

Jesus, Spirit, and Ministry: BB 7320, DM 9349

Class times: 1:30-4:30 PM: 6/12-16; 6/19-23

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[This syllabus is subject to change prior to June 1, 2017.]

### Goals

- To apply exegetical skills to the practice of ministry
- To gain a broad understanding of the holy spirit
- To develop a theology of ministry that is rooted in a rich understanding of the holy spirit in the life and teachings of Jesus
- To create a concrete ministry initiative that explicitly incorporates insights from your understanding of the holy spirit in Jesus' ministry

### Texts

- Burton H. Throckmorton, *Gospel Parallels: A Synopsis of the First Three Gospels* (any edition)
- A Bible of your choice, preferably a study Bible with annotations
- James D. G. Dunn, *Jesus and the Spirit: A Study of the Religious and Charismatic Experience of Jesus and the First Christians as Reflected in the New Testament* (Eerdmans, 1975)
- Jack Levison, *Fresh Air: the Holy Spirit for an Inspired Life* (Paraclete, 2012)

### Learning opportunities & percentage of final course grade

- Each student will lead at least one well-organized 45 minute session, with a handout, on a chapter of Dunn (10%)
- Each student will lead at least one well-organized 30 minute session, with a handout, on a chapter of Levison (10%)
- Each student will complete 20 study sheets on time (40%); late study sheets will not receive credit
- Each student will complete a well-organized resource notebook (20%) that includes all components of the course. This must be postmarked by July 7, sent to Jack Levison at Perkins School of Theology, Southern Methodist University, PO Box 750133, Dallas, Texas 75275. The resource book will include, but not be limited to:
  - Notes on assigned chapters of Dunn, utilizing the guidelines given by the instructor
  - Notes on each chapter of Levison, utilizing the guidelines given by the instructor
  - All handouts, organized in appropriate sections (i.e., not all in one section)
  - Clear notes of key points in class discussion
  - All study sheets
- Each student will develop a ministry initiative, including a 20-30 [depending upon class size] minute presentation and discussion on June 23; due July 10 at 5 PM via email or appropriate media (20%, including consideration of the quality of the presentation)

## Expectations

- Assiduous preparation that readies you to contribute intelligently to the life of this class. From June 12-23, it is expected that students will work full-time on this course on weekdays. Advance preparation will also be necessary, as will substantive work through July 10, 2017.
- Well-prepared study sheets that provide the basis for thought-provoking discussions.
- Class presentations: excellent organization, mastery of chapters, and beneficial handouts. (Shuffling papers will not do.)
- Ministry initiatives: clarity of goals, methods, biblical underpinnings, and theological grounding.
- Resource books: excellent organization and thoroughness.
- Contribute to snacks. What's a summer course without great snacks?

## Ministry initiative

- This is a creative assignment that will demand the best of you. It must communicate at least **one clear initiative** for a well-specified ministry setting that arises from the work of this class. This can consist of a curriculum, a video, a podcast, an event, etc. *The more creative, the better.* The point is that it must be well-suited to a specific ministry context, well-prepared, well-organized, creative, practical, adaptable, and rich with biblical insight. Whatever format you use, whatever initiative you create—the purpose is excellence, usability, benefit, and biblical rootedness. Ideally, you will walk away from this course with as many initiatives as there are students, each of which can be adapted to other ministry settings.
- You will introduce your class to this initiative (it is not expected to be complete) on the final day of class in a well-organized, clear presentation. Presumably other students and the instructor can offer beneficial feedback that will help you to develop this initiative more crisply, intelligently, and biblically.

## Resource books

- This resource book provides you with the opportunity to engage in a rich level of thought. *The best resource books, in fact, will contain significant interaction with the readings and class materials, including critique.* This book will contain, in an organized manner, at least these elements:
  - ✓ Clear and thorough written work on study sheets
  - ✓ Clear, well-organized notes and reflections on secondary readings
  - ✓ Notes, clarifications, and reflections from class meetings
  - ✓ Reflections and notes that relate this class to others you have taken (e.g., theology, church history, preaching, pastoral care), if relevant
- The best resource books will combine three qualities: *creativity, organization, and completeness.* Imagine that in ten years you are invited to lead a class on the life and teachings of Jesus. You pick this book up and use it to teach that class. What will most benefit the people in the class? What will make your life less beastly as you add yet another responsibility—teaching this class—to the others that you have undertaken? Can you pick up this resource book and find here an amazing resource for the class? Ask these questions of yourself, and you will have a sense of what I will look for as I grade it.

**Typical class outline**, which will no doubt change daily (just to give you an idea as you anticipate this course)

- 1:30-2:30: discussion of Dunn, *Jesus and the Spirit* & how it shapes your understanding & practice of ministry
- 2:30-3:30: discussion of gospel texts & how they shape your understanding and practice of ministry
- 3:30-3:45: break and snacks
- 3:45-4:15: discussion of Levison, *Fresh Air* & how it shapes your understanding & practice of ministry
- 4:15-4:30: *lectio divina* on one of the texts for each day

### **Late policy**

Assignments are due on time, except in medical emergencies, which must be verified in writing by medical professionals. The ministry initiative and resource book must be done on time. If more than ten minutes late, the grade will drop by a full grade (e.g., A to B) for every twenty-four hour period. For example, hand in a ministry initiative ten minutes after it is due, and an earned grade of B would be a C, and so forth. Hand it in more than 24 hours late, and an earned grade of B becomes a D, and so forth. All assignments are due with a passing grade by July 10 to receive a passing grade in this course.

### **On-time and participation expectations**

Students are expected to arrive by the beginning of class and stay for the duration of class. In order to receive a passing grade for this course, students must be present for nine days, from 1:30-4:30, or for a minimum of 27 hours.

### **Phones and laptops**

The use of phones and laptops is subject to the instructor's discretion. On some occasions, they will be necessary. On others, they will be Verboten. If a cell phone goes off in class, you will be penalized. What penalty? Bringing snacks for the entire class for the remainder of the week!

### **Independent research and academic honesty**

While I recognize that you may prepare your study sheets in collaboration with other students, I expect that all of the work on each and every sheet will be your own. *Entirely*. The same applies to your notes on secondary sources. If you cut and paste from others' work, even if you make changes, I will consider this an act of academic dishonesty and inform the associate dean. Plagiarism of any kind is prohibited by the SMU Student Honor Code. See <http://smu.edu/honorcouncil/>.

### **Grading scale**

		A	94-100	A-	91-93
B+	88-90	B	84-87	B-	81-83
C+	78-80	C	74-77	C-	71-73
D+	68-70	D	61-67	F	60 and below

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

## Course outline

	Topic	Biblical Texts Prep	Secondary Texts Prep	
Monday, June 12	<i>Spirit, fire, &amp; vital ministry</i>	Mark 1:1-8 & parallels (2 study sheets: Mark & Mt or Lk)	Dunn, I Levison, I	
Tuesday, June 13	<i>Spirit &amp; the sway of baptism</i>	Mark 1:9-11 & parallels (2 study sheets: Mark & Mt or Lk)	Dunn, II Levison, II	
Wed, June 14	<i>Spirit &amp; the ordeal of testing</i>	Mark 1:12-13 & parallels (2 study sheets: Mark & Mt or Lk)	Dunn, III Levison, III	
Thursday, June 15	<i>Spirit, poverty, joy, &amp; prayer</i>	Luke 4:16-31, 10:1-24, 11:9-13 (3 study sheets)	Dunn, IV Levison IV	
Friday, June 16	<i>Spirit &amp; the peril of blasphemy</i>	Mark 3:19-30 & parallels (2 study sheets: Mark & Mt or Lk)	Dunn, V Levison, V	
Monday, June 19	<i>Spirit &amp; persecution</i>	Mark 13:9-13 & parallels (2 study sheets: Mark & Mt or Lk)	Dunn, VI Levison, VI	
Tuesday, June 20	<i>Spirit, new birth, &amp; living water</i>	John 3-7 (3 study sheets: John 3, 4, 7)	Dunn, VII Levison, VII	
Wed, June 21	<i>Spirit &amp; inspired memory</i>	John 14-16 (2 study sheets; choose 2 or 4)	Dunn, VIII Levison, VIII	
Thursday, June 22	<i>Spirit &amp; our future</i>	Mark 16:9-20 Matthew 28:16-20 Luke 24:36-53 John 20:19-25 (2 study sheets; choose 2 of 4)	Dunn, IX	
Friday, June 23	<i>Jesus, Spirit, and ministry</i>		Dunn, X	

[A few other reserve readings may be added to this syllabus.]

## Basics of a Study Sheet

Essential to this course is exegesis—or what I prefer to think of simply as reliable, meaningful Bible study. Therefore, you will be asked to develop study sheets, which consist essentially of excellent Bible study on key texts. Those texts are included on the syllabus. By the end of the two weeks, you will have a solid foundation for the use and application of this material.

A study sheet will contain the following elements in order to be complete. As a rule of thumb, a study sheet should be able to fit on two pages, though length may vary.

**Context:** compose an outline (or paragraph[s]) of the literary context of the text. What comes before? After? What elements of what comes before and after shape the interpretation of this particular text?

**Key words:** study one or two key words using a word study tool. If you do not read Greek, utilize the Blue Letter Bible or an equivalent tool. (See instructions on Blue Letter Bible handout.) You do not need to include raw data (e.g., lists of every place a word occurs), but you must interpret the word in important related texts that lead you to interpret a word as you do in the passage at hand. For example, the word, ‘flow’ in John 4:13-14 is used of the leaping of a lame man healed by Peter in Acts 3:14. The Acts texts helps to inform the understanding of John 4:13 by suggesting exuberance.

**Questions:** list 2-3 questions that you have about this text after studying context and key word(s).

**Important aspects:**

- Using a Bible dictionary (a one volume Bible dictionary is fine), identify key places, figures, and concepts.
- Using an academic commentary (e.g., Word, Anchor Bible, or others in serious series; *New Interpreter's Bible* does not count for this exercise), highlight key dimensions of the passage, with a particular eye to disputed dimensions.

**Related texts:** identify at least two passages to which this passage can be related, and describe the connection. Parallels in the synoptics may not be included among the two related passages. (For example, Jesus' baptism in Mark's gospel cannot have Matthew's version of the baptism as a related text.)

**Reflection on ministry:** reflect, in a paragraph or so, on the implications of this passage for a ministry setting. Be concrete and thoughtful about how this passage informs and influences the practice of ministry in the context you envisage.

## Word Studies

### A word search based upon the Greek or Hebrew:

1. Go to: <http://www.blueletterbible.org/>
2. Click on the “tools” icon to the left of the verse.
3. Find the word you want to search.
4. Click on the number between the English and Greek words.
5. Scroll down (*don’t* look at Lexicon but at Concordance) and look at the places your word occurs. This lists every occurrence of the word you have chosen.
6. To check translations, go back to step number two above and change the version.

Now ... that’s the mechanical part. The point is to interpret texts intelligently.

1. The key to a word search is to remember this key principle: *A WORD PRIMARILY DERIVES ITS MEANING FROM THE WAY IT IS USED IN ITS CONTEXT*. This is pivotal. So look at:
  - (1) associated words;
  - (2) words other than the one you are looking at in this context;
  - (3) synonyms;
  - (4) general topics treated when your word occurs; etc. Try to find patterns and emphases.
2. Do your search in concentric circles. Begin with the book at hand. Expand to include other books by the same author. Then go to other books of related genres (e.g., gospels; letters). Finally, go to the whole of the New Testament. Ask the same questions as in #1. Compare and contrast these various concentric circles.
3. If there aren’t many words in the book, look for related words. For instance, if you are looking up a verb, check related (i.e., cognate) nouns and adjectives, too. For example, the verb translated as “meditate” can be supplemented with the noun, “meditation.”
4. Compare translations to get a feel for what translators think the connotations of the word are. (See #6 in the first set of guidelines above.) Remember, every translation is an interpretation, so different translations may spark your thinking about this word.

### The Value of Word Searches

Obviously, word searches are indispensable for the academic study of a text. Words are full of freight, and it is important to see how authors used words. Yet word studies can also be used devotionally. Rather than reading through a larger segment of biblical text sequentially, it is often beneficial to meditate on a specific word by looking at how it is used throughout the Old or New Testament. Dig deeper rather than wider. Think, for example, of the fruits of the Spirit in Galatians 5:21-22. Each word study would repay the effort you put into studying individual words; you would be led to meditate deeply, to draw insights, and to discern applications to your own life from a lengthy consideration of each word, each fruit of the Spirit.