

Module Title:	Johannine and Pauline Literature
Module Code:	603 TJOP
Level:	6
Credit Rating:	20 Credits
Duration:	Student Learning Time: 200 hours
Teaching Hours:	40 Hours
Academic Responsibility:	Jude Winkler OFM Conv, SSL

Module Aims:

The first part of the module deals with the corpus of Johannine literature in the New Testament with the aim of developing a critical awareness of the significance of the Johannine writings inclusive of the complex nature of Johannine material. Students develop analytical and evaluative skills in relation to a complex and diverse body of material fostering an appreciation of the ways in which perspective can alter the interpretation of texts. The course also aims at an elucidation of the peculiar insights of Johannine Christology.

The second part of the module deals with the corpus of Pauline literature in the New Testament. This portion of the module, an integral part of the biblical content of the programme, seeks to engage students more closely with texts which, once written, became formative and normative in Christian theological discourse, historically understood. The form and content of the (generally regarded) authentic Pauline letters will be examined, selected texts will be subjected to close exegesis, and their theological and pastoral strategies will be identified and critically evaluated. A clear picture of the Christian life as envisaged in the Pauline corpus will emerge.

Learning Outcomes:

By the end of the module students will be able to:

1. use a variety of critical strategies to understand the texts and, at the same time, demonstrate the ability to point up the dissonant state of Gospel research in the academy.
2. display an ability to distinguish between fact and opinion on the Johannine portrayal of Jesus and be able to critically evaluate primary and secondary sources.
3. demonstrate a critical appreciation of the nature of Pauline study and especially the opportunities and constraints on research due to the letter format of the Pauline corpus, the problematic nature of The Acts of the Apostles, the fluidity of the earliest Christian traditions, and the extreme paucity of knowledge concerning early Christianity, its beliefs, forms, and extent.
4. demonstrate a critical understanding of Paul, becoming aware of diverse approaches to the Pauline corpus.

Indicative Module Content:

The first part of this module will present a wide range of critical approaches to the narrative material of the Fourth Gospel. The insights of Narrative Criticism will act as a main guide to the material under discussion but not exclusively so. Sociological approaches to the New Testament material will be utilised to help determine the nature of the community served by the Johannine text and the

concern of that community which called the text into being. Attention to the idiosyncratic nature of Johannine language will provide opportunity to engage in redactional evaluation. A feminist approach to New Testament material will be tested in an analysis of Jn. 4. A comparison of narrative material in Jn. 6 with synoptic parallels will provide an opportunity to isolate the theological thrust of Johannine material with the assistance of literary and redactional critical techniques. The interaction of character in Johannine narrative will be explored in consideration of Jn. 9 and reader response criticism will assist in understanding the role of 'the Jews' in Jn. 11 and through the Fourth Gospel.

The second part of this module will deliver the following units relating to the Pauline corpus:

- Paul's origins, background, education, and religious affiliation.
- Jesus community, the Jerusalem and Pauline outreach to the gentiles
- Paul's understanding of the Gospel of God.
- Pauline Letters: Form: 1 Thessalonians
- Paul the Pastor: Letter to Philemon
- 'In Christ' – The basis of Christian life.
- The community of Christians.
- Marriage, Slavery, Civil Authority.
- The Parousia.

Each unit will involve the exegesis of selected texts so that study is rooted in the text of the seven letters of Paul that are universally acknowledged to be authentic. Post-Pauline material, the Acts of the Apostles and other biblical material will be consulted where deemed relevant to the aims and objectives of the module.

Learning and Teaching Strategies:

The basic format of presentation will be four weekly lectures systematically treating the subject matter as described in the Indicative Module Content. Students are given specific weekly reading assignments as well as directed toward extra-curricular reading proposed by the instructor. Research interests are quickly identified and tutorial sessions, depending on individual needs of the students, arranged for clarification and direction, inclusive of suggested extra-curricular reading. Within the classroom context of lectures, active participation of students in terms of questions and, especially, discussion is strongly encouraged as a primary way of developing analytical skills, critical thinking, and clarity of expression.

Assessment:

Students will be assessed by the writing of two essays, each pertaining to part one and then part two of the module, of no less than 2,500 words .

Indicative Essay Titles

1. The Story of the Samaritan Woman (John 4:1 - 42) offers in narrative form all the characteristics of a witness to the truth as envisaged in the Fourth Gospel. Outline and discuss the profile of a successful disciple/witness offered in the story of the apostolic woman of Samaria. [Not a quote]
2. The narrative of the Raising of Lazarus, through its Christology, is a preview of the resurrection of Jesus. In the light of the Gospel as a whole, critically discuss the Christology advocated in John 11:1 - 44 and reiterated in John 20:1 - 31, with reference to the titles **Lord, Messiah, Son of God.**

3. Paul frequently refers to faith, hope, and love as the three defining characteristics of Christian living.
 1. Select **ONE** of **faith, hope, OR love** and discuss Paul's understanding of the word in Christian life.
4. The initial salutations and concluding greetings in Paul's seven authentic letters reveal a profound theology of Christian community. Outline and evaluate the contributions which these salutations and greetings make to Paul's understanding of Christian koinônia.

Illustrative Bibliography

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| _____ (1979) | <i>The Community of the Beloved Disciple.</i> | Paulist Press. |
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| Culpepper, R. A. (1983) | <i>Anatomy of the Fourth Gospel: A Study in Literary Design.</i> | Fortress Press. |
| _____ (2000) | <i>The Johannine Literature.</i> | Sheffield Academic Press. |
| Dunn, D. G. (1998) | <i>The Theology of Paul the Apostle.</i> | T & T Clark. |
| _____ (1988) | <i>Romans,</i> | WBC 38; Word. |
| _____ (1996) | <i>The Epistle to the Colossians and to Philemon</i> | Paternoster. |
| Fitzmyer, J. A. (1993) | <i>Paul and His Theology: A Brief Sketch.</i> | Prentice Hall. |
| _____ (1993) | <i>Romans, AB33;</i> | Doubleday |
| Hooker, Morna D. (2003) | <i>Paul: A Short Introduction</i> | Oneworld. |
| Horrell, David (2004) | <i>An Introduction to the Study of Paul</i> | T & T Clark. |
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