



HARDING SCHOOL OF THEOLOGY

5232 The Gospel of John
June 11-15, 2018 - Dr. Allen Black

Textbooks

The Gospel of John in English

Thompson, Marianne Meye. *John: A Commentary*. The New Testament Library.
 Louisville: Westminster John Knox, 2015

Anderson, Paul N. *The Riddles of the Fourth Gospel: An Introduction to John*.
 Minneapolis: Fortress, 2011.

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Additional Reading

Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History, and Theology in the Gospel of John*. Grand Rapids, MI: Baker Academic, 2007. Pp. 9-31.

Burridge, Richard. "Imitating Jesus: An Inclusive Approach to the Ethics of the Historical Jesus and John's Gospel." An unpublished paper read at the SBL Annual Meeting, San Diego, CA, Nov. 2007.

Erickson, Millard J. *The Word Became Flesh*. Grand Rapids, MI: Baker, 1991. Pp. 41-86, 531-76.

Klink, Edward W., III. "Expulsion from the Synagogue? Rethinking a Johannine Anachronism," *Tyndale Bulletin* 59 (2008): 99-118.

These readings will be available on Canvas.

Grading

Class Participation. Class will meet Monday-Friday 8:15-10:55 and 1:00-4:45. We will not meet Saturday. Chapel and the luncheon on Monday are required elements of class. Ten percent of the grade depends on class participation.

Exams. There will be two exams. The first exam will be given on Tuesday. It will cover all of the assigned reading except Thompson's commentary after her Introduction (it will include Thompson's Introduction). It will also include a basic knowledge of the Gospel of John. That section will be brief descriptions of pericopes in John (e.g., "the Samaritan woman,") for which the student will be required to identify the chapter in which each pericope is located. The other readings will be covered by a few listing questions and

primarily discussion questions. All questions will be fill in the blank, listing, or discussion. On the first exam each student will be asked to sign a statement that they have read all of the assigned readings—including all of Thompson’s commentary. The lectures and Thompson’s commentary (except for the Introduction) will be covered in the second exam, which will be given as a take home exam. It will be due back by Friday June 22. Each of the exams will count thirty percent of the class grade.

Term Paper. A term paper will count thirty percent of the class grade. It is due *July 23*. Late papers will be graded down 3 points per day. The term paper should be 15 pages of Courier 12 point font (see further instructions below), not counting the bibliography. All of the papers should be “exegetical”; that is, they should provide a historical and critical interpretation of what John intended to say to his original audience. They should not focus on contemporary application, but on the original meaning of the text in its ancient setting. Consult Gordon Fee’s *New Testament Exegesis* on various aspects of writing exegetical papers (but do not follow his model rigidly). Another fine aid is Gary Burge’s *Interpreting the Gospel of John* in the Guides to New Testament Exegesis series. All term paper texts or topics must be approved.

Note: With only 5 weeks to finish your final exam and term paper, you must begin early and plan well. Get your paper topic approved early.

CREDIT HOUR WORKLOAD

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

STUDENTS WITH DISABILITIES

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

ACADEMIC INTEGRITY

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

LIBRARY RESOURCES

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC

FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

ACCESSIBILITY

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: ablack@harding.edu

Office Phone: 901-432-7721

CANVAS ONLINE LEARNING SYSTEM

This course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to ablack@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

COMMON TERM PAPER PITFALLS

Deficiencies in Structure

1. Failure to delimit your topic sufficiently. *This is a common and major error.*
2. Poor organization. Please a) lay out your goal(s) plainly near the beginning of the paper, b) organize your paper around your goal(s), c) use subheadings to provide clear delineation of various sections, and d) summarize your results at the end.
3. Wandering into peripheral areas. Restrict your discussion to that which is directly pertinent to your goal(s).

Deficiencies in Research

4. Overlooking major scholars who comment on your text or topic.
5. Failure to use primary materials. Do not rely on secondary references to primary materials (unless they are not available or you cannot read them due to their language).
6. Reliance upon popular level sources which often promote inaccuracies.
7. Reliance upon older materials that reflect positions that are now out-of-date. Focus on recent scholarly materials.

Deficiencies in Argumentation

8. Failure to cover all significant positions on your subject.
9. Failure to reply to all major arguments against your own position or in favor of other positions.
10. Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
11. Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion. Your paper should not be a report of others opinions, but an analysis of arguments and evidence expressing your own views in interactions with scholarship.

Deficiencies in Academic Style

12. Overquoting. Use direct quotations reluctantly.
13. Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not belong in the text itself (e.g., minor textual variants, peripheral arguments, extreme minority viewpoints, etc.).
14. Incorrect spelling and other evidence of not proofreading carefully.
15. Lack of attention to Turabian and HST's Supplement.

Additional Term Paper Guidelines

- 1) The text and footnotes must be typed in a Courier 12 point font (10 characters per inch).
- 2) Do *not* use bold font. Use underlining or *italics*. *Italics* are preferable for the book/journal titles.
- 3) Please email the paper as one document: title page, paper, and bibliography. Start your numbering with 0 and tell Word to omit the number on the first page so you will not have a number on the title page. I am not concerned about the requirement that the number on page one and on the first page of the bibliography ought to be at the bottom of the page. Put all numbers at the top of the page.
- 4) Concerning the style for footnotes and bibliographical entries for commentaries, see HST's Supplement to Turabian, pp. 7-8. For most commentaries use the style at 17.1.5 for Raymond Brown. Note that you do not include the editor of the series. For a one-volume commentary with different contributors or a multivolume commentary with different contributors in *each* volume, use the style at 17.1.8 for Ward Gasque.
- 5) I will reduce late term papers one-third letter per day. I make exceptions for major illness (extending more than one week) and occasionally for other reasons that I consider justifiable. I determine the length of any time extension according to the cause. It is the student's responsibility to contact me concerning any such extension.
- 6) I give "A's" for better than average work. An "A" paper must include the following qualities: a) thorough research, b) at least 25 sources in the bibliography, c) frequent use of content and multiple-reference footnotes, d) clear organization, with well-written sentences and paragraphs, and e) few grammatical or spelling errors and competent use of Turabian style.
- 7) Plagiarism is completely unacceptable. Please familiarize yourself with what constitutes plagiarism. A good website with a brief overview of the subject is <https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf>

SELECT BIBLIOGRAPHY

Bibliographical Tools:

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- Porter, Stanley E., and Andrew K. Gabriel. *Johannine Readings and Apocalyptic: An Annotated Bibliography*. Johannine Studies 1. Leiden: Brill, 2013.
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- *Brown, Raymond E. *The Gospel According to John*, 2 vols. Anchor Bible Commentaries. New York: Doubleday, 1966-1970.
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- *Burge, Gary M. *John*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000.
- *Carson, Donald A. *The Gospel according to John*. Pillar Commentary Series. Grand Rapids, MI: Eerdmans, 1991.
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*Keener, Craig. *The Gospel of John: A Commentary*. 2 vols. Peabody, MA: Hendrickson, 2003.

*Klink, Edward W., III. *John*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2016.

*Köstenberger, Andreas J. *John*. Baker Exegetical Commentary on the New Testament. Grand Rapids, MI: Baker Academic, 2004.

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