



MAIN GOAL

To develop and implement a training model that is theologically founded on the Bible and presented in a holistic, integrated, contextual and practical way.

VISION

The Academi strives to present theologically founded (Bible-based) learning experiences through a holistic process that integrates and contextualises all the spiritual, rational and practical elements that will enable students to live with purpose.

TRAINING OUTCOMES

- Mosaïek Academi has implemented a holistic approach to training. This means that your theological studies will not only be a cognitive exercise but will also be integrated with spiritual, practical and physical components. It will be a whole-person learning experience.
- **Integration.** The different elements of the training will not take place in isolation. Instead, all facets will be connected in an interdisciplinary way to better understand the bigger picture.
- **Context analysis.** This means that your context is applied to learning methodologies. The training is built on a strong theological foundation that underpins all practical skills development. The objective is not only to gain knowledge but also to equip students with skills that will enable them to apply the Bible and theological knowledge to contemporary situations.
- **Training is practice-driven.** Thus, students are given practical skills that will help them to function more effectively in their particular area of ministry. Distance learning is integrated with regular face-to-face interactive opportunities between students and lecturers that promote exposure to practical theology.
- Mosaïek Academi is **missionally focused**, and therefore each subject area stands in the service of the musicological command to the Church.
- Mosaïek Academi also guides students through a process of **discovering their gifts and ministries**, employing a number of measurement tools to assist students further to reach their full potential in ministry.
- **Technological resources** are utilised to enhance the overall training experience.
- Mosaïek Academi is **ecumenical** in its approach, and therefore students from any church background are welcome to register.

NEW TESTAMENT – ROELOF NEL

- The aim of this study is to come to terms with the cultural background, content and message of the documents of the New Testament.
- This course will provide students with important knowledge regarding the values, norms, history and social practices of the ancient Mediterranean world within which the New Testament documents took shape.
- Secondly, it will also provide students with insight into the various genres of the New Testament.
- Thirdly, knowledge regarding the historical background, structure, content, and message of all the documents of the New Testament will be unlocked. This knowledge will enable students to understand and interpret the New Testament responsibly.

On completion of this course, you should be able to:

- Understand how models work in the field of cultural anthropology and why people make use of models.
- Describe honour and shame as the two pivotal values of the ancient Mediterranean world.
- Explain the typical first-century personality.
- Discuss the concept of limited good and its role and functions in the world of the New Testament.
- Discuss the role of marriage and kinship in the first century world.
- Understand the rules of purity in the ancient Mediterranean world and the responses of New Testament authors.
- Know what the scope of Scripture entails.
- Discuss the political and religious backgrounds of the New Testament, with special emphasis on the Roman Empire, Judaism, and other dominant forms of religious expression in the New Testament era.
- Describe the historical and literary routes from Jesus to the written Gospels.
- Have a working knowledge of the quest for the historical Jesus.
- Evaluate various scholarly constructs of Jesus.
- Have a working knowledge of the non-canonical Gospels' presentation of Jesus and its implications for our understanding of his person and mission.
- Discuss the chronology of Jesus' public ministry.
- Reflect on the historical reliability of the Gospels.
- Analyze the Synoptic Problem.
- Explain the Gospel as genre from the perspective of Mark's Gospel.
- Interpret Matthew, Mark and Luke from various historical, theological and literary perspectives.
- Know the unique historical situation, peculiarities, addressees and purpose of the Gospel of John.
- Describe the authorship, genre and theology of Acts.
- Have a working knowledge of Paul's life and missionary journeys, as well as the purpose of his letters.
- Understand the historical background, structure and content of all the letters associated with the apostle Paul. This includes the authorship, dates and message of the various letters.
- Have a working knowledge of the historical background, structure, genre, sources and content of the General Epistles in the New Testament: 1 Peter, Hebrews, James, Jude and 2 Peter.

- Interpret the Johannine epistles in terms of their respective historical contexts, theology and structure.
- Discuss the date, authorship, theology and content of the Book of Revelation.
- Explain the concept of unity and diversity in the New Testament documents and the implications thereof for our understanding of the Bible.

The course consists of the following:

- This course consists of four units. The first unit deals with the cultural background of the New Testament.
- The second section deals with the historical background of the New Testament, as well as Jesus and the Gospels.
- Study unit 3 focuses on the Book of Acts and Paul.
- Study unit 4, focuses on the General Epistles of the New Testament and the Book of Revelation, as well as the question regarding unity and diversity in the New Testament

Session	Outcomes
<p>Unit 1: The cultural world of the New Testament</p>	<p>Section 1: Malina: Introduction: Understanding culture and the role of models – 4 paragraphs. Section 2: Malina: Chapter 1: Understanding honour and shame. Section 3: Malina: Chapter 2: First century personality – 3 paragraphs. Section 4: Malina: Chapter 3: The perception of limited good. Section 5: Malina: Chapter 5: Kinship and marriage. Section 6: Malina: Chapter 6: Clean and unclean: Understanding the rules and principles of ancient purity.</p>
<p>Unit 2: The historical background of the New Testament; Jesus and the Gospels</p>	<p>Section 1: Kellum; Köstenberger; Quarles: Chapter 1: The nature and scope of Scripture (and the New Testament in particular). Section 2: Kellum; Köstenberger; Quarles: Chapter 2: The political and religious background of the New Testament. Section 3: Kellum; Köstenberger; Quarles: Chapter 3: Jesus and the relationship between the Gospels. Section 4: Kellum; Köstenberger; Quarles: Chapter 4: Matthew. Section 5: Kellum; Köstenberger; Quarles: Chapter 5: Mark. Section 6: Kellum; Köstenberger; Quarles: Chapter 6: Luke. Section 7: Kellum; Köstenberger; Quarles: Chapter 7: John.</p>
<p>Study Unit 3: Paul and the early church</p>	<p>Section 1: Kellum; Köstenberger; Quarles: Chapter 8: Acts Section 2: Kellum; Köstenberger; Quarles: Chapter 9: Paul. The man and his message Section 3: Kellum; Köstenberger; Quarles: Chapter 10: Galatians Section 4: Kellum; Köstenberger; Quarles: Chapter 11: 1-2 Thessalonians Section 5: Kellum; Köstenberger; Quarles: Chapter 12: 1-2 Corinthians Section 6: Kellum; Köstenberger; Quarles: Chapter 13: Romans Section 7: Kellum; Köstenberger; Quarles: Chapter 14: The Prison Epistles: Philippians, Ephesians, Colossians and Philemon Section 8: Kellum; Köstenberger; Quarles: Chapter 15: The pastoral Epistles: 1 and 2 Timothy and Titus.</p>

Session	Outcomes
Study Unit 4: The General Epistles and Revelation as well as the question regarding unity and diversity in the New Testament	Section 1: Kellum; Köstenberger; Quarles: Chapter 16: Hebrews. Section 2: Kellum; Köstenberger; Quarles: Chapter 17: James. Section 3: Kellum; Köstenberger; Quarles: Chapter 18: The Petrine Epistles and the Letter of Jude. Section 4: Kellum; Köstenberger; Quarles: Chapter 19: The Johannine Epistles. Section 5: Kellum; Köstenberger; Quarles: Chapter 20: Revelation. Section 6: Kellum; Köstenberger; Quarles: Chapter 21: Unity and diversity in the New Testament.

Study Material

Prescribed books:

1. Bruce J. Malina. 2001. The New Testament World: Insights from Cultural Anthropology (Third Revised Edition). Louisville: Westminster John Knox Press.
2. (Introduction, as well as chapter 1, 2, 3, 5 & 6: 170 pages)
3. L. Scott Kellum; Andreas J. Köstenberger & Charles L. Quarles 2009. The Cradle, the Cross, and the Crown: An Introduction to the New Testament. B & H Academic: Nashville. (Chapter 1-21: 976 pages)

Evaluation

- There will be FOUR COMPULSORY ASSIGNMENTS and TWO EXAM PAPERS for this course on the Introduction to the New Testament.
- The assignments as well as the examinations will focus on knowledge, insight and personal integration of the prescribed books.
- Semester work: 50% of final mark
- The minimum requirements for your semester mark in order to be allowed to write exams, is 40%.
- Exam mark: 50% of final mark
- The minimum requirement for the final mark, in order to pass the subject is 50%.
- Two written exam papers of 3 hours each
 - o Paper 1: Study units 1 & 2
 - o Paper 2: Study units 3 & 4
- Scope for the written examination: All prescribed work.

Assignment 1

- a. Explain your understanding of culture and how we use models to come to terms with reality. Also explain the use of models in cultural anthropology. (10)
- b. Describe ancient Mediterranean honour and shame in terms of:
 - (i) How honour is acquired and symbolized.
 - (ii) How honour is displayed and recognized.
 - (iii) How honour is challenged.
 - (iv) How honour is understood in terms of the moral division of labour.
 - (v) Your own definition of Mediterranean honour and shame and the importance thereof for our understanding of the Bible. (40)
- c. Describe Malina's understanding of the typical first-century personality in your own words. (10)
- d. How did the perception of limited good function in ancient societies? (10)

- e. Describe the ancient Mediterranean understanding of kinship and the importance thereof for our interpretation of the Bible. (15)
- f. Why is it important to take cognisance of the purity codes of Israel and Judaism? Describe how it functioned in these societies. How will this knowledge of clean and unclean in Israel's religion impact on our understanding of the ministry of Jesus? (15)

Total: 100

Assignment 2

- a. Briefly describe the how and why of the New Testament canon in terms of its history and formation.

OR

How do you understand the inspiration of Scripture? Do you agree with the views of Kellum; Köstenberger and Quarles? (10)

- b. Give a brief overview of Roman rule over Palestine as well as of Judaism during the New Testament period.
- c. Evaluate three contemporary understandings of Jesus by biblical scholars. (15)
- d. Discuss the Gospel of Matthew in terms of its author, date, original readers and purpose. (20)
- e. Summarize the major theological themes in Mark and discuss one of your choice. (10)
- f. Discuss the following:
 - (1)Who is Luke?
 - (2)Who is Theophilus?
 - (3)Why did Luke write his Gospel?
 - (4)Discuss Luke's views of the lowly. (20)
- g. Briefly discuss the content of the Gospel of John as presented by Kellum; Köstenberger and Quarles. (15)

Total: 100

Assignment 3

- a. Discuss the historical reliability of Acts. (6)
- b. Briefly evaluate Kellum; Köstenberger and Quarles's discussion of the major theological themes in Acts. (7)
- c. Is Paul the founder of Christianity? (7)
- d. Give an overview of Paul's life and ministry.

OR

- e. Discuss the new perspective on Paul. (10)
- f. Who are the Galatians? Discuss. (10)
- g. Give a summary of two major themes in the Thessalonian
- h. correspondence. (10)
- i. What was the general historical situation in Corinth when Paul wrote 1 Corinthians? Why did he write this letter?

OR

- j. Discuss Paul's opponents in 2 Corinthians and Paul's view on the old and new covenants. (15)
- k. Evaluate Kellum; Köstenberger and Quarles's discussion of Romans in terms of their understanding of the importance, purpose and theology of the letter. (15)
- l. Give a concise overview of the date, purpose and major theological emphasis of one of the Prison Epistles. (10)

m. Do you agree with the views of Kellum; Köstenberger and Quarles on the authorship and purpose of the Pastoral Epistles? Discuss. (10)

Total: 100

Assignment 4

- a. Who is the author of the Book of Hebrews? (7)
- b. How does the author of Hebrews understand the person and role of Jesus throughout the book? (8)
- c. Do you agree with the views of Kellum; Köstenberger and Quarles regarding the authorship of the Letter of James? Motivate. (10)
- d. When and why was 1 Peter written? (10)
- e. Discuss one theological theme in 1 Peter. (8)
- f. Is 2 Peter a pseudonymous letter? Evaluate the external and internal evidence. (10)
- g. Discuss the relationship between 2 Peter and Jude. (10)
- h. Who wrote the Johannine Epistles?

OR

- i. Discuss the genre of 2 and 3 John (7)
- j. Evaluate various approaches to the study of the Book of Revelation. (10)
- k. Give a brief overview of the structure of Revelation.

OR

- l. Discuss the theology of Revelation. (10)
- m. Evaluate Kellum; Köstenberger and Quarles's views on unity and diversity in the New Testament. (10)

Total: 100

Credits

Type of learning activity	Hours	% of learning time
Lectures (face-to-face contact, limited interaction or technologically mediated)	70	11%
Tutorials: Individual or small groups of 30 or less Groups of more than 30	30	5%
Practical academic sessions (e.g. laboratory sessions)	30	5%
Practical workplace experience (e.g. experiential learning and workplace-based projects)	30	5%
Independent self-study of standard texts and references (e.g. study-guides, books, journal articles)	300	50%
Independent self-study of specially prepared materials (print-outs, multi-media, etc.)	140	24%
TOTAL:	600	100%