peter.  
Assignment: Prepare a two-page typed essay (double-spaced) reflecting upon the course lectures and your personal experience thus far. Please come to class prepared to discuss your essay.
- Feb 24      *Common Day of Learning*  
No class today.
- Feb 26      **Exam: The World Without**
- Mar 3        *Wisdom from Above*  
Reading: James 1:1-5:20.

- Mar 5 *Faith Without Works*  
Reading: Perkins, 61-82.
- Mar 10 *Mid-Semester Break*  
No class today.
- Mar 12 *Mid-Semester Break*  
No class today.
- Mar 17 *The Fiery Tongue*  
Reading: Perkins, 83-120.
- Mar 19 *The Miserably Rich*  
Reading: Perkins, 120-40.
- Mar 24 *Contenders of the Faith*  
Reading: Jude 1-25; 2 Peter 1:1-3:18.
- Mar 26 *The Body of Moses*  
Reading: Perkins, 141-51.
- Mar 31 *The Prophecy of Enoch*  
Reading: Perkins, 151-58.
- April 2 *Simeon Peter*  
Reading: Perkins, 159-94.
- April 7 *The Books I*  
Reading: Please read the “Transmitting the New Testament” handout.
- April 9 *The Books II*  
Reading: Please read the “Criteria of Canonicity” handout.
- April 14 *Struggling With Scripture I*  
Assignment: Please come to class prepared to discuss your critical book review.  
**Critical Book Review II Due**
- April 16 *Struggling With Scripture II*  
Assignment: Please review *Struggling with Scripture*.
- April 21 *Christian Identity in the Twenty-First Century*  
Reflections upon the biblical materials covered in this course.
- April 23 *The General Epistles*  
Assignment: Review class lectures and readings.
- April 27-May 1 **Exam: The World Within**

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**Student Information Sheet**  
**UBBL-343 (01): The General Epistles**  
**Fall 2014**

1. Name \_\_\_\_\_

2. APU Box No. \_\_\_\_\_

Phone No. (    ) \_\_\_\_\_

Email: \_\_\_\_\_

3. Home Address (Residence/Campus):  
\_\_\_\_\_

\_\_\_\_\_

Zip Code	City	State
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4. Major: \_\_\_\_\_

Why did you choose this major? \_\_\_\_\_

5. Previous biblical literature courses completed (and name of instructor if taken at APU):

UBBL-100: \_\_\_\_\_

UBBL-230: \_\_\_\_\_

UBBL-xxx: \_\_\_\_\_

6. Present Standing: \_\_\_\_\_ Sr. \_\_\_\_\_ Jr. \_\_\_\_\_ Soph. \_\_\_\_\_ Fr.

7. Life Plans: \_\_\_\_\_

8. Comments: \_\_\_\_\_

9. Signature: \_\_\_\_\_

I agree to abide by the terms and conditions of this syllabus (sign, print name, and give date).