

REL 204: Introduction to the New Testament



Spring 2025 | T + Tr 4:00-5:15pm | Cosby LL29

Instructor Information:

Dr. Lydia Bremer-McCollum | lydiabremermccollum@spelman.edu

Office Hours: Book using this link. Regular hours available Wednesday and Thursday.

Course Description:

This class is for anyone who is interested in learning more about the New Testament—whether you have never or only just opened its covers or you know it quite well. The course introduces students to the diverse social and political contexts of the Roman Empire and Second Temple Judaism in which the texts of the New Testament emerged. We will pay special attention to the material artifactual and archaeological remains that speak to these contexts. In addition, we will learn about the vibrant and controversial contemporary contexts in which humans interpret the New Testament, whether among evangelical, feminist, African American, queer, artists, filmmakers, or other interpreters. Case studies include the meaning of Jesus's life and death, sin, Roman and US slavery, the politics of canon, the roles of women, empire and colonialism, and sexuality and gender.

Image Sources: Top Far Left, Anonymous, "The Whore of Babylon;" Top Middle, Image of Greek New Testament Fragment (New York Times); Top Far Right, Diptych with Twelve Apostles and St. Paul (Cleveland Museum of Art); Bottom Far Right, Harmonia Rosales, "The Virgin;" Center: Titus Kaphar, "Black Jesus;" Bottom Far Left, Image of a Relief from the Arch of Titus

Content Warning: We will be discussing difficult topics, including violence, police brutality, enslavement, and sexual assault and r*pe. There may specific readings, discussions, and topics when you personally need to draw a boundary. If you need to step away from class during a discussion or skip readings, you are welcome to do so. Please take care of yourself around this material!

Course Readings: Students must have access to a hard copy of the New Testament (any translation or edition). If you need to purchase a hard copy, a copy of the New Standard Revised Version (NRSV) is available to purchase at the Spelman Bookstore.

All other required and recommended readings can be accessed on Canvas course webpage.

Learning Objectives:

1. Learn how to read ancient texts critically with a range of scholarly lenses, questions, and tools.
2. Gain familiarity with the historical context of the New Testament.
3. Think critically about the uses of the ancient past in the present, not only within explicitly religious contexts, but also within politics, media, and popular culture.
4. Enter into conversation with contemporary biblical scholars who consider the ethics and politics of biblical interpretation.
5. Write clearly and creatively about difficult and contentious topics.
6. Develop and present complex ideas and arguments in visual and audio formats.
7. Explore questions and topics of interest to you while learning about what scholars, public intellectuals, and your peers think and know about those same questions.

Skills you will develop:	How to succeed in this course:
<ul style="list-style-type: none">• Critical reading• Deep listening and dialogue around complex topics• Writing and analysis• Problem solving,• Visual and written communication• Ethical reasoning	<ul style="list-style-type: none">• Come to class prepared with access to paper or digital copies of all readings.• Turn in your work.• Take risks. Be open to learning new things.• Ask questions—of me, yourself, one another.• Take care of yourself and the learning community.• Ask for help and extensions when you need them, before you need them.• Talk to me if you are struggling!

Course Requirements:

1. Preparation/Attendance/Participation: 20%
 - Regular and on-time attendance
 - Come to class prepared to discuss the readings
 - Be an engaged listener
2. Fourth Hour Requirements:
 - Syllabus Survey
 - Midterm Survey
 - 4 x Scholarly Article/Book Reflections
3. Take-home Midterm Exam: 15%
4. Short Paper 1: 10%
5. Short Paper 2: 10%
6. Short Paper 3: 10%
7. Final Take-home Exam: 15%
 - OR Final Project: due December 13th
 - Research Paper (final product = 1500-2000 words) OR Creative Project (any variety/media) and Artist's Statement (min. 800 words)

Grading Breakdown:	
Attendance/Participation	20%
4 th Hour Reflection Essays (x4)	20%
Short Paper 1	10%
Take-Home Midterm Exam	15%
Short Paper 2	10%
Short Paper 3	10%
Final Take-Home Exam	15%

Assignment Deadlines:	
4 th Hour Scholarly Article/Book Reflections	2/21, 3/21, 4/4, and 4/29
Short Paper 1	2/14
Take-Home Midterm	3/7
Short Paper 2	3/28
Short Paper 3	4/18
Final Take-Home Exam	5/6

Fourth Credit Hour Justification (Mandatory):

The course meets for three hours each week, yet students receive four hours of credit. To earn the fourth credit, you must engage in outside activity that fulfills the goals of the class. You will be expected to complete the following assignments:

1. Syllabus Survey (due first week of class)
2. Midterm Survey (due after you submit take-home midterm)
3. Scholarly Article Summary and Reflection Essays (see below for description).

Attendance (also see attendance policy at end of syllabus):

Regular and on-time attendance in this course is worth a significant portion of your grade (20%). Attendance will be taken by signature check-ins. You will lose 3% of your participation grade for each unexcused absence. 3 unexcused absences will result in a full grade drop. 6 or more unexcused absences will result in a two-letter grade or 20% reduction of your final grade. Please be sure to communicate all absences with the instructor!!

NOTE: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, and abilities. All members of this learning community are expected to treat each other with respect and dignity, and to listen especially carefully to the voices of cultural and social minorities.

Assignment Descriptions (Also see Appendix 3: Notes on Writing):

- **Article Summary and Reflection Essays (4th Hour 4 x 5% (total 20%)):**
 - A series of scholarly articles or portions of books are assigned on the fourth-hour column of the course outline. These articles expand upon topics outlined in course lectures and the “main feed” of the syllabus.
 - You will be required to select 4 of these articles at any point in the term and write a summary and reflection essay on the article.
 - Your essay should: identify the main points and arguments of the author/selection and then offer your reflections on what you learned, what confused/surprised you or made you wonder, and/or any limitations or problems you identify with the article.
 - Essays are due *on or before* the following dates: 2/21, 3/21, 4/4, and 4/29
- **Short Papers (10% Each):**
 - These short writing assignments are designed to offer a more extended a reflection on course readings and key questions.
 1. Short Paper 1 | Who is Jesus? | Due 2/14 by 5pm
 2. Short Paper 2 | Jesus in Contemporary Culture | Due 3/28 by 5pm
 3. Short Paper 3 | Op-Ed or Letter | Due 4/18 by 5pm
- **Take-Home Midterm and Final Exams (15% Each):**
 - These exams are open-book and open notes. They will be a combination of short answers and essay questions. The exam is designed like a tradition blue book in-class exam and should take 2 hours maximum to complete. You will be given one-week with the questions to take the exam at your
 - If you prefer to write a research paper or produce a creative reflection project with artist statement in lieu of the final exam you must contact the professor by email with your topic by 4/1.

NOTE: I removed the Article Presentation assignment—I realized that I miscalculated the total points for the class.

Course Outline:

Note on Discussion Preparation: After Session 1 (1/16), Students will be expected to come to class with 1) **one sentence** about some aspect of the reading you found interesting and/or puzzling, 2) **one question** about the reading, and 3) **one specific passage** (2-3 sentences) from one of the assigned readings you would like to discuss in-depth with your peers. **Remember to bring your New Testament to class!!**

Date	Topic	Reading Assignment (Due <u>before</u> Class)	Fourth Hour Article Options
Week 1			
Thursday 1/16	Orientation and Introductions	<ul style="list-style-type: none"> No Assigned Reading 	
Fill out Syllabus Survey Link on Canvas Due before next class session			
Week 2			
Tuesday 1/21	What is the New Testament? (Translation and Variety)	<ul style="list-style-type: none"> Watch these two introductory videos from Karen L. King: "Introduction to Studying Christianity" and "What's in a Bible" Mitzi J. Smith and Yung Suk Kim, "Biblical Interpretation: Invitation to Dialogue," and "Intersectionality and Reading Complexity in the New Testament," in TDNT, 11-30 and 52-60 	<ul style="list-style-type: none"> Clarice J. Martin, "Womanist Interpretation of the New Testament: The Quest for Holistic and Inclusive Translation and Interpretation," <i>Journal of Feminist Studies in Religion</i> 6.2 (1990): 41-61
Thursday 1/23	Jewish and Roman Contexts of the Christian Scriptures	<ul style="list-style-type: none"> "Temple Culture," in Frontline, From Jesus to Christ Amy-Jill Levine, "Bearing False Witness: Common Errors Made About Early Judaism," in <i>The Jewish Annotated New Testament</i> (Oxford: Oxford University Press, 2011), 501-504 "Roman Imperialism and Jewish Dynamism" Videos from Laura S. Nasrallah's, <i>Letters of Paul Course</i> 	<ul style="list-style-type: none"> Daniel Boyarin, "The Son of Man in First Enoch and Fourth Ezra: Other Jewish Messiahs of the First Century" and "Jesus Kept Kosher," in <i>The Jewish Gospels: The Story of the Jewish Christ</i> (New York: The

		<ul style="list-style-type: none"> Mitzi J. Smith and Yung Suk Kim, "Greco-Roman and Jewish Influences on the New Testament," in TDNT, 31-44 	New Press, 2012), 71-101 and 102-128
Week 3			
Tuesday 1/28	What is a gospel? (Material histories and manuscript traditions)	<ul style="list-style-type: none"> Read the beginning of the four gospels contained in the canonical New Testament (Matthew, Mark, Luke, and John) Read the beginning of at least two extra-canonical gospels: <ul style="list-style-type: none"> <i>Gospel of Thomas</i> <i>Gospel of Mary</i> <i>Infancy Gospel of James</i> Mitzi J. Smith and Yung Suk Kim, "The Danger of a Single Story: The Synoptic Gospels," in TDNT, 75-83 	
Thursday 1/30	Birth of Jesus	<ul style="list-style-type: none"> Matthew 1-2 Luke 1-2 <i>Infancy Gospel of Thomas</i> Recommended: <i>Infancy Gospel of James</i> Recommended: Mitzi J. Smith and Yung Suk Kim, "Gospel of Luke," and "Gospel of Matthew," in TDNT, 139-160 and 105-138 	<ul style="list-style-type: none"> Jennifer Glancy, "Mary in Childbirth," in <i>Corporeal Knowledge: Early Christian Bodies</i> (Oxford: Oxford University Press, year), 81-136
Week 4			
Tuesday 2/4	Jesus the Magician and Ritual Expert	<ul style="list-style-type: none"> Mark, read as much as you can! Megan Goodwin and Ilyse Morgenstern Fuerst with Dr. Shailey Patel, Keeping it 101: A Killjoy's Introduction to Religion Podcast, "Was Jesus a Wizard" Podcast episode Recommended: Mitzi J. Smith and Yung Suk Kim, "Gospel of Mark," in TDNT, 84-104 	

Thursday 2/6	Jesus as Healer (Disability)	<ul style="list-style-type: none"> • Mark 1-8 • John 9 • Matthew 8-9 • Luke 5-7 • John 4-5, 9, and 11 • Candida Moss, "Disability in the New Testament," <i>Bible Odyssey</i> • Recommended: "Miracles" section in DISG, 155-167 	<ul style="list-style-type: none"> • Sharon Betcher, "Disability and the Terror of the Miracle Tradition," in <i>Miracles Revisited</i> (Berlin; Boston: De Gruyter, 2013), 161-82
Week 5			
Tuesday 2/11	Jesus and the Samaritan Woman	<ul style="list-style-type: none"> • John 1-10 • Mitzi J. Smith, "Water is a Human Right, but it Ain't Free: A Womanist Reading of John 4: 1-42," in <i>Reading Biblical Texts Together: Pursuing Minoritized</i>, 323-344 • Mitzi J. Smith and Yung Suk Kim, "The Privatization of Water, Ancient Rome, and the New Testament," in TDNT, 61-66 • Recommended: Mitzi J. Smith and Yung Suk Kim, "Gospel of John," in TDNT, 161-175 	<ul style="list-style-type: none"> • Karen King, "Jesus" in the <i>Oxford Handbook of New Testament, Gender, and Sexuality</i> (Oxford: Oxford University Press, 2019), 407-422
Thursday 2/13	Outsiders in the New Testament	<ul style="list-style-type: none"> • Matthew 2 • Matthew 25 • Luke 3-4 • Romans 13 • Hebrews 13 • Philippians 3 • Mitzi J. Smith and Yung Suk Kim, "Refugees, Immigrants, and Foreigners in the New Testament," in TDNT, 39-44 	
Short Paper 1 Due 2/14 at 5pm—Who is Jesus?			

Week 6

Tuesday 2/18	Death of Jesus	<ul style="list-style-type: none"> • Mark 13-15 • Matthew 21-27 • Luke 22-23 • John 13-19 • <i>Passion of the Christ</i> Clip • Recommended: "Martyrdom" section in DISG, 187-191 	<ul style="list-style-type: none"> • James Cone, <i>The Cross and the Lynching Tree</i> (New York: Orbis Books, 2011) or watch 2006 lecture at Harvard Divinity School • Shively T.J. Smith, "Witnessing Jesus Hang: Reading Mary Magdalene's View of Crucifixion through Ida B. Wells's <i>Chronicles of Lynching</i>," in <i>Stony the Road We Trod: African American Biblical Interpretation</i> (Minneapolis, MN: Fortress Press, 2021), 296-323
Thursday 2/20	Views on the Resurrection	<ul style="list-style-type: none"> • Mark 15-16 • Matthew 27-28 • Luke 23-24 • John 20-21 • Recommended: Pseudo-Justin, "On the Resurrection" selection 	<ul style="list-style-type: none"> • Candida Moss, "Heavenly Healing: Eschatological Cleansing and the Resurrection of the Dead in the Early Church," <i>Journal of the American Academy of Religion</i> 79.4 (2011): 991-1017

First Fourth Hour Essay Due 2/21 (by 5pm)

Week 7

Tuesday 2/25	White Jesus	<ul style="list-style-type: none"> • Edward J. Blum and Paul Harvey, "Introduction," <i>The Color of Christ: The Son of God and the Saga of Race in America</i>, 7-26 • Anna Swartwood House, "The Long History of How Jesus came to 	<ul style="list-style-type: none"> • Susannah Heschel, "Draining Jesus of Jewishness" in <i>The Aryan Jesus: Christian Theologians and the Bible in Nazi Germany</i> (Princeton:
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		<p><u>Resemble a White European,” The Conversation, July 17, 2020</u></p> <ul style="list-style-type: none"> Listen to <u>On the Media</u> story “<u>The Origins of America’s White Jesus</u>” 	<p>Princeton University Press, 2008), 26-66</p> <ul style="list-style-type: none"> OR watch lecture: https://www.youtube.com/watch?v=hnnggA-mIJl (start @ 2:30 end @ 57:17)
Thursday 2/27	Black Jesus	<ul style="list-style-type: none"> Edward J. Blum and Paul Harvey, “Civil Rights and the Coloring of Christ,” <i>The Color of Christ: The Son of God and the Saga of Race in America</i>, 205-233 <u>Explore</u> these artists and find your own examples! Bring one that speaks to you to class. 	<ul style="list-style-type: none"> Kelly Brown Douglas, <i>The Black Christ</i> (Maryknoll, NY: Orbis, 1994)
Take-Home Midterm Distributed 2/28 (Due 3/7)			
Week 8			
Tuesday 3/4	Jesus and Hollywood	<ul style="list-style-type: none"> Film TBD Rebekah Eklund, “Hot Jesus, Black Messiah, Suffering Son of God: How Jesus Films Shape our Moral Imaginations,” <i>The Journal of Religion and Film</i> 21 (2017): 1-36 	
Thursday 3/6	Jesus and Hollywood	<ul style="list-style-type: none"> Film TBD 	<ul style="list-style-type: none"> Dale Martin, “Sex and the Single Savior” in <i>Sex and the Single Savior: Gender and Sexuality in Biblical Interpretation</i> (Louisville, KY: Westminster John Knox Press, 2006), 91-102
Take-Home Midterm Due Friday 3/7 at 5pm			

Midterm Reflection Survey Due 3/7 by 5pm

Week 9

Tuesday 3/11	Spring Break (No Class)	<ul style="list-style-type: none"> • Enjoy your break! 	
Thursday 3/13	Spring Break (No Class)	<ul style="list-style-type: none"> • Enjoy your break! 	

Week 10

Tuesday 3/18	Letters and the New Testament and Introduction to the Corinthian Correspondence	<ul style="list-style-type: none"> • 1 Corinthians, 1-4 • "Intro to Papyrus and Other Writing Materials" Video • Two example letters from Roger Bagnall and Raffaella Cribiore, eds., <i>Women's Letters from Ancient Egypt 300BC-800AD</i> (University of Michigan Press, 2015) • Mitzi J. Smith and Yung Suk Kim, "Significance of Paul as a Jewish Man in Diaspora," in TDNT, 195-200 • Recommended: Mitzi J. Smith and Yung Suk Kim, "1 Corinthians," and "2 Corinthians," in TDNT, 221-235 and 236-245 	<ul style="list-style-type: none"> • Laura S. Nasrallah, "On Slaves and Other Things: Ephesos (and Corinth) and the Letter to Philemon," in <i>Archaeology and the Letters of Paul</i> (Oxford: Oxford University Press, 2018), 40-75
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Thursday 3/20	The Body of Christ	<ul style="list-style-type: none"> • 1 Corinthians 1, 10-12 • Romans 12 • Galen, "Comparison of Male and Female Anatomy" • Hippocrates, "Diseases of Women" (selection) • Mitzi J. Smith and Yung Suk Kim, "The Body of Christ," in TDNT, 201-204 • Recommended: Dale Martin, "The Body in Greco-Roman Culture," in <i>The Corinthian Body</i>, (New Haven, CT: Yale University Press, 2005), 3-37 	<ul style="list-style-type: none"> • Love L. Sechrest, "Identity and the Embodiment of Privilege in Corinth," in <i>1 and 2 Corinthians</i>, edited by Yung Suk Kim (Minneapolis, MN: Fortress Press, 2013), 9-30
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Second Fourth Hour Essay Due 3/21 (by 5pm)

Week 11

Tuesday 3/25	Paul and Women	<ul style="list-style-type: none"> • 1 Corinthians 12 • 1 Corinthians 1 • Romans 16 • 1 Corinthians 14 • Karen L. King, "Women in Ancient Christianity: The New Discoveries" Frontline • Mitzi J. Smith, "Hands Off Our Hair, Paul!": Reading Quarely and Transgressively to Shader the Glass Ceiling Placed on Our Heads," in <i>Chloe and Her People: A Womanist Critical Dialogue with First Corinthians</i> (Eugene, OR: Cascade Books, 2023), 62-91 	<ul style="list-style-type: none"> • Antoinette Clark Wire, <i>The Corinthian Women Prophets</i> (Minneapolis, MN: Augsburg Fortress, 1990), selection • Bernadette Brooten, "'Junia...Outstanding among the Apostles' (Romans 16:7)," in <i>Women Priests</i> (New York: Paulist Press, 1977), 141-144
Thursday 3/27	Acts of the Apostles	<ul style="list-style-type: none"> • Acts of the Apostles, read as much as you can! • Craig S. Keener, "Anticipating Ancient African Christianity," in <i>Between History and Spirit</i> (Eugene, OR: Cascade Books, 2020), 274-282 	<ul style="list-style-type: none"> • Margaret Aymer, "Outrageous, Audacious, Courageous, Willful: Reading the Enslaved Girl of Acts 12," in <i>Womanist Interpretations of the Bible</i> (Atlanta, GA:

		<ul style="list-style-type: none"> Recommended: Mitzi J. Smith and Yung Suk Kim, "Acts of the Apostles," in TDNT, 176-191 	SBL Press, 2016), 265-290
Short Paper 2 Due 3/28 at 5pm—Jesus in Contemporary Culture			
Week 12			
Tuesday 4/1	New Testament and Enslavement	<ul style="list-style-type: none"> John 8 and 15 Matthew 6:24, 18:21-25, and 24:36-51 1 Corinthians 7:21-24 Philemon 1 Timothy 3 Colossians 2:20-4:1 Ephesians 5:21-6:20 Christy Cobb on "Greco-Roman Slavery" Video Recommended: "Slavery and Freedom in 1 Corinthians" Videos from Laura S. Nasrallah's Letters of Paul course Mitzi J. Smith and Yung Suk Kim, "Roman Slavery and the New Testament," in TDNT, 45-51 	<ul style="list-style-type: none"> Clarice J. Martin, "'Somebody Done Hoodoo'd the Hoodoo Man': Language, Power, Resistance, and the Effective History of Pauline Texts in American Slavery." <i>Semeia</i> 83/84 (1998): 203-234
Thursday 4/3	Imprisonment and Criminality	<ul style="list-style-type: none"> Acts 4-5, 8, 12, 16, 24-28 Philemon or Philippians (your choice) <i>Martyrdom of Perpetua and Felicitas</i> (selections) Martin Luther King Jr., "Letter from a Birmingham Jail" Recommended: Mitzi J. Smith and Yung Suk Kim, "Philemon," "Philippians," and "Acts of the Apostles," in TDNT, 272-278, 266-271 and 172-191 	<ul style="list-style-type: none"> James A. Noel, "Nat is Back: The Return of the Re/Oppressed in Philemon," in <i>Onesimus Our Brother</i> (Minneapolis, MN: Fortress Press, 2012), 59-90
Third Fourth Hour Essay Due 4/4 (by 5pm)			
Week 13			

Tuesday 4/8	Romans and the Law Asynchronous Instruction Day (No in-person class)	<ul style="list-style-type: none"> Romans Esau McCaulley, "Freedom is No Fear: The New Testament and a Theology of Policing," in <i>Reading While Black</i> (Lisle, IL: InterVarsity Press, 2020), 25-46 Recommended: Mitzi J. Smith and Yung Suk Kim, "Romans," in TDNT, 205-220 	<ul style="list-style-type: none"> Edwin K. Bryant, <i>Paul and the Rise of the Slave: Death and Resurrection of the Oppressed in the Epistle to the Romans</i> (Boston, MA: Brill, 2016), selection
Thursday 4/10	Galatians (Race and Ethnicity) Asynchronous Instruction Day (No in-person class)	<ul style="list-style-type: none"> Galatians Genesis 16 Mitzi J. Smith, "Hagar's Children Still Ain't Free: Paul's Counterterror Rhetoric, Constructed Identity, Enslavement, and Galatians 3:28." In <i>Minoritized Women Reading Race and Ethnicity: Intersectional Approaches to Constructed Identity and Early Christian Texts</i>, edited by Mitzi J. Smith and Jin Young Choi (Lanham, MD: Rowman & Littlefield, 2020), 45–70 Recommended: Mitzi J. Smith and Yung Suk Kim, "Galatians," in TDNT, 246-253 	
Week 14			
Tuesday 4/15	Household Codes	<ul style="list-style-type: none"> 1 Timothy 3 Colossians 2:20-4:1 Ephesians 5:21-6:20 "Reading the Household Codes Critically" piece Recommended: Clarice Martin, "The <i>Haustafeln</i> (Household Codes) in African American Biblical Interpretation: 'Free Slaves' and 'Subordinate Women,'" in <i>Stony the Road We Trod</i>, 206-31 	<ul style="list-style-type: none"> Clarice Martin, "The <i>Haustafeln</i> (Household Codes) in African American Biblical Interpretation: 'Free Slaves' and 'Subordinate Women,'" in <i>Stony the Road We Trod</i>, 206-31

Thursday 4/17	Afterlives of Paul	<ul style="list-style-type: none"> • <i>Letters of Paul and Seneca</i> • <i>Acts of Paul and Thecla</i> • Watch Laura Nasrallah "Acts of Paul and Thecla" videos from Letters of Paul course 	
Short Paper 3 Due 4/18 at 5pm—Op-Ed or Letter			
Week 15			
Tuesday 4/22	Prophecy, Ecstasy, and Dreams	<ul style="list-style-type: none"> • 1 Corinthians 11:1-16 and 12-14 • Daniel 7 • Mark 13 • Revelation 1-3 • <i>Gospel of Mary</i> • "Wisdom, Knowledge, and Prophecy" Videos from Laura S. Nasrallah's Letters of Paul course 	<ul style="list-style-type: none"> • Shelly Matthews, "Hearing Wo/men Prophets: Intersections, Silences, Publics," in <i>After the Corinthian Women Prophets</i> (Atlanta, GA: SBL Press, 2021), 47-68
Thursday 4/24	Revelation and Resistance	<ul style="list-style-type: none"> • More Revelation, pick up where you left off! • Mitzi J. Smith and Yung Suk Kim, "Contemporary and Ancient Apocalyptic Texts and Their Significance," and "Apocalypse of John/Book of Revelation," in TDNT, 329-333 and 334-352 	<ul style="list-style-type: none"> • Crowder, "The Mother-Whore and Her Bling; a Womanist-Maternal View of Revelation 17-18," in <i>Reading Biblical Texts Together</i> (Atlanta, GA: SBL Press, 2022), 401-420
Week 16			
Tuesday 4/29	Revelation and Resistance <hr/> Last Day of Class	<ul style="list-style-type: none"> • Revelation, pick up where you left off! • Brian K. Blount, "The Witness of Active Resistance: The Ethics of Revelation in African American Perspective," in <i>From Every People and Nation</i> (Minneapolis, MN: Fortress Press, 2005), 28-46 • Recommended: Barbara Rossing, "For the Healing of the World: Reading Revelation Ecologically." 	<ul style="list-style-type: none"> • Love Sechrest, "Antitypes, Stereotypes, and Antetypes: Jezebel, the Sun Woman, and Contemporary Black Women," in <i>Womanist Interpretations of the Bible: Expanding the Discourse</i>, edited by

		<i>In From Every People and Nation: The Book of Revelation in Intercultural Perspective</i> (Minneapolis: Fortress Press, 2005), 165-182.	Gay L. Byron and Vanessa Lovelace, 113-38 (Atlanta, GA: Society of Biblical Literature Press, 2016)
Final Fourth Hour Essay Due 4/29 (by 5pm)			
Take-Home Exam Distributed 4/29 (due 5/6 by 5pm)			
Finals			
Reading Period: May 1st and 2nd			
Take-Home Exam Deadline: May 6th 5pm			

Course Policies:

Use of Gender Inclusive Language:

The Department of Philosophy and Religious Studies is committed to using gender inclusive language. Gender inclusive language is the use of accurate and unbiased gender terminology. The use of gender inclusive language is important for a number of reasons. For one thing, language shapes how people think. Non-inclusive language also can be misleading, inaccurate, or vague. Students are *required* to use inclusive language in all written assignments, and are *required* to use inclusive language when speaking in class. [See Appendix 1 On Gender Inclusive Language.](#)

Academic Integrity and Honor Policy:

I expect academic honesty, integrity, and mutual respect from all class participants. The burden of intellectual honesty rests on the student, not on the instructor. Students are expected to follow the code of conduct outlined in the Spelman College Student Handbook (<http://www.spelman.edu/current/life/rights/conduct.html>).

All work should be your own and include proper citations of all ideas, images, and sources not your own. If students have any doubts about what is required, they should inquire before the work is submitted. Plagiarism AND Cheating (i.e., verbatim usage of material from published or web sources without proper citation), and/or failing to acknowledge the ideas of others is vehemently prohibited. See Appendix 2 on Accidental Plagiarism.

Use of Chat GPT and Other AI Tools

Use of generative AI tools (such as Chat GPT and DALL-E) can be permitted in consultation with the instructor. However, in this class AI tools should not be used to compose or write any assignments or reflections.

On Recording in Class:

Outside notetaking and recording services offered by the Student Access Center (SAC), the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit consent (written or verbal) of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate approval of the instructor. Students may not post or use the recordings or course materials in any other setting (e.g., social media) for any purpose. Students who violate this policy may be subject to student discipline as outline in the Spelman College Student Code of Conduct and the Academic Integrity Policy.

Collaboration Policy:

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices and properly

cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

Attendance Policy:

Regular and on-time attendance in this course is worth a significant portion of your grade (20%). Your presence in lecture and precept is crucial to the success of the course. If you are unable to make it to lecture or precept you will be expected to communicate the reason for your absence with the instructor.

Attendance will be taken by signature check-ins. You will lose 3% of your participation grade for each unexcused absence. 3 unexcused absences will result in a full grade drop. 6 or more unexcused absences will result in a two-letter grade or 20% reduction of your final grade.

Please be sure to communicate all absences with the instructor!!**Policy on Extensions:**

Extensions will be granted at the discretion of the Professor. All late work must be negotiated and approved in writing in advance of the original deadline.

Note: Extensions on the Final Project will be granted only in extenuating circumstances owing to the Spelman grading deadline for the Fall term.

Re-Grading Policy:

If you disagree with a grade or feel that I made a calculation error, please contact me and set up a grading consultation meeting. You will be asked to submit a written description of your grading dispute.

Student Resources:

We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Academic Success Center to build learning strategies and learn about academic resources at Spelman. There are also a range of resources on campus, including the Writing Center and the Office of Disability Services. If you need official accommodations, you have a right to have these met. Contact the Student Access Center: SAC, MacVicar Hall Room 106. Contact Information: sac@spelman.edu | (404) 270-5289

Writing Center:

Writing assistance is available in-person and online through the Writing Center (Cosby 339). You can schedule an appointment using the system at [https:// spelman.mywconline.com/](https://spelman.mywconline.com/).

Appendix 1: The Use of Gender-Inclusive Language

Policy: The Department of Philosophy and Religious Studies is committed to using inclusive language. Students are required to use inclusive language in all written assignments and are required to use inclusive language when speaking in class.

Gender inclusive language is any language that seeks to affirm people of all genders. The requirement to use gender inclusive language simply means to avoid exclusive or sexist language that subordinates a particular gender or suggests that one is more suited for or deserving of respect than other genders.

Making your speaking and writing gender inclusive involves several areas:

1. Avoiding Negative Language

Avoid using contemptuous or negative language such as “the ‘b’ word,” “babes,” “chicks,” “broad,” and similar terms to refer to women, and avoid using negative euphemisms for men. Avoid using contemptuous or negative language for transgender and gay and lesbian people.

2. Avoiding Exclusive Stereotypes

Avoid references that reflect stereotypical thinking about persons such as suggesting that only men are medical doctors, that only women are nurses, or that only men are fully human.

3. Avoiding Use of Exclusive Language

Avoid using masculine pronouns (such as he, him, his) as indefinite references. Avoid using masculine terms (such as man, mankind) to refer to all of humanity.

4. Avoiding Use of Male Language for Ungendered Deities.

5. Avoiding Language Suggesting the Existence of Only Two Genders.

Avoid using phrasing that denotes only two genders (such as “women and men,” “boys and girls,” or “brothers and sisters.”)

There are several ways to ensure that your language is inclusive:

1. Use gender neutral terms:

Exclusive: Man must reflect in order to understand life.

Inclusive: Persons must reflect in order to understand life.

2. Use plural pronouns which are indefinite:

Exclusive: A professor must attend his class.

Inclusive: Professors must attend their classes.

3. Use multiple pronouns that reference multiple genders:

Exclusive: A professor must attend his class.

Inclusive: A professor must attend his, her, hir, zir, or their class.*

4. Revise your writing to avoid the problem:

Exclusive: A professor must attend his class.

Inclusive: A professor must attend class.

5. When referring to a deity, repeat the noun, use possessives, or revise your writing:

Exclusive: Inclusive: Inclusive: Exclusive: Inclusive:

The verse suggests that Allah shows his care for creation through sunshine. The verse suggests that Allah shows Allah's care for creation through sunshine. The verse suggests that Allah shows care for creation through sunshine.

The writer says God makes himself known through natural law.

The writer says God makes Godself known through natural law.

6. When describing persons using gendered language, choose words and phrases that overcome binary thinking.

Exclusive/Binary: All men and women [or all boys and girls, or all brothers and sisters] should attend. Inclusive: People of all genders [or all children, or all siblings, or all kindred] should attend.

*The words "hir" and "zir" are gender-neutral possessive pronouns demonstrating awareness of and respect for persons for whom male and female pronouns are uncomfortable and/or imprecise. For examples of nominative and objective forms of gender-neutral pronouns see <https://uwm.edu/lgbtrc/support/gender-pronouns/>.

*Created by Rosetta E. Ross, Spring, 2007
Revised by Nami Kim and Rosetta Ross, Fall, 2016*

Appendix 2: Accidental Plagiarism

Sometimes, plagiarism is obvious. Copying a lab report from another student and buying a research paper over the Internet are clear examples of plagiarism. But plagiarism can also be accidental. Following these tips will help you avoid accidental plagiarism.

1. In your research, when you copy words from a source, put quotation marks around them so that you do not forget that they were not your own words.
2. When your notes include an idea, write in parentheses whether it is the sources' idea or your own idea.
3. Check your final text against your notes. Make sure you did not accidentally use wording or other content without giving credit for it.

Unacceptable paraphrasing and misuse of credits are the most common causes of accidental plagiarism. Here are examples of these problems-and some solutions.

Source

A pro-market democratic reformer, Vladimir Putin has vowed to revitalize the foundering economy, fight corruption, subvert Communism, and build a strong Russia. —Beth Rowen, *Vladimir Putin: President and Prime Minister of Russia*

Problem: Uncredited Quotation

A pro-market reformer, Vladimir Putin vows to revitalize the economy, fight corruption, subvert Communism, and build a stronger nation.

→The writer has dropped and changed a few words, but otherwise just copied the source.

Remember! When words are taken from a source, they must be 1) copied exactly; 2) enclosed in quotation marks; and 3) followed by a credit.

Problem: Unacceptable Paraphrasing

A democratic reformer who is pro-market, Vladimir Putin has promised to reenergize the failing economy, battle corruption, destroy Communism, and develop a powerful Russia. →The writer has changed a few words, but the sentence structure and much of the wording are the same as in the source. The writing is too similar to the source to count as original.

Remember! An acceptable paraphrase changes both the sentence structure and the wording.

So, what if the writer had added a source credit to the end? Would that make it acceptable? Well, no. Here's why.

Problem: Misused Source Credit

A pro-market reformer, Vladimir Putin has promised to reenergize the failing economy, battle corruption, destroy Communism, and develop a powerful Russia. (Rowen.)

→The writer does give a source credit. However, the paraphrasing is unacceptable (see above), and it does not become acceptable just because a source credit is added. The purpose of a

source credit is to tell where information came from. Unless the writer is using a quotation, the information must always be restated in an original way.

Remember! The writer must *either* copy the source exactly and use quotation marks, or paraphrase the source acceptably. Both options require source credits.

Source: <http://www.infoplease.com/spot/plagiarism.html>

***Note:** Since you read this, any instance of “accidental plagiarism” result in being given a failing grade for the assignment and potentially the course, as described in the Spelman College Student Handbook.

Appendix 3: Notes on Writing

- Allow time for proofreading and editing when completing assignments.
- All course papers & written assignments must be typed, double-spaced (except Reading Notes), 12-point font, page number, and submitted to CANVAS. All papers should also include student’s name, professor’s name, course & class time, date and the name of the assignment.
- Always use appropriate citation, including citing sources for ideas, quoted materials, images, and audio.
- All work must be fully documented using full footnotes at the bottom of each page. Students should use the standard footnote format, and not parenthetical references. See the Chicago Manual of Style. Students also may visit the Bucknell University Information Services and Resources website at <http://www.isr.bucknell.edu/img/assets/6535/turabian.pdf>. This website includes examples for citing web resources, e-mails, and other unusual sources of information. If you have questions, contact the professor.
- All assignments should be turned in to CANVAS. I will only accept assignments via email submission in extenuating circumstances. If you find problems with CANVAS, contact STS.