



Course ID:	Course Title:	Spring 2023
NT604_CL	The Johannine Literature	Prerequisite: OT502 NT502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Sam Tsang PhD	First Day of Class:	June 6
Days:		Email:	Sam.tsang@ambrose.edu	Last Day to Add/Drop:	End of the First Day of Class – June 6
Time:	530-830pm	Phone:	NA	Last Day to Withdraw:	End of the Last Day of Class – June 21
Room:	online	Office:		Last Day to Apply for Coursework Extension:	End of the Last Day of Class
		Office Hours:		Last Day of Class:	

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A reading of and reflection upon the Gospel and Letters of John, noting their literary form, historical context, and theological content. Particular attention is given to those topics and themes that constitute a unique and profound contribution to the New Testament and to the Christian faith.

Program Outcomes

1. To grasp main issues of Johannine Gospel scholarship
2. To know the roles of Father, Son and Spirit in John and how it relates to our spirituality
3. To master the text for the preaching and teaching ministry in the church
4. To live as witness in our world as John called his readers to do

Expected Learning Outcomes

1. Students should be able to distinguish the structural messages of John’s Gospel.
2. Students should understand the authorial background of John and its impact on meaning.

3. Students should grasp Roman history during the time of Jesus and John.
4. Students should understand applications of the original readers in distinction to modern implications.
5. Students should share the pastoral concerns of John and for today.

Required and Recommended Textbooks and Readings

Michaels, J. Ramsay, *The Gospel of John* (Grand Rapids: Eerdmans, 2010)

Reinhartz, Adele, *Cast out of the Covenant* (Minneapolis: Fortress, 2018).

Tsang, Sam (in Chinese), *Eternal Word Spoken* (Hong Kong: Logos, 2006)

___ *John* (Hong Kong: Ming Dao, 2008)

Course Schedule

June 6 – Introduction

June 7 – Introduction and Prologue of John

June 9 - The Book of Signs

June 10 – The Book of Signs

June 13 – The Book of Signs

June 14 – The book of Signs

June 15 – The Book of Signs

June 16 – The Book of Signs

June 20 – The Book of Preparation

June 21 – The Book of Passion and Resurrection

Requirements:

The Gospel of John must be read twice before class with one more reading following the progress of the class. Students must also read required texts followed by a report on the percentage completed by due date. The first paper is a 6-10 page structural analysis of John's Gospel. I shall go through the method and format in the class. The second paper (also 6-10 pages) should talk about the theme of faith within John's Gospel complete with commentary and journal interactions/reflections. The paper should answer "What does it mean to believe in John?" All papers should have appropriate footnotes in conformity to the Chicago Manual of Style. Due date: July 17, 2023

Attendance:

Given that this is a module course, it is extremely important that you attend all of the class time.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Recommended Readings/Select Bibliography

Anderson, Paul N., "Anti-Semitism and Religious Violence as Flawed Interpretations of the Gospel of John," (2017).
Faculty Publications – College of Christian Studies. 289.¹

_____, *The Christology of the Fourth Gospel* (Eugene: Cascade, 2010).

_____, *The Fourth Gospel and the Quest for Jesus* (London: T & T Clark, 2006).

Bauckham, Richard, Carl Mosser (eds.), *The Gospel of John and Christian Theology* (Grand Rapids: Eerdmans, 2008).

Bauckham, Richard, *The Testimony of the Beloved Disciple* (Grand Rapids: Baker, 2007).

Beasley-Murray, George, *John* (Waco: Word, 1999).

¹https://www.academia.edu/77905564/Anti_Semitism_and_Religious_Violence_as_Flawed_Interpretations_of_the_Gospel_of_John

- Brown, Raymond, *The Gospel according to John* (New Haven: Doubleday, 2006).
- Brown, Sherrie, Christopher W. Skinner (eds.), *Johannine Ethics* (Minneapolis: Fortress, 2017).
- Burge, Gary, *John* (Grand Rapids: Zondervan, 2000).
- Carter, Warren, *John, Storyteller, Interpreter, Evangelist* (Peabody: Hendrickson, 2006).
- Charlesworth, James H. (ed.), *Jesus and Archaeology* (Grand Rapids: Eerdmans, 2006).
- Charlesworth, James H., *Jesus as Mirrored in John* (London: T & T Clark, 2020).
- Conway, Colleen M., *Men and Women in the Fourth Gospel* (Atlanta: SBL, 1999).
- Culpepper, R. Alan, *Anatomy of the Fourth Gospel* (Philadelphia: Fortress, 1986).
- _____, *Designs for the Church in the Gospel of John* (Tubingen: Mohr Siebeck, 2021).
- Culpepper, R. Alan, Paul N. Anderson, *John and Judaism* (Atlanta: SBL, 2017).
- Edwards, Ruth, *Discovering John* (Grand Rapids: Eerdmans, 2015).
- Fletcher, Daniel H., *Sings in the Wilderness* (Eugene: Wipf and Stock, 2014).
- Hakola, Raimo, *Reconsidering Johannine Christianity* (London: Routledge, 2015).
- Hill, C. E., *The Johannine Corpus in the Early Church* (Oxford: Oxford University Press, 2004).
- Keener, Craig, *John* (Grand Rapids: Eerdmans, 2008).
- Klink, Edward, *John* (Grand Rapids: Zondervan, 2017).
- Koester, Craig, *Word of Life* (Grand Rapids: Eerdmans, 2008).
- Kostenberger, Andreas, *John* (Grand Rapids: Baker, 2004).
- Kysar, Rober, *John* (Louisville: WJKP, 2007).
- Latz, Andrew Brower, "A Short Note toward a Theology of Abiding in John's Gospel," *Journal of Theological Interpretation* 4.1 (2010): 111-118.
- Lincoln, Andrew, *Truth on Trial* (Eugene: Wipf and Stock, 2019).

- Martyn, J. Louis, *History and Theology in the Fourth Gospel* (Louisville: WJKP, 2003).
- Martyn, J. Louis, Paul N. Anderson, *The Gospel of John in Christian History* (Eugene: Wipf and Stock, 2019).
- Morris, Leon, *John* (Grand Rapids: Eerdmans, 1971).
- O'Day, Gail, *John* (Louisville: WJKP, 2006).
- _____, *The Word Disclosed* (Des Peres: Chalice Press, 2002).
- Pummer, Reinhard, "Samaritans, Galileans, and Judeans in Josephus and the Gospel of John," *Journal for the Study of the Historical Jesus* 18 (2020): 77-99.
- Reich, Ronny, Eli Shukron, *Unearthing Jerusalem* (Winona Lake: Eisenbrauns, 2011).
- Schnelle, Udo, *The Human Condition* (transl. O. C. Dean; Minneapolis: Fortress, 1996).
- Segovia, Fernando (ed.), *What is John?* (Atlanta: SBL, 1998).
- Sheridan, Ruth, *The Figure of Abraham in John 8* (London: Bloomsburg, 2020).
- Skinner, Christopher W. (ed.), *Characters and Characterization in the Gospel of John* (London: T & T Clark, 2012).
- Skinner, Christopher W. et al (eds.), *Cruciform Scripture* (Grand Rapids: Eerdmans, 2021).
- Skinner, Christopher W., "Narrative Reading of the Religious Authorities in John," *CBQ* 82 (2020): 424-436.
- Smith, D. Moody, *Johannine Christianity* (London: Bloomsburg, 2006).
- Stibbe, Mark, *John as Storyteller* (Cambridge: Cambridge University Press, 1995).
- Tam, Josaphat C., *Apprehension of Jesus in the Gospel of John* (Tubingen: Mohr Siebeck, 2015).
- Thatcher, Tom, Stephen Moore, *Anatomies of Narrative Criticism* (Atlanta: SBL, 2008).
- Thompson, Marianne Meye, *John* (Louisville: WJKP, 2015).
- Van der Watt, Jan G., *An Introduction to the Johannine Gospel and Letters* (London: T & T Clark, 2008).
- _____, *Ethics in the Gospel according to John* (Grand Rapids: Eerdmans, 2009).
- Von Wahlde, Urban G., "Narrative Criticism of the Religious Authorities as a Group Character in the Gospel of John," *NTS* 63 (2017): 222-245.

Wead, David W., *The Literary Devices in John's Gospel* (Eugene: Wipf and Stock, 2018).

Zelych, L. R., *John among the Gospels* (Tubingen: Mohr Siebeck, 2013).

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as

early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Note: Students are strongly advised to retain this syllabus for their records.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888