

NTST537
READINGS IN ACTS AND GENERAL EPISTLES
Spring, 2023
Roberto Badenas, PhD

This course is designed to understand the theological tensions that affected the first Christian churches, according to the book of Acts and the epistles of Paul, and to observe 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

Class location: [Columbia Union NAD](#)

North American Division of Seventh-day Adventists
9705 Patuxent Woods Dr. Columbia, MD 21046

Class meeting dates: March 13 – March 16, 2023

Class meeting times: Monday to Thursday, March 13 –16, 8:30 a.m. – 12:00 p.m.; 1:30 p.m. – 5:30 p.m.

Course website: [Learning Hub](#)

Instructor’s telephone: (+34) 648 688 876. Debido al desfase horario entre España y las Américas, se ruega solicitar cita previa enviando un mensaje por email antes de llamar. Este instructor no responde a números desconocidos.

Instructor email: robertobadenas@campusadventista.es

COURSE PREREQUISITES

- 1. Pre-Intensive Requirement: 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 s leídos. Señalar entre uno y dos apuntes por epístola. El informe debe ser muy escueto y conciso. Ejemplo: “En el libro de los Hechos 6:1-7 discierno un conflicto creado por el aparente trato discriminatorio de parte de los miembros de iglesia de origen judío contra las viudas (¿o cabeza de familias monoparentales?) de procedencia extranjera.” (El reporte tendrá una extensión máxima de dos o tres líneas por apunte de cada epístola). **(20 puntos)**.

Pre-Intensive Report. This report should be submitted electronically on the LearningHub in a MSWord document by the first day of class. **(March 12, 2023)** Late submissions of these assignment are penalized with a 5-point deduction, each day.

- 2. Durante el curso intensivo:** 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 **(20 puntos)**.

Class Notes: Students are to turn in their class notes organized in the manner given by the instructor in the first day of class. Students are expected to add their own comments, views or perspectives on the themes/issues discussed in class or even challenge the instructor on a given position with coherent, logical, and biblical soundness. (20 puntos).

- 3. Post-Intensive Requirement I : Informe de lecturas B.** Informe que certifique haber leído un mínimo de 300 páginas (30 horas aproximadamente) 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. Post-Intensive Requirement II : Final project.** Choose only one of these two options: **1)** Write a twelve-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—June 13, 2023. **(20 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 **July 13, 2023**, before midnight.
Late submission of this assignment is penalized with a 10-point deduction.*

ATTENDANCE AND PRE-INTENSIVE ASSIGNMENTS

Work-related or vacation absences in which a student misses one day of class (eight hours of instruction), the student is advised to drop the class to avoid a failing grade. Late registration for which the student fails to submit pre-intensive requirements on time may be a cause for deduction of points.

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

OBJETIVOS DEL CURSO

A. Direccionales (Program Learning Outcomes [PLO]):

1. Contribuir en la formación de pastores que se identifiquen con el mensaje predicado por nuestro Señor Jesucristo tal como fue presentado por los autores del NT con el propósito de servir mejor la misión de la Iglesia Adventista del Séptimo Día.

2. Alcanzar un entendimiento más claro sobre las tensiones teológicas y eclesiales de las primeras iglesias cristianas en su contexto histórico y cultural, de modo a poder responder de modo relevante a las tensiones pastorales en nuestros contextos contemporáneos.

B. Operacionales (Student Learning Outcomes [SLO]):

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.
2. Be equipped to propose solutions to today's similar tensions in a way that is biblical, reflects the character of Jesus, and exemplifies personal integrity and professional ethics. Habilitar al estudiante a aplicar a su vida y ministerio los descubrimientos teológicos obtenidos a partir de este curso.
3. Estimular al estudiante a interesarse por la literatura bíblica de nivel académico reconocido para enriquecer su comprensión de la teología bíblica más allá de las fronteras denominacionales.

COURSE MATERIALS

Required Reading: 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 (2022). *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).

Andrews Bible Commentary. New Testament. Andrews University Press, 2020. Leer al menos 100 páginas relacionadas con el tema del curso.

Recommended Readings

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. O bien: 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.

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

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.

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

COURSE OVERVIEW

Date	Topic	Method
March 12	Pre-intensive assignment due	Reading Report. This report should be submitted electronically on the LearningHub in a MSWord document by the first day of class. (March 12, 2023) Late submissions of these assignment are penalized with a 5-point deduction, each day.
Intensive		
Monday March 13	General instructions, syllabus review Las controversias en torno a la circuncisión y el legalismo en el libro de los Hechos y las epístolas de Pablo.	Lecture and class discussion
Tuesday March 14	La epístola a los Colosenses y la controversia con los “falsos maestros”	Lecture and class discussion
Wednesday March 15	Missiology/Ecclesiology	Lecture and class discussion
Thursday, March 16	Readings on Eschatology/soteriology	Lecture and class discussion
Monday June 12	FINAL ASSIGNMENTS DUE	90 días desde el inicio de la clase , the final project and all missing assignments must be posted on the LearningHub and emailed in MSW format
Monday July 10	Late	120 días desde el inicio de la clase , students who have not completed all intensive requirements will receive a grade no higher than a “ B ”.
Sunday Agosto 13	Late	150 días desde el inicio de la clase , all assignments must be posted on LearningHub and Email to the instructor as MSW format before midnight this day. Late assignments receive no more than a “ C ”.
Monday September 4	Late	172 días desde el inicio de la clase , all pre and post class requirements must be posted on LearningHub and emailed to the instructor on MSW format. Students who have not completed all intensive requirements by September 4, 2023, will receive an “ F ” and will have to repeat the class.

SUBMISSION OF ASSIGNMENTS

All assignments are to be turned in to the LearningHub on the date indicated in the Course Overview above and emailed to the instructor. Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be reduced in percentage points. Any requests for extra time on an assignment must be made in advance with the instructor. Such requests should be accompanied by a valid reason as to why the work could not be done on time. To make grading fair, grades will be assigned based on the above requirements alone.

Como establecido por la Universidad y el Seminario Teológico, el curso tiene una duración de **172 días**. El requisito final a de entregarse en una fecha límite de **90 días** desde el primer día de iniciar el curso (**12 de junio**). Para aspirar a una “**B**”, los requisitos deben llegar antes de **120 días** después de haber iniciado el curso (**10 de julio**). Para aspirar a una “**C**”, los requisitos deben llegar **antes de 150 días** después de haber iniciado el curso (**13 de agosto**). “**F**” será asignada a todo alumno que no concluya todos los requisitos dentro de este período. (**sep. 04,2023**)

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

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

TIME EXPECTATIONS FOR THE COURSE

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

MAPMin Program Class Hours			
		3 Credits	Percentage Points
Pre-Intensive Assignments / Independent Learning Activities	Reading Report, A	30 hours	20
Post-Intensive Assignments: In-Person Learning	Class hours	45 hours	40
	Reading Report B	30 hours	20
	Research paper or PowerPoint presentation	30 hours	20
Total:		135 hours	100

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 or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student finishes the course or program. 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 for 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 an examination other than those explicitly allowed by the instructor.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another student during a regular or take-home test or quiz.
- Assisting others 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

Use of Electronics

Courtesy, respect, and professionalism dictate that laptops (no cell phone use during class) are to be used only for class-related activities during class time. The professor, at his discretion and upon notifying the student, may consider a student as "absent" should it be confirmed that he used his/her computer for other purposes during class.

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

Your Learning Hub username and password are the same as your Andrews username and password. 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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960

Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	
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ABOUT THE 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; New Testament Hermeneutics; Philosophy of Adventist Education; and 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*, versión 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. Professor Badenas has been teaching for the master in pastoral ministry program, Hispanic Institute, Andrews University SDA Theological Seminary, since 2010.

Rubric /NTST 535,6,7,8,9							
	Descriptions	A	B	C	D	F	Grade
Analysis of Text	Analysis of Text (Comparisons of versions and commentaries)	Exceeds the basic standards (9-10)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (8)	Does not meet the basic standards in some areas (7)	Does not meet the basic standards in many areas (6)	Does not meet the basic standards at all. (0-5)	10 (sample) Score: ___
	Analysis of Literary Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)	Exceeds the basic standards ()	Meets basic standards: the suggested structures correspond to the intent of the text; no more than 3 errors in each type of analysis used. ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
	Analysis of Backgrounds (history, primary literature: Greco-Roman, Jewish, and Patristic, etc.)	Exceeds the basic standards ()	Meets basic standards: Knows how to apply the information in primary and secondary historical sources to the text; no more than 3 errors in each type of analysis used. ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
Expertise in Field	Interaction with secondary literature (journals, books, dissertations, Internet, etc.)	Exceeds the basic standards ()	Meets basic standards: cites at least 5 source in discussion; engages in argumentation with authors at least 3 times, examining the evidence presented in the literature. ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
Coherence of the Paper	Construction of Argument (identification of exegetical problems, goals, and thesis, flow, conclusion, etc.)	Exceeds the basic standards ()	Meets basic standards: has a thesis statement; evidence is presented to support the thesis; appropriate conclusions are drawn from the evidence ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
	Style (clarity & style of writing, spelling, correct style for notes, etc.)	Exceeds the basic standards ()	Meets basic standards: no more than 3 spelling or grammatical errors; no more than 3 errors in the footnote and bibliographical entries; correctly follows the Andrews Style ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
Relevance	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards ()	Meets basic standards: Inferences are drawn from the study; the ideas are coherent ()	Does not meet the basic standards in some areas ()	Does not meet the basic standards in many areas ()	Does not meet the basic standards at all. ()	____ Score: ___
Overall Quality	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory ()	Satisfactory ()	Somewhat Satisfactory ()	Barely Satisfactory ()	Not Satisfactory ()	____ Score: ___

