

NTST537  
READINGS IN ACTS AND GENERAL EPISTLES  
Summer 2021

*Roberto D. Badenas*

**Curso impartido en español.**

This course is designed for pastors who are interested in understanding the theological tensions that affected the first Christian churches, according to the New Testament, and in how such tensions were handled by the apostles. Special emphasis on the epistle to the Colossians. (This course responds to the rubric: “Study of a selected book or books from either Acts or the General Epistles. Greek not required”).

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Via ZOOM <a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a>
<b>Class meeting dates:</b>	June 27 – July 1 <sup>st</sup> , 2021
<b>Class meeting times:</b>	Informacion en learning Hub
<b>Course Website:</b>	<a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a>
<b>Instructor Tel.:</b>	(+34) 648 688 876 / (+34) 962 651 315
<b>Instructor Email:</b>	<a href="mailto:badenasr@andrews.edu">badenasr@andrews.edu</a> / <a href="mailto:roberto.badenas@campusadventista.es">roberto.badenas@campusadventista.es</a>
<b>Office hours:</b>	Take into consideration the time gap with Spain.

#### COURSE PREREQUISITES

**Lecturas previas (prerrequisito):**

- 1. Informe de lectura A (previo al curso).** Leer en una o más versiones dinámicas de la Biblia, el libro de los Hechos y las epístolas a los Romanos, Corintios, Gálatas, Efesios, Filipenses, Colosenses, Tesalonicenses y hebreos. Presentar un informe de lectura (*Reading report*) que indique exactamente qué versión o versiones han sido usadas para cada libro, tomando nota únicamente de las principales tensiones y/o conflictos eclesiales/teológicos detectados en los textos leídos (10 apuntes en total). El informe debe ser muy escueto y conciso (una o máximo dos páginas en total). **(15 puntos)**

*The report should be submitted electronically on the LearningHub or to the professor's email in a MSWord document by the first day of class.*

*Late submission penalties. Pre-intensive assignments are due the first day of class (June 27, 2021)  
Late submissions of these assignments are penalized with a 5-point deduction, each.*

### **Durante el curso intensivo:**

- 2. Informe (reporte) diario.** Tomar nota cada día de lo esencial presentado por el profesor en los periodos de cátedra. Extensión: entre dos y tres páginas por día. El contenido del informe ayudará al profesor a verificar si el alumno estuvo presente y atento durante toda la cátedra. El informe deberá ser enviado a *LearningHub* cada día, antes de que se cumplan 24 horas desde que terminó la sesión de cátedra presentada por el profesor **(15 puntos)**.

*Class attendance. Students will need to spend three consecutive 50-minute periods during the intensive with the professor, via ZOOM, from 9:00 a.m. to 12:00 Michigan time.*

*Participants who miss any class period without a written consent from the Dean of the program will have to repeat the course.*

### **Post-Intensive Requirements**

- 3. Informe de lecturas B.** Informe que certifique haber leído un mínimo de 300 páginas (30 horas mínimo) de la lista de documentos indicada en la sección Bibliografía de este syllabus. **(20 puntos)**

*Submit a three-page evaluation of the material read indicating the number of hours and pages read from the required readings.*

- 4. Final project.** 50 hours of study, with the following options: **1)** Write a fifteen-page paper on a text or a topic agreed with the instructor. **2)** Crear una presentación PowerPoint de 30 diapositivas sobre un tema destinado a ser presentado a la iglesia, sobre un tema convenido con el instructor. The projects or reports are due 90 days after the first day of class—October 3, 2021. **(50 puntos)**

*The projects will be graded based on the Project Rubric at the end of this document and should have the following parts: 1) title page; 2) table of contents; and 3) appropriate content subheadings. The final project paper must be submitted electronically in a MSWord document following the Andrews University Standards for Written Work. Available at the following site: <http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>*

*This final assignment is due on **Ocubre 03, 2021**, before midnight.*

*Late submission of this assignment is penalized with a 10-point deduction.*

## **COURSE MATERIALS**

### **Required Reading:**

1. Prerrequisito: Informe de lectura A: Hechos, Romanos, Corintios, Gálatas, Efesios, Filipenses, Colosenses, Tesalonicenses, Hebreos (leídos en versiones dinámicas)

2. Informe de lectura B: White, Ellen G. *Hechos de los apóstoles*, capítulos: nº 9 (“Los siete diáconos”), nº 19 (“Judíos y gentiles”), nº 36 (“Apostasía en Galacia”), y nº 45 (“Cartas escritas desde Roma”).

Badenas, Roberto (2000, 2ª edición). *Más allá de la Ley*, Parte III. Teología y controversia: “La Ley en el Nuevo Testamento” (págs. 209-275) y parte IV. Reflexión y aplicación: “La Ley en la práctica” (págs. 291-348). Madrid: Editorial Safeliz.

Badenas, Roberto (2014), *Cristo y la ley*, capítulos 9-13: “La ley y el evangelio”, “La ley y los pactos”, “Los apóstoles y la ley”, “La iglesia de Cristo y la ley”, y “El reino de Cristo y la ley” (págs. 95-155). Florida: APIA/ Buenos Aires: ACES.

Badenas, Roberto (2021). *Colossians*. Seventh-day Adventist International Bible Commentary. Pacific Press/Review and Herald. (Si este libro no sale de prensa a tiempo y no es accesible a los estudiantes, leer el resto de las 30 horas de cualquiera de los otros libros recomendados).

### **Recommended Reading**

Barth Markus & Blanke Helmut, *Colossians: A New Translation with Introduction and Commentary* (AB34B. New York: Doubleday, 1994). Traducción nueva. Amplia introducción. Comentario crítico muy erudito, lleno de notas técnicas.

Bird, Michael F. *Colossians and Philemon: A New Covenant Commentary* (New Covenant Commentary Series, Eugene RO: Cascade, 2009). Une ambas epístolas bajo el mensaje de la reconciliación. Ensayos útiles para pastores en la sección “Fusing the Horizons.”

Bruce F. F. *The Epistles to the Colossians, to Philemon and to the Ephesians* (NICNT, 2nd ed. Grand Rapids: Eerdmans, 1990). Conservador, académico e inspirador.

Deterding, Paul E. *Colossians*, (Concordia Commentary: A Theological Exposition of Sacred Scripture. Saint Louis: Concordia, 2003). Punto de vista luterano. Valiosas reflexiones sobre la teología de la creación, cristología y escatología.

Dunn, James D. G. *The Epistles to the Colossians and to Philemon: A Commentary on the Greek Text* (NIGTC. Grand Rapids: Eerdmans, 1996). Exposición sistemática de perspectiva evangélica en diálogo con las posiciones críticas, y con la teología práctica.

Garland, David E. *Comentario de Colosenses y Filemón* (Miami: Vida, 2010). Perspectiva bautista. Útiles reflexiones espirituales y aplicaciones prácticas de interés para hoy.

Gupta, Nijav, K. *Colossians* (Smyth & Helwys Bible Commentary. Macon, Ga.: Smyth & Helwys, 2013). Comentario pasaje por pasaje en formato muy práctico, con apartados de información técnica. La sección “Connections” aplica el texto a temas de hoy (CD-ROM).

Harris, Murray J. *Colossians & Philemon*. Exegetical Guide to the Greek New Testament (2nd edition, Nashville: Broadman & Holman, 2010). Densa información técnica sobre gramática, estructuras del texto griego y detalles léxicos.

MacArthur, John, *Colosenses y Filemón*. Grand Rapids: Portavoz, 2003.

Moo, Douglas J. *The Letters to the Colossians and to Philemon* (PNTC, Grand Rapids: Eerdmans, 2008). Comentario evangélico versículo por versículo, de cuidadosa exégesis, con referencias constantes a la teología bíblica y a aplicaciones pastorales.

Pao, David W. *Colossians & Philemon* (Exegetical Commentary on the New Testament, Clinton E. Arnold, ed. Grand Rapids: Zondervan, 2012). Comentario exegético del texto griego, desde una perspectiva evangélica, interesado en estructuras y bosquejo.

## REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

### Program Learning Outcomes (PO):

1. Understand the main eclesial and theological tensions in the early Christian churches, as recorded in the New Testament.
2. Understand the key role of the epistle to the Colossians in Christian theology.
3. Understand the importance of the epistle to the Colossians in Seventh-day Adventist Church understanding of the Gospel.
4. Empower the pastor to respond to similar eclesial tensions in contemporary pastoral task.

### Student Learning Outcomes (SLO) The student should be able to:

1. Explain in a sound way the main tensions in the early Christian churches, as reflected in the book of Acts and the general epistles, with emphasis on the epistle to the Colossians.
2. Get acquainted with the complexities of the main debated points on the epistle to the Colossians that are still relevant for our churches today.
3. Be equipped to propose solutions to today's similar tensions in a way that is biblical, reflects the character of Christ, and exemplifies personal integrity and professional ethics.

### Outline of the course

Date	Topic	Assignment Due	CLOs Addressed
<b>Sunday, June 27</b>	Registration, syllabus review, course introduction.  Tensiones en la iglesia primitiva: doctrinales, administrativas y relacionales  Relaciones entre doctrina, ética y espiritualidad	Reading report A  <b>Vía Learning Hub antes de la media noche</b>	
<b>Monday, June 28</b>	Importancia y límites de las formulaciones teológicas  Las controversias en torno a la circuncision: Hechos, Gálatas, Colosenses.  Tensiones eclesiales en Colosas	.Informe de la session de trabajo 1	
<b>Tuesday, June 29</b>	Las tradiciones religiosas frente a la preeminencia de Cristo. (Col 1:15-20)  La amenaza eclesial del legalismo (VCol 2:1-9)  La ley clavada en la cruz (Col 2:14-15)	Informe de la session de trabajo 2	
<b>Wednesday, June 30</b>	Tensiones por comidas y bebidas, fiestas y sabados (Col 2:16-17)  Corrientes misticas y asceticas (Col 2:18-23)  Vida Antigua y vida nueva en Cristo (Col 3:1-14)	Informe de la session de trabajo 3	
<b>Thursday, July 1st</b>	Otras cuestiones debatidas: la musica y el culto (Col 3:16-17)  Relaciones familiares y laborales (Col 3:18-4:1)  Ninfa(s) y su iglesia: ¿ministerios femeninos en la iglesia primitiva?	Informe de la session de trabajo 4	
<b>July 2nd</b>		Informe de la session de trabajo 5	

Date	Topic	Assignment Due	CLOs Addressed
<b>Octubre 3, 2021</b>		<p><b>Final project is due today: (90 días desde el inicio de la clase)</b></p> <p>The project must be posted on LearningHub and Email an electronic MSW document before this day: Octubre 3, 2021.</p>	
<b>Noviembre 3, 2021</b>		<p><b>120 días desde el inicio de la clase)</b></p> <p>Late assignments receive no more than a <b>B.</b></p>	
<b>Diciembre 5, 2021</b>		<p><b>(150 días desde el inicio de la clase)</b></p> <p>The project must be posted on LearningHub and Email an electronic MSW document before midnight this day: Diciembre 05, 2021.</p> <p>Late assignments receive no more than a <b>C.</b></p>	
<b>Diciembre 27</b>		<p><b>(172 días desde el inicio de la clase)</b></p> <p>The project must be posted on LearningHub and Email an electronic MSW document before midnight this day: Diciembre 27, 2021.</p> <p>Students who have not completed all intensive requirements by Diciembre 3, 2021 will receive an <b>"F"</b> and will need to repeat the class.</p>	

**ATTENDANCE**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of

late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		<b>Professional Masters' Programs</b>	
		2 Credits	3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>		<b>45 hrs</b>
<b>Independent Learning Activities</b>	<b>Name of Assignment #1 Pre-Intensive Reading</b>		<b>30 hrs</b>
	<b>Name of Assignment #2 20-page project/paper</b>		<b>60 hrs</b>
<b>Total Hours:</b>			<b>135 Hrs</b>

**Note.** In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Submission of Assignments**

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

### **Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the **Course Overview Table**. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

## ABOUT YOUR INSTRUCTOR

**Professor Roberto BADENAS.** Address: Urbanización Tres Barrancos, N° 7, 46500 Sagunto (Spain) Master in Classical Philology, Valencia University, Spain (1979), Doctor of Philosophy (PhD), Andrews University, USA (1983). Retired since 2010, still teaches theology at Sagunto College (Spain) and serves as contract teacher for Andrews University (Hispanic Institute and DMin Departments).

From 1999-2010 was Director of the Education and Family Ministries Departments, Euro-Africa Division, Berne, Switzerland, and Chairman of the Biblical Research Committee, Euro-Africa Division, Berne, Switzerland. From 1989-1999 was Dean of Theology Department, Saleve Adventist University, France, and from 1971 to 1989, New Testament Professor, at Saleve Adventist University, France and Sagunto College, Spain.

Courses taught (in Spanish, French or English): New Testament Greek; New Testament Exegesis; Pauline Studies in Romans, Galatians and Colossians; New Testament Theology: Law and grace; The Four Gospels: Exegesis and Theology; Theology of the Parables (Hermeneutics and Theology; Philosophy of Adventist Education; Theology of the Family.

Main publications (besides articles) include: *Christ the End of the Law: Romans 10:4 in Pauline Perspective* (Journal for the Study of the New Testament Supplement Series, 10) Sheffield: JSOT Press, 1985. *Cristo, fin de la ley. Romanos 10,4 en la perspectiva paulina*, version digital en español editada por Aula 7activa-AEGUAE, 2007. *Encuentros*, Madrid: editorial Safeliz, 1991; *Encuentros inolvidables*, Madrid: editorial Safeliz 2016; *Más allá de la Ley: Valores de la ley en una teología de la gracia*, Madrid: Safeliz, 1998; *Para conocer al Maestro en sus Parábolas*, Madrid: Safeliz, 2002; *Frente al Dolor: Aliento y esperanza ante el sufrimiento humano*. Madrid: Safeliz, 2012; *El valor de los valores. Importancia de su transmisión*. Miami: APIA, 1913 (escrito junto con Raul Posse); *Cristo y la Ley*, Miami: APIA/Buenos Aires: ACES, 1914. *Vida y enseñanzas de Jesús* (editor con Davide Sciarabba), Andrews University, Centro Hispano Adventista para el Diálogo Teológico, 2020; *The Epistle of Paul to the Colossians*, Seventh-day Adventist International Bible Commentary (ed. J.Doukhan) in press.



## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

### **Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dilit@andrews.edu">dilit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

*Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).*

## **APPENDIX 1: INTERPRETING LETTER GRADES**

### **Letter Grades and Percentages**

95-100%	<b>A</b>	80-84%	<b>B</b>	65-69%	<b>C</b>
90-94%	<b>A-</b>	75-79%	<b>B-</b>	60-64%	<b>C-</b>
85-89%	<b>B+</b>	70-74%	<b>C+</b>	55-59%	<b>D</b>
				58-Below	<b>F</b>

### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the

knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

#### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

**ASSIGNMENT RUBRIC**

**Rubric for Assessing Project Plans**

Student \_\_\_\_\_

<b>Criteria</b>	<b>(5) Exceptional</b>	<b>(4) Proficient</b>	<b>(3) Satisfactory</b>	<b>(2) Emerging</b>	<b>(1) Unsatisfactory</b>	<b>Score</b>
<b>Title Page</b>	Includes: 1) institution’s name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
<b>Introduction</b>	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
<b>Project Description</b>	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
<b>Organization</b>	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
<b>Format/Style</b>	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	

	style. No errors in punctuation, spelling, and sentence formation					
<b>Conclusion</b>	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

