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| 1. HEADING AND COURSE INFORMATION |

**AZUSA PACIFIC UNIVERSITY**

Graduate School of Theology

**Course Instruction Plan**

**COURSE INFORMATION:**

TUL 592

The Synoptic Gospels

Fall 2014

3 units

**COURSE CREDIT DESCRIPTION**

**Course:** TUL 592 The Synoptic Gospels

Format: 3 units

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

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| 2. CONTACT INFORMATION |

**Instructor**: Alice Y. Yafeh-Deigh

**Title:** Associate Professor of Religion

**University Office:** Duke 236

**Office Hours:** TTh 2:45-4:45 p.m. or by appointment

**University Tel:** (626) 815-6000 ext. 5644

**Emergency Telephone:** (609) 658-0356

**Location:** Los Angeles Regional Center

**Time and Place:** Fr 10:00AM - 1:00PM

I amavailable by phone, via email, during office hours, or by appointment. I am very approachable to my students so if you any have questions or concerns, please, absolutely, come see me. If my office hours conflict with your class or work schedule, call me and we can set up a more convenient time to meet. In case of emergency my home number is (909) 320-7034 or (609) 658-0356. Please do not hesitate to contact me if you have any questions regarding the course, assignments, or expectations. I value your concerns and look forward to meeting with you outside the classroom setting. I am committed to providing assistance to help you be successful in this course.

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| 3. UNIVERSITY MISSION STATEMENT |

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

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| 4. MASTER OF ARTS IN TRANSFORMATIONAL URBAN LEADERSHIP |

***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among urban poor movements with wisdom, knowledge, character and skill.*

The mission of the MATUL program is to catalyze urban religious and social movements through which citizens mobilize in an attempt to achieve some transformation of their environment. The focus is exclusively on the needs and capacities of working class urban poor within the structures of the contemporary capitalist mega-city. The Church is seen to play a critical role to the extent that it forms psychologically stable, spiritually integrated, and non-exploiting persons as the human "building blocks" for a saner and more just urban society. The MATUL program aims to train a new generation of leaders capable of forging strategic linkages between Church-related organizations and community-based organizations, public agencies, private enterprises) with a view to the final goal of God’s plan: the redemption of humanity and the restoration of creation, the reconciliation of all things through Jesus Christ.

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| 4. COURSE DESCRIPTION |

This course examines the life and teaching of Jesus portrayed in the Synoptic Gospels (Matthew, Mark, and Luke), exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

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| 5. COURSE STUDENT LEARNING OUTCOMES |

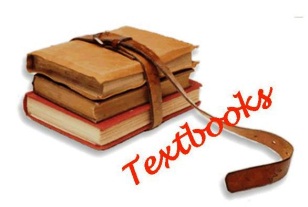
1. ***Knowledge & Understanding:*** Identify important aspects of the history, culture, and religion of early Palestinian Jewish society as the setting of the life and teaching of Jesus, and distinguish the values of this society and present-day multi*-*ethnic and multicultural values through the insights of cultural anthropology.
2. ***Understanding:*** Identify the major critical issues in the interpretation of the canonical Gospels and the scholarly quest of the historical Jesus.
3. ***Synthesis & Application:*** Distinguish the unique characteristics of each of the canonical Gospels and deduce the church situations to which they were written and determine how the Gospels can address the contemporary multiethnic, pluralistic ecclesial contexts, using mega city ecclesial contexts as case studies.
4. ***Analysis:*** Identify the major themes in the life and teaching of Jesus of Nazareth, with special emphasis on their social and political implications.
5. ***Analysis:*** Analyze texts in the Gospels, using the critical exegetical tools of source, form, redaction, narrative, social criticism, and various forms of cultural hermeneutics that are interested in the phenomenon of polyvalence (building on the inductive method of interpretation)   and learning to use reference works, such as critical commentaries and Bible dictionaries.
6. ***Evaluation & Application:*** Determine how the historical-critical method and other contextual interpretive approaches to the Gospels can be consistent with the inspiration, infallibility, and canonical authority of Scripture, in relationship to its character as divine revelation, as affirmed by the university’s Statement of Faith.

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| 6. STUDENT LEARNING OUTCOMES AND COURSE REQUIREMENTS |

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| **Student Learning Outcom**e  “By the end of this course, students should be able to……” | **IDEA Objective** | **Assignments Used to Assess** |
| 1. Identify important aspects of the history, culture, and religion of early Palestinian Jewish society as the setting of the life and teaching of Jesus, and distinguish the values of this society and present-day multi*-*ethnic and multicultural values through the insights of cultural anthropology. | Gaining factual knowledge & Learning to analyze and critically evaluate ideas, arguments and points of view | Reflection paper, Final Exam, Forum Discussions  Book Reviews |
| 1. Identify the major critical issues in the interpretation of the canonical Gospels and the scholarly quest of the historical Jesus. | Gaining factual knowledge && Learning to analyze and critically evaluate ideas, arguments and points of view | Reflection paper, Final Exam,  Forum Discussions |
| 1. Distinguish the unique characteristics of each of the canonical Gospels and deduce the church situations to which they were written and determine how the Gospels can address the contemporary multiethnic, pluralistic ecclesial contexts, using mega city ecclesial contexts as case studies. | Learning to analyze and critically evaluate ideas, arguments and points of view | Reflection paper, Surveys, Final Exam, Forum Discussions |
| 1. Identify the major themes in the life and teaching of Jesus of Nazareth, with special emphasis on their social and political implications. | Developing skills in expressing oneself orally or in writing | Reflection paper, Surveys, Final Exam, Forum Discussions,  Exegetical Assignments #1-2  Book Reviews |
| 1. Analyze texts in the Gospels, using the critical exegetical tools of source, form, redaction, narrative, social criticism, and various forms of cultural hermeneutics that are interested in the phenomenon of polyvalence (building on the inductive method of interpretation)   and learning to use reference works, such as critical commentaries and Bible dictionaries. | Learning to analyze and critically evaluate ideas, arguments and points of view | Exegetical Assignments #1-2, Forum Discussions  Book Reviews |

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| 1. Determine how the historical-critical method and other contextual interpretive approaches to the Gospels can be consistent with the inspiration, infallibility, and canonical authority of Scripture, in relationship to its character as divine revelation, as affirmed by the university’s Statement of Faith. | Learning to analyze and critically evaluate ideas, arguments and points of view | Exegetical Assignments #1 and 2, Forum Discussions |

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| 7. REQUIRED TEXTS |



**Required Text—Bible:**

***You may choose either of the following two Bibles…***

Coogan, Michael D., et al., eds. *The New Oxford Annotated Bible with Apocrypha, Augmented Third Edition, New Revised Standard Version with Apocrypha*. New York: Oxford University Press, USA, 2007.

ISBN: 0195288807

Use The New Revised Standard Version of the Bible for all assigned reading: <http://www.devotions.net/bible/00bible.htm>

OR

**DeYoung, Curtiss Paul, et al**, eds. *The Peoples’ Bible. New Revised Standard Version with the Apocrypha.* Minneapolis: Fortress Press, 2009. **ISBN: 9780806656250**.

**Required Textbooks:**

De La Torre, Miguel A. *Reading the Bible from the Margins*. Orbis Books, 2002. **ISBN 978-1570754104**.

DeYoung, Curtiss Paul, et al, eds. *The Peoples' Companion to the Bible.* Minneapolis: Fortress Press, 2010. **ISBN: 9780800697020**

Mark L. Strauss, *Four Portraits, One Jesus. In Introduction to Jesus and the Gospels*. Zondervan: Grand Rapids, 2007. **ISBN: 031022697X**

Longenecker, Bruce. *The Lost Letters of Pergamum: Story from the New Testament World*. Grand Rapids, Mich.: Baker, 2003. ISBN: 0801026075

**Recommended** Textbooks:

Green, Joel, Scot McKnight, I. Howard Marshall. *Dictionary of Jesus and the Gospels*. InterVarsity Press, 1992 (ISBN: 0830817778)

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downer’s Grove:

InterVarsity Press, 1993 (ISBN 978-0-830814-05-3).

*The Oxford Companion to the Bible*. Bruce M. Metzger and Michael D. Coogan, eds. New York:

Oxford University Press, 1993 (ISBN 978-0-195046-45-8).

Meyer, Ben F. *The Aims of Jesus*. Pickwick Publications, 2002. (originally printed by SCM Press, 1979), (ISBN: 1556350414)

Wright, N. T. *The Resurrection of the Son of God*. Fortress, 2003 (ISBN:0800626796)

Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search\_terms=copyright

**COURSE PACKET**

**(Soft copies of articles will be posted on Sakai-Companion)**

Adrian, Victor. “Jesus and the Religions of the World.” *Direction* 23 (1994): 29-43

Alana, Olu E. “Jesus' Healing Miracles: A Sign of His Loving Compassion for Humanity.”*African Ecclesial Review* 42 (2000):155-162

Anderson, **Craig Evan.** "Jewish Burial Traditions and the Resurrection of Jesus." *Journal for the Study of the Historical Jesus* 3 (2005): 233-248

Antwi, Daniel J. “Did Jesus consider his death to be an atoning sacrifice.” *Interpretation* 45 (1991): 17-28.

**Brown, Raymond Edward**. “Problem of the virginal conception of Jesus.” Theological *Studies* 33 (1972): 3-34

Craig, William Lane. "The Historicity of the Empty Tomb of Jesus." *New Testament Studies*. 31 (1985): 39-67.

**Duff, Nancy J**. “Atonement and the Christian Life : Reformed Doctrine from a Feminist Perspective.” *Interpretation* 53 (1999): 21-33.

Haight, Roger. “Jesus and World Religions.” *Modern Theology* 12 (1996): 321-344

Perkins, Pheme."‘I have seen the Lord’ (John 20:18) : women witnesses to the resurrection.” *Interpretation* 46 (1992): 31-41.

Saucy, Mark.**“**Miracles and Jesus' Proclamation of the Kingdom of God.” *Bibliotheca sacra* 153 (1996): 281-307.

Setzer, Claudia. **“**Excellent Women : Female Witness to the Resurrection.” *Journal of Biblical Literature* 116 (1997): 259-272

Wright, N.T. “Five Gospels but No Gospel: Jesus and the Seminar.” Pages 83–120. In *Authenticating the Activities of Jesus*. Ed. Bruce Chilton and Craig A. Evans. Leiden: Brill, 1999. **ISBN 90-04-11302-9**

**Helpful Websites:**

Matthew  
<http://www.ntgateway.com/matthew/>  
Mark  
<http://www.ntgateway.com/mark/>  
Luke-Acts  
<http://www.ntgateway.com/lukeacts/>  
John  
<http://www.ntgateway.com/john/>

<http://www.ntgateway.com/lukeacts/>

“The Five Gospel Parallels”    “The Three Synoptics” <http://www.ntgateway.com/gospel-and-acts/general-resources/texts-and-synopses/>

on synoptic problem: <http://www.hypotyposeis.org/synoptic-problem/>

These are the four Gospels section of the NT Gateway site. It is one of the best sites on the Web for generally reliable information on the Gospels and the rest of NT studies.

http://www.torreys.org/bible/

This is another one of the best overall websites for NT studies in general.

http://www.religiousstudies.uncc.edu/JDTABOR/indexb.html

This is a website by James Tabor containing a variety of helpful info on the Jewish and Roman backgrounds of the first century context.

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| 11. COURSE REQUIREMENTS/ASSIGNMENTS |

Students’ course grade for this class is dependent upon completion and quality of their course work requirements. There are 8 graded categories of course requirements that all together add up to 1000 pts (100%).

Careful, critical reading of all required literature is expected. This critical reading should be reflected in both the quality and quantity of your contributions to each week’s Forum posts, in the quality of your collaborative group literature review, reflection papers, Surveys, collaborative book review, midterm and final exams, and exegetical paper. Students should be careful of any assignments that have specific “opening” or “closing” times, and should regularly consult the Course Calendar to ensure that they complete all work in a timely manner.

To reiterate, you will be evaluated based on the following 7 categories (These are a combination of activities, collaborative assignments, and projects):

1) Forum Discussions [200 pts cumulative]

2) 10 Reflection Papers [200 pts cumulative]

3) 2 Book Reviews [50 pts each. 2 of them at 100pts]

4) Exegetical Assignments: #1 Exegetical Literature Review [100 pts]; #2 Exegetical Paper or In-Class Preaching Assignment [100 pts]

5) 3 Survey Assignments (100pts)

7) Exam: Final (100pts)

8)Attendance & Participation [100 pts]

1. **Online Interactivity Forums**  **(Forums: 200pts cumulative):**

Forums are like online forums, where students can post thoughts, questions, or insights regarding the week’s course material. In terms of content, write a personal response to the readings. What do you find interesting, enlightening, problematic, troubling, helpful/unhelpful (etc.) and why? You don’t need to comment on everything in the readings; choose one or two aspects that struck you personally for some reason and respond. Fundamentally, Forums are used as a tool to promote learning in the Online classroom (hence, 20% of the total grade is allocated to the threaded discussion). Forums are meant to enhance your learning experience and simulate critical thinking (a major student learning outcome of this class). Each student is required to respond in a **two paragraph (15 sentences minimum).** Please make sure you draw clear connections between the course material and the online discussions. ). **Do not write in generalities!** Never simply say, “I enjoyed what Mark said . . .” Always tell me WHY! **Be specific in your discussion.** Cite biblical passage or section from the textbook as evidence for your assertion. Check back frequently during the discussion period after posting your comments to see what has been posted by others and to respond to the comments of others. Last day of posting is Sunday, 11:59pm of every week. 0pts will be granted to any submissions after the due date.

§  Each student will be expected to ***post 1 comment and 1 response*** to **each of** the Forum section ***on 2 different days*** during each week, with the week beginning on Mondays and ending on Sundays (Some sessions have one Forums section and some have two. In a session that has two Forums sections, you are expected to post 1 comment and 1 response in each of the two sections). **If you do all your forum posts THE SAME DAY, you will receive only 50% (5 points per forum) of forum credit.**

§  Posting to the Forums will include discussing the question (s) posted by the instructor and other related or relevant questions initiated by the students. Students will also respond to other students’ investigations.

§  Participation in Forums will consist of 200 points, or 20% of your total course grade.  Forums grade shall be calculated based on the total number of Forums posted in each session as a percentage of the total number of Forums assigned.  **There are a total of 20 forum discussions. At 200 points for the duration, that works out to 10 points per forum.   *Forums fulfill student leaning outcomes* 1-6**

***Recap of Forums (Forums):***

**When to post**:             1 comment & 1 response in each Forums section on 2 different days each week (Mon-Sun). YOU CANNOT POST ALL THREADS THE SAME DAY.

**Due no later than**:     Sunday of each week

**Where to Find**:          Sakai site, left sidebar under each week’s session

**How to Submit**:          Submit through Sakai online. Click on Session. Click on “Forums.” Click on “Respond.” Start typing.

**Grading**:                     10 points per forum.

Please keep in mind that *Forums cannot be made up,* not even for late credit. They require other students to read and respond to your post if they wish, which is impossible once the Forum is closed. *You must post on the week the Forum is open if you wish to receive any credit for a respective Forum.*

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| **Performance Levels** | **BEGINNING** | **DEVELOPING** | **EXEMPLARY** |
| **DIMENSION: Quality of Forum Posts**  **(10 points total)** | **1-5 points —**  Student followed the exemplary performance level in 0-50% of the posts | **6-8 points —**  Student followed the exemplary performance level in 60-80% of the posts | **9-10 points —**  Student varied responses pretty evenly between all four sources; responses showed that student carefully read and comprehended the materials responded to in the post |

**Late Forum Posts**:          Will not be accepted after the due dates

**2. Exegetical Paper Literature Review (100 pts)**

The exegetical paper Literature Review will be done as a collaborative assignment. Students who choose the same topic or biblical passage will work collaboratively in groups to produce a group PPT presentation of their literature review.

Generally, literature review is an important component of the student’s exegetical paper. The main focus of a literature review is to summarize the arguments of diverse interpreters of the student’s passage. The student should choose works that are current (all from 1985 and above).

Each group will organize their review around the major problems raised in their passage. Each groups should only select the most important points in each article to highlight in the review (i.e. only discuss information that is directly related to the issue at hand). The review should be organized by publication dates. I strongly encourage students to begin working on their paper very early in the semester. This section of the exegetical paper will constitute **100pts.** ***Exegetical Paper Literature Review fulfills student leaning outcomes* 1-6**

**3. Exegetical Term Paper or Preached Sermon (100 pts cumulative):**

Students have the option of either doing and in-class sermon on their chosen passage or write a **15 page exegetical paper** on one of four passages that will be provided by the instructor below.

**A: Sermon Option:**

**In-class Textual Sermon**

For the final paper, students have the option of doing an in-class sermon based on the Biblical text chosen. The sermon should be approximately 10-15 minutes in length). Students who choose to do an in-class sermon will prepare a two-page sermon outline to distribute to the class. In addition to the outline, the student will submit full script for grading. Late manuscript submission will receive a deduction of one full letter grade. The sermons will be graded on how well the student demonstrates how contextual variables impacts the way the Gospels are heard and interpreted. In other words, the content of the sermon should show that the student is aware and takes seriously the multiple ways of bringing the Gospel to bear on different pastoral contexts and situations (know your audience and take their social location and contextual variables seriously—make the Gospel real!!). At the end of the sermon, the student’s peers will give constructive feedback, highlighting both the strengths and areas of development and/or growth. ***A sermon sign-up sheet will be available as soon as I know the number of students doing a sermon in lieu of an exegetical paper.***

**B: Exegetical Paper Option**

**Part 1: Research**

Using your notes from the Literature Review assignment, write your research observations **following a verse-by-verse format (MUST CHECK SAMPLE PAPER)**. Your focus here must be historical — what might the text have meant to its *ancient* hearers given the ancient historical context. Save any theological reflection (that is, about what you have learned from God) for the Application portion of the paper. The assignment here is to keep your historical distance, and you will be graded on how successfully you are able to do so in this section.

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| **Your paper must have a thesis statement.** To craft a thesis statement, think about the text as a whole. What is this text trying to teach people in its original audience? What did the text *mean* for the ancient world? What is the text trying to communicate to them? How does the passage accomplish these goals? Your answer/s to these questions will form your thesis for the paper. This should be a one-sentence statement that carefully, precisely, and succinctly makes a statement or claim about the *meaning* (not just the content!) of the passage. Be careful not to make a procedural statement (e.g. "The following paper will exegete the Ten Commandments."). Such a statement is implicit and need not be stated. A thesis statement, by definition, is a claim or assertion that can be contested. *Italicize* this statement and place it at or near the end of your introduction. |
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The thesis statement should begin thus: “In this paper, I will argue that . . .” or “The thesis of this paper isthat . . .” Revise this paragraph until you achieve clarity, economy of words, and a true introduction to the content of your paper. This will usually require your revising this paragraph at least once *after* you have finished the rest of the paper.

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| **Structure of Paper —**  ***Introduction* (1 pg):** Write an introductory paragraph. Introduce the reader to your topic and offer your thesis in a succinct, one or two sentence summary. For clarity, please italicize your thesis statement. This should represent your final opinion or key discovery relative to the text’s ultimate meaning. You cannot write the Introduction until you have written most of the paper. Summarize the contents of your passage (do not reprint the words of your passage). Analyze the context of your passage, discussing its relationship to the surrounding context.  ***Structural Analysis* (1 pg):** Write out a detailed structural analysis (Roman numeral system with indentations) for your passage. Devise a structure that clearly shows your understanding of the text’s logic, patterns, and movement. Follow the structural outline with a paragraph describing your reasons for making the divisions and/or groupings where you did. Essentially, describe what you see in the text that leads you to structuring it the way you do.  ***Interpretation* (12 pgs):** In this, the heart of your paper, you are to report on your research findings. Do this in an organized verse-by-verse format. Be sure to address the text’s major questions and issues. Throughout the analysis be sure to show how you reach your above-mentioned thesis. Do not merely catalog what the secondary literature says but engage their thinking with your own to make decisions about the text’s ultimate meaning.  ***Application* (1 pg):** In the first paragraph, summarize your findings and restate your thesis statement by italicizing it as you did in the Introduction. In the second paragraph answer the following question dealing with Universal Level Analysis: How does what I have learned from the passage affect the way I think about God, the world/society, the church in general? In the third paragraph answer the following questions dealing with Personal Level Analysis: How does what I have learned from the passage affect the way I live? How does this message/s challenge or encourage me? In both cases, do not be afraid of using first person language. I want know what you are thinking about the passage. | |
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| While exegesis is primarily about determining what the text *meant* in its original context and to its original audience, we must not leave the matter there. It is also important to extend the text's meaning into the contemporary world. After all, the Bible is revelation for *us* as it was for *them*. In transitioning from the "then" to the "now," be careful that you do not throw off the work of Observation and Research. Responsible Application must be an outgrowth of proper Observation and Research. | |

***Exegetical Term Paper fulfills student leaning outcomes 1-6***

**Exegesis Essay Topics**

**Please choose one of the following for your exegesis paper** (as soon as possible, starting working on your literature review. Time flies so fast that before you know it, it will be the last week of class!!!):

*Please always choose one passage in one of the Gospels to foreground your exegetical analysis. You will, however, draw on the overall literature review to help you exegete your chosen passage.*

1.       How are women viewed in the Synoptic Gospels (Matt, Mark, Luke)?  Based on your answer, would this mean that Jesus was Pro-women/anti-women? What is the significance of Jesus’ view of women for leadership in the church today? Give internal evidence for your answer. You might want to focus your analysis on ONE Gospel. **You must show an awareness of wide range scholarly interpretations on your passage by closely interacting with their perspectives while forging yours**!!

2.  Both literarily and theologically, in what ways are the beatitudes in Matthew 5:3-12 different from the sermon on the plain in Luke 6: 20-26? In what ways are they similar? Many contemporary scholars argue that Jesus was not giving specific instructions, but general principles of how one should behave. Do you agree? Why or why not? Give internal evidence for your answer. **You must show an awareness of wide range scholarly interpretations on your passage by closely interacting with their perspectives while forging yours**!!

3 Today, scholars generally recognize that Mark 16: 9-20 were not part of the original ending to Mark. This means that the Gospel of Mark originally ended in 16:1-8, which seems remarkably abrupt. Also, this means that there are no resurrection appearances by a risen Jesus in the Gospel of Mark. Is Mark's incomplete ending, therefore, one of disappointment (“They fled in fear and said nothing to anyone”)? Why did Mark end the Gospel in 16:1-8? Please make sure you give textual evidence to support your point of view. **You must show an awareness of wide range scholarly interpretations on your passage by closely interacting with their perspectives while forging yours**!!

4.   From Mark 10:2-12, Matthew 19:3-12, and Luke 16:18, what would you say is Jesus’ perspective on Christian divorce? Did Jesus allow divorce in some cases? Is Jesus counterculture in his views on divorce? Again, give strong evidence from both text and culture to support your contention.

**You must show an awareness of wide range scholarly interpretations on your passage by closely interacting with their perspectives while forging yours!!**

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| **Style, Form, and Grammar:** Please follow the following style, format, and grammar expectations: | | |
| 1. | Page length: **7 pages** individual and **12 pages, group work** [followed by a one-page Works Cited or Bibliography page] | |
| 2. | Heading to include Name, Date, Class Name [single spaced] | |
| 3. | Font: Times New Roman 12 (Times New Roman 10 for footnotes) | |
| 4. | Margins = one inch | |
| 5. | Double spaced [except Heading, which is single spaced] | |
| 6. | Page Numbers included | |
| 7. | Grammar conforms to Chicago Manual of Style. See <http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_o.html>. | |
| 8. | Footnotes conform to Chicago Manual of Style | |
| 9. | Bibliography or Works Cited page conforms to Chicago Manual of Style | |
| 10. | Use gender inclusive language ("humanity" instead of "man"; "people . . . they" instead of "a person . . . he") | |
| 11. | Include a Title | |
| 12. | Thesis statement is in italics | |
| 13. | Cite the Bible as follows: | |
|  | — | *first time only:* Sample — "You must remain completely loyal to the Lord your God" (Deut 18:3, NRSV).  *NOTE:Include the version [e.g., "NRSV"] for exact quotes only, close quote, then in parentheses, cite book, chapter, and verse followed by abbreviation of version, close parentheses, THEN period. You only need to give your version one time unless you are citing multiple versions.* |
|  | — | *thereafter:* Sample— "When you draw near to a town to fight against it, offer it terms of peace" (Deut 20:10). |
|  | — | *Do not footnote your Bible verse.* |

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| **Final Comments** = Have fun. Exegesis is intended to be an occasion for joy and excitement. Remember that God has something to teach you from the passage. That lesson may change you forever! |

**Internet sources**:

* 1. No internet sources allowed unless you access them through the following APU library databases:
     1. Proquest Religion
     2. ATLA
     3. Academic Search Premier
     4. JSTOR
     5. Proquest Research Library
  2. Within those databases, you may only use the following journals:
     1. *Bible Review (BR)*
     2. *Biblical Archaeology Review*
     3. *Biblical Interpretation*
     4. *Catholic Biblical Quarterly*
     5. *Currents in Biblical Research*
     6. *Evangelical Quarterly*
     7. *Harvard Theological Review*
     8. *Interpretation*
     9. *Journal for the Study of the Historical Jesus*
     10. *Journal for the Study of the New Testament*
     11. *New Testament Studies*
     12. *Novum Testamentum*
     13. *Revue de Qumran*
     14. *Semeia*
  3. If you want to use a different source, you must check with the Instructor first. Otherwise, you will only receive credit for the approved sources you use.

**PROPER FOOTNOTE REFERENCING GUIDELINE**

To use footnotes in Microsoft, place your cursor after the sentence you wish to footnote, then go to Insert menu/Reference/Footnote

A. Place the footnotes on the Bottom of the Page, not the back of the paper. Use 10 font for footnotes.

B. Use Number Formatting as 1,2,3, rather than a, b, c, or i, ii, iii, or 1,1,2,1,2, etc.

C. Write in the data for the footnote at the bottom of the page in which it appears. Sample Footnote reference to a book or commentary:

1. Ralph P. Martin, *Second Corinthians* (WBC 40; Waco, TX: Word Books, 1986), 134.

Sample Footnote reference to an article from a journal:

2. Werner Kelber, “Jesus and Tradition: Words in Time, Words in Space,” *Semeia* 65 (1994), 139.

Sample Footnote reference to an essay in a single volume book or dictionary:

3. Thomas C. Olbricht, “An Aristotelian Rhetorical Analysis of 1 Thessalonians,” in *Greeks, Romans, and Christians: Essays in Honor of Abraham J. Malherbe* (ed. D. L. Balch, E. Ferguson, and W. A. Meeks; Institute For Advanced Studies 3; Minneapolis: Fortress, 1990), 226.

(Footnote reference to a multi-volume work: similar to example 3, but add the volume number before the page reference. [e.g., 2:226 means volume 2, p. 226].)

Sample reference to a Bible passage: (Luke 21:34-36)

Note: You place the passage in parentheses *within the text, not footnote* [and you do not need to include anything else besides book, chapter and verses].

Subsequent footnotes by the same author need only have name and page number, unless you are using two or more different works by the same author or two or more authors have the same last name. Sample:

5. Ralph P. Martin, *Second Corinthians* (WBC 40; Waco, TX: Word Books, 1986), 136.

6. Martin, 136. [Avoid ibid., op. cit., and loc. cit. These are becoming outdated.]

**PROPER BIBLIOGRAPHIES GUIDELINE**

A. Bibliographies should be on the final page separate from the rest of the text. The word **Bibliography** should be centered on the top of page. Make sure to place the list in alphabetical order according to the *last* name of the author. Do not number the sources.

B. You may include in your bibliography the complete data of the Bible you are using. Example:

Coogan, Michael C., ed. *The New Oxford Annotated Bible.* Third Edition. New Revised Standard Version. Oxford and New York: Oxford University Press, 2001.

C. Correct Examples of Bibliography references:

From a book or commentary:

Martin, Ralph P. *Second Corinthians.* Word Biblical Commentary 40. Waco, TX: Word Books, 1986. (Example 2:) Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology.* Revised Edition. Atlanta: John Knox Press, 1993.

Notice: Indent second and subsequent lines.

From an article in a journal:

Achtemeier, Paul*.* “Omnes verbum sonat: The New Testament and the Oral Environment of Late Western Antiquity.” *Journal of Biblical Literature* 109 (1990): 3-27. [Remember to include all the page numbers/ the entire length of pages of the article]

From an essay in a book or dictionary:

Robbins, Vernon C. “Argumentative Textures in Socio-Rhetorical Interpretation.” Pages 47-64 in *Rhetorical Argumentation in Biblical Texts*. Edited by A. Eriksson, T. H. Olbricht, and W. Übelacker. Emory Studies in Early Christianity 10. Harrisburg: Trinity Press International, 2002.

Example from a Miscellaneous Source.

AVOID UNKNOWN INTERNET AND NON-SCHOLASTIC SOURCES. If you do happen to find one that is usable and scholarly, write down as much information as you can about the miscellaneous source:

Henderson, Ian. “Insights from Luke 22:36.” Unpublished paper presented at Emory University (Atlanta). Southern Religious Conference. 2003. 25 August. No Pages. Cited 5 May 2004. Online: <[http://www.emory.edu/COLLEGE/RELIGION/faculty/robbins/dialect/353.html](http://www.emory.edu/COLLEGE/RELIGION/faculty/robbins/dialect/dialect353.html)>. As well, APU’s library resources online are helpful with issues related to term papers, research, formatting, etc.: <http://apu.libguides.com/index.php>. Students are also encouraged to make use of the resources available at the Writing Center. The Writing Center is available to help students with all aspects of their writing projects.

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| **Final Comments** = Have fun. Exegesis is intended to be an occasion for joy and excitement. Remember that God has something to teach you from the passage. That lesson may change you forever! |

**4. Reflection paper (200pts. cumulative)**

To integrate Faith and learning, i.e. academic studies (building critical thinking skills) with the walk of faith (hermeneutical appropriation for faithful Christian living), students are required to submit a well-written four page typed reflection paper thatarticulates a clear understanding of the theological and ethical content of the assigned primary & secondary readings in synoptic Gospels. It should also reflect on your context of interpretation in relation to the issues raised in the assigned readings. The first page should be excerpts of important quotes from the assigned textbook readings. These should be single-spaced; the last page is double-spaced reflection on the selected excerpts along with correlated biblical pages.

The double-spaced reflection on the excerpt is not a summary of the readings; it is your reflection on how the Biblical texts and excerpts both affect your ideas and possible faith journey and life experience in future.

A reflection paper is not a summary of the course readings, it is your identification of the main themes of the readings integrated with your experience and how both affect your ideas and possible faith journey and life experience in future. A reflection paper gives you the opportunity to add your thoughts and analysis to what you have read and experienced.

I am looking for depth of thought in your writing. Show me you truly understand the concepts in the reading. In other words, this reflection paper should be both text-oriented (what you observed in the text) and reader-oriented (what you experienced personally). **Do not write in generalities!** Never simply say, “I enjoyed the Gospel of Luke or Mark or Matthew.” Always tell me WHY! **Be specific in your discussion.** Cite biblical passages and excerpts from assigned section in textbook as evidence for your conclusions. Thus, you may want to make brief notes as you read. Focus upon the passages that impacted you the most! The reflection paper will be graded using the Paper Grading Rubric included in this syllabus. The Reflection papers will constitute 200 points or 20% of students’ final grade. There are 10 of them at 20 points each.

**What Student Learning Outcomes Does This Link to?** This requirement is linked to Student Learning Outcome #'s **1-4, 6**

**Difference between Forum Post & Reflection Paper**

A reflection paper is very different from forum posts in that in forum posts, you assess and reflect critically on the material for the week more broadly. What I look for in grading the forum posts is how well you demonstrate your understanding of the material more generally.

Reflection papers, in contrast, narrow the focus in the first part to your identification of important excerpts that encapsulates the core themes of the readings. In the second part of the paper, you reflect on those themes that stand out in your mind, integrated with a correlated biblical passage. The ultimate goal is for you to articulate how the selected theme impact both your academic and faith journey and/or how both affect your thinking and practice. Accordingly, the reflection section of the paper is written using the first person singular (“I”).

**5. Critical Book Reviews (2 @ 50 pts each.)**

Part of your grade in this course depends on collaborative learning. Thus, an important part of your learning activities in this course will consist of co-operative, group activities. You will not be graded on your own contribution. You will fundamentally be graded on how well you work collaboratively with your partner to produce a coherent, consistent, critically engaged group paper. So one of your group assignments will be to team up with one other student to write two book reviews on **the two books below**:

**First Book**: De La Torre, Miguel A. *Reading the Bible from the Margins*. Orbis Books, 2002. This is an **Eight-page review**. Five pages of the review should be devoted to summarizing the content and major arguments of the book while the other three should be a critical evaluation of the strengths and weaknesses of the book. **At the end, the student should include a paragraph that shows the connection (s) between the book and course.**

De La Torre’s *Reading the Bible from the Margins* will help students understand how social location and contextual variables hugely influence how the Bible have been read and interpreted. It will challenge students to see how the dominant culture’s reading and interpretation of the Bible sometimes justify race, class, and gender oppression; it also shows how marginalized communities read the Bible within their social location for liberation.

**Second Book:** Gerd Theissen’s *The Shadow of the Galilean: The Quest of the Historical Jesus in Narrative Form* (Fortress Press: 2007). This is an **Eight-page review**. Five pages of the review should be devoted to summarizing the content and major arguments of the book while the other three should be a critical evaluation of the strengths and weaknesses of the book. **At the end, the student should include a paragraph that shows the connection (s) between the book and course.**

Theissen’s book will help students better appreciate the historical context of the Gospel writings. Theissen does a really good job in casting *a* historical picture of first century Palestine within the context of a work of fiction.

**Important Note:** For your book review, you are required to team up with one other student to work collaboratively in group to produce a group book review of 8 **pages.** Please sign-up in the forum spot reserved for the collaborative review assignment and indicate the name of partner (**maximum of 2 persons in a group**). The goal of a collaborative writing assignment is to enable students learn from and draw upon the strength of each other while completing the assignment. The added benefit of learning to work collaboratively on academic projects is that such projects prepares students for life after APU where students will most likely be expected work collaboratively on the job. This assignment will be evaluated on its coverage of the required discussion points, clarity in written communicate, and professionalism in presentation. ***Critical book review fulfills student leaning outcomes 1-5***

**Font size:**

- 12-point if using Times New Roman or Garamond.

- 11-point if using Arial, Corbel, or Calibri.

**Formatting:**

- Put your name, date, and course number in header.

- Include page numbers (anywhere is fine).

- 1-inch margins.

- 1.5 or double-spaced.

- The only title you need for the book review is as follows: *Book Title*. Author. Place of publication: publisher, date of publication. Number of pages.

- The book review is to follow SBL style with no in-text citations or endnotes.

# Excursus: How to Review and Evaluate a Book

1. Avoid being opinionated when you begin to read a work. Try to understand the author’s viewpoint objectively. You should first correctly understand what a writer is trying to say before you give your opinion about the work that you are reading.

2. Summarize *in your own words* (but not in your own opinion!) what the author is trying to say. If you cite the author, keep the citations short and not too frequent.

3. Look carefully at the author’s introduction and conclusion. What is the author trying to do in his/her work? What point is he/she trying to make? What are the main issues at stake in the book or in the article, according to the author?

4. Looks at the main body of the work. What are the main subheadings in the work? How does the author defend or support his/her viewpoint throughout the book or article?

5. *After* you have read, understood, and summarized the author’s viewpoint correctly, you may give your evaluation. Does the author adequately support his/her viewpoint? Why or why not? Do you agree with the author? Why or why not? Has the author caused you to reconsider any beliefs or presuppositions you may have held?

**6. Surveys:** There will be three Survey Assignments. Each survey is worth 33 points, for a total of 100 points. For due dates, please see Course Calendar.

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| **Survey #1: Survey of Matthew** |
| **This project must be submitted as a Word document and should be 2-4 pages in length** This project consists of *three parts* (33 points)  The Survey assignments must be submitted to your instructor using Sakai. It is necessary that you submit it through Sakai.  ***Part One: Survey of Matthew.*** Read the entire book through. Give a 3 to 5 word descriptive title for every major pericope. A pericope is a single story or unit. Use the NOAB. Use your own titles. Do not copy titles from a study Bible, from the bottom of the NOAB, from another student, from the internet, or any other source. To do so will be to commit plagiarism and will result in a 0% grade for the assignment and a report to the Provost.  If you have several verses of what appear to be random sayings, then you may treat those as a unit, but make an effort to see if the sayings are connected.  If your project is less than two pages you are not giving enough detail. It need not be more than four pages. Give yourself time to complete it as it may require six-ten hours. This part of the project is worth 15 points.  ***Part Two: identify Major Themes.*** Identify *five major themes* that you discovered. A theme should be something that you see more than once. If it is an important theme it should appear several times. List the scripture references that support your discoveries. To be major it needs to be more than once! This part of the project is worth 5 points.  ***Part Three: Identify Literary Types.*** Identify *five literary types or genres*. Give at least two examples of each type.  Don't worry about proper labels. Use your own. This part of the project is worth 5 points. |

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| **Survey #2: Survey of Mark** |
| **Submit in a Word document a 2-4 page survey of the Gospel of Mark.** This project consists of *three parts* (33 points)  ***Part One: Survey of Mark.*** Read the entire book through. Give a 3 to 5 word descriptive title for every major pericope. Use the NOAB. Use your own titles. Do not copy titles from a study Bible, from the bottom of the NOAB, from another student, from the internet, or any other source. To do so will be to commit plagiarism and will result in a 0% grade for the assignment and a report to the Provost.  If you have several verses of what appear to be random sayings, then you may treat those as a unit, but make an effort to see if the sayings are connected.  If your project is less than two pages you are not giving enough detail. It need not be more than four pages. Give yourself time to complete it as it may require six-ten hours. This part of the project is worth 15 points.  ***Part Two: identify Major Themes.*** Identify *five major themes* that you discovered. A theme should be something that you see more than once. If it is an important theme it should appear several times. List the scripture references that support your discoveries. To be major it needs to be more than once! This part of the project is worth 5 points.  ***Part Three: Identify Literary Types.*** Identify *five literary types or genres*. Give at least two examples of each type.  Don't worry about proper labels. Use your own. This part of the project is worth 5 points.  The Surveys will link to Student Learning Outcome #4. |

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| **Survey #3: Survey of Luke** |
| **Submit in a Word document a 2-4 page survey of the book Gospel of Luke.** This project consists of *three parts* (33 points)  ***Part One: Survey of Luke.*** Read the entire book through. Give a 3 to 5 word descriptive title for every major pericope. Use the NOAB. Use your own titles. Do not copy titles from a study Bible, from the bottom of the NOAB, from another student, from the internet, or any other source. To do so will be to commit plagiarism and will result in a 0% grade for the assignment and a report to the Provost.  If you have several verses of what appear to be random sayings, then you may treat those as a unit, but make an effort to see if the sayings are connected.  If your project is less than two pages you are not giving enough detail. It need not be more than four pages. Give yourself time to complete it as it may require six-ten hours. This part of the project is worth 15 points.  ***Part Two: identify the theme of Social Justice.*** Identify the passage that deals with the theme of social justice in the Gospel of Luke. List the scripture references that support your discoveries. This part of the project is worth 10 points.  ***Part Three: Identify Literary Types.*** Identify *five literary types or genres*. Give at least two examples of each type.  Don't worry about proper labels. Use your own. This part of the project is worth 5 points.  The Surveys will link to Student Learning Outcome #4. |

1. **Final Exams (100 pts.)**

There will be a 50 minutes biblical content exam during the final exam week. The final exam is cumulative. It consist of fifty multiple choice/true-false questions based on the content of the Synoptic Gospels. Be aware that all exams are closed-book and require you to take them without any collaboration with other students. The final exam assesses general knowledge of the content of the Synoptic Gospels. Your study guide for this exam is a careful reading of the three Gospels. The final exam is worth 100 points, 10% of your final grade. ***Final exam fulfills student leaning outcomes* 1, 2, 3, 4.**

**RECAP**

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| * WHAT WILL BE IN THE EXAM? The final exam will be uniquely focused on the Four Gospels. * WILL THERE BE A STUDY GUIDE? Yes. YOUR STUDY GUIDE IS YOUR BIBLE. REREAD THE FOUR FOR COMMONALITIES AND DIFFERENCES * HOW MANY POINTS? 100 points. * IS IT OPEN OR CLOSED BOOK? NO * WHAT STUDENT LEARNING OUTCOMES DOES THIS LINK TO? This assignment will help fulfill Student Learning Outcomes #1-6 |

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| 12. STYLE STANDARD |

Style Manual: Use Turabian or Chicago Manual of Style. Examples can be found in <http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html>

**Criteria Used to Calculate Semester Grade:**

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|  | APU | |
| Grade | GPA | Numeric |
| A+ |  | Not given |
| A | 4.0 | 95-100 |
| A- | 3.7 | 92-94.99 |
| B+ | 3.3 | 89-91.99 |
| B | 3.0 | 84-88.99 |
| B- | 2.7 | 81-83.99 |
| C+ | 2.3 | 78-80.99 |
| C | 2.0 | 73-77.99 |
| C- | 1.7 | 70-72.99 |
| D+ | 0 | 69-69.99 |
| D | 0 | 68-68.99 |
| D- | 0 | 65-67.99 |
| F | 0 | 0-64.99 |
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|  | **Basis of Semester Grade** | **Point Value** |
|  | **Reflection papers** | **200 (20%)** |
|  | **3 Survey Assignments** | **100 (10%)** |
|  | **Forums** | **200 (20%)** |
|  | **Attendance & Participation** | **100 (10%)** |
|  | **Final Exam** | **100 (10%)** |
|  | **Book Review 2 @ 50 each** | **100 (10%)** |
|  | **Exegetical Paper Literature Review** | **100 (10%)** |
|  | **Exegetical Paper Preached or Written** | **100 (10%)** |
|  | ***Total Points:*** | **1,000 (100%)** |

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| 14. Support Services |

There are many available support services for graduate students. Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog.  Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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| 15. ACADEMIC INTEGRITY |

Do not plagiarize! Plagiarism includes:

1. quoting the words of an author without citing the author in the footnote;
2. using the ideas of an author [*or fellow student!*] in paraphrase without citing the author in the footnote;
3. using the exact words, **including small phrases of as little as two words**, of an author ***either*** without quotation marks ***or*** citing the author in the footnote.
   1. If you footnote the author, but do not include quotation marks, that is plagiarism!
   2. if you just change a couple words in the sentence but maintain the same sentence structure and general phraseology, without both quotation marks *and* footnote, that is plagiarism!
   3. NOTE: this holds true for your literature review, book review and exegetical paper.

***Statement #1:*** The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice-Provost for Undergraduate Programs, and online.

***Statement #2:*** Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student’s permanent file in the Provost’s office*.*

***Sanctions:***I consider plagiarism in *any* form as an affront to the principles of academic rigor and honesty established by Azusa Pacific University’s Academic Integrity Policy. Upon a thorough investigation, students responsible for plagiarizing any work (in whole or in part) will face academic sanctions that will result, at the very least, in receiving zero credit for the plagiarized assignment (“F” grade, 0%). More serious (or multiple) infractions will result in a course fail and/or further sanctions to be determined by the Provost’s office and/or appropriate academic deans.

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| 16. COURSE POLICIES |

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| ***Class Participation* (50 pts, 5%)** |
| Class participation means simply participating verbally in question/answer and discussion during the class period. This includes being prepared to discuss reading assignments, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. See “Attendance Policy” below for the attendance portion of the grade. |

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| ***Attendance (*50 pts, 5%)** | |
| University Attendance Policy: “Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan” (see *University Catalog*). Attendance points to be earned will be maximum 50 points or 5% of your grade. However, if your unexcused absences exceed 4, you will be penalized, up to 150 points. Absences or early departure from class will be noted and will affect your final course grade. For students who are tardy three times or leave early in excess of 10 minutes, they will receive the equivalent of one unexcused absence. Absences may be excused by delivering to Instructor a note from a doctor in the case of illness or a note from a professor for an absence due to an official APU scheduled event (i.e., athletic team, choir, field trip, etc.). For unexcused absences, your grade will be reduced as follows: 1-2 absences: no reduction; 3-4 absences: receive 20 pts for attendance; 5-6 absences: 0% for attendance. 7-8 absences: subtract 50 pts from total grade; i.e., grade shall be reduced by ½ a letter grade: 9 or more absences: grade shall be reduced a full letter grade. Students are responsible for tracking their own attendance and for signing the Attendance Sheet when required.  Here’s a chart of how the Attendance Policy works. Please consult it ***often***: | |
| ***Tardies*** | 3 tardies (over 10 min.) = 1 unexcused absence |
| ***Unexcused Absences*** | 1-2 = receive 50 pts.  3-4 = receive 20 pts.  5-6 = receive 0 pts.  7-8 = subtract 50 pts. from course grade  9 or more = subtract 100 pts. from course grade |
| ***Excused Absences*** | No grade reduction. Need note from Doctor or Professor (for official APU scheduled event). For Final Exam, notes will not be accepted except in the case of grave, life-threatening emergency. |

**Deadlines & Make-up Work Policy:**

Students are expected to meet all deadlines for assignments. All assignments are due by 11:59 pm PST on the date due in the Course Calendar. Deadline is absolute for Forums, reflection papers, Book Review, Literature Review, and Exegesis assignments.

"Make-up" midterm exams will be possible only by arrangement prior to ­­­­­­­­­exam date and only for a pressing, legitimate reason. If illness prevents one from taking the exam, a physician’s note is required. "Make-up" final exams will be possible only ***by petition through the registrar*** prior to exam date and only for a pressing, legitimate reason.

Students who are involved in out-of-town *APU approved activities* for seven consecutive days prior to the due date must negotiate with the professor a new date for submission of written work one week prior to the beginning of the extended out-of-town activity.

Computer problems, technical difficulties or internet problems are not valid excuses for not completing an exam on time, or turning in a written assignment on time. If your personal computer has a problem, use APU library computers or public library computers to check and reply to my e-mails and to complete all assignments on time.

The only exceptions are those missed due to documented personal illness or personal/family emergency requiring police, paramedic, or firefighter response. In such a case, a mutually agreed upon date for a **make-up** exam must be negotiated with the instructor.

**Incomplete Policy:**

The university catalog states, “The grade ‘Incomplete’ (I) is given only under special circumstances. An “I” grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an Incomplete, the student must fill out the official Incomplete Form, available from the office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period will automatically become an F. An “IN” grade reflects an Incomplete with no filed paperwork at the time the grades were issues.”

**Computer Skills Required:**

All students in this class are expected to have the following computer skills:

* Facility with Word, including ability to properly:
* insert footnotes
* set margins,
* set line spacing
* format fonts
* format headers, footers, and page numbers
* Ability to Save, Copy, and e-mail a Word document

**Note:** All students must possess a way to save their documents off the computer. Computer failure or crash ***shall not be an excuse for a late or unsubmitted paper or assignment***. This is such a crucial habit to develop in life that I will be especially strict in my grading if students have not backed up their work.

**Course Format**

Since this course is an academic study of the New Testament designed to help students understand the issues that the Four Gospels raise and their implications for individuals, churches, and society at large, I expect class sessions to be very interactive. For the success of the class and the achievement of the course objectives, your vocal participation and interaction are vital. I will combine class lectures with class discussions and small group discussions of selected texts. There will be a weekly small group discussion of sections of the Lucan text from different social location perspectives. Since you will not know which part of the reading your group will be assigned to discuss, please come prepared to discuss all of the assigned readings.

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| 17. STUDENTS WITH DISABILITIES |

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# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details. In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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| 18. SUPPORT SERVICES |

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

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| 19. UNIVERSITY OR DEPARTMENTAL POLICIES |

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

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| 20. CLASS VISITOR POLICY |

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar’s office, who will then contact the Instructor for final approval.

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| 21. COURSE BIBLIOGRAPHY |

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\_\_\_\_\_\_\_\_\_. *The Roman Empire and the New Testament: An Essential Guide*. Nashville: Abingdon Press, 2007.

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| 22. COURSE CALENDAR |

***NOTE: Course schedule, topics, evaluation, and assignments may be changed at the Instructor's discretion.***

**Session One (Sept 1- 7)**

Exegesis of Yourself as Interpreter

Introduction to the course and getting organized

Preliminary discussion

Lecture 1: What are they saying about Jesus?

**Reflection Paper**: **Either Strauss, 23-42 or 67-89**

***Reques*t: Please turn in student information sheets**

**Session Two (Sept 8- 14)**

Lecture 2: The world of Jesus and New Testament backgrounds

**Reflection Paper**: chose one of the following: **Strauss, 93-122 or Strauss, 123-148 or Strauss, 149-165**

Lecture 3: Biblical interpretation and the rules of documentation.

Sample bibliography

***Reminder*: Friday is the last day to add or drop classes.**

**Session Three ( Sept 15- 21)**

Assignment:  Raymond Brown article.

Lecture 4: The birth of Jesus and the infancy narratives (Read: Matt 1:18-2:23; Luke 1:5-2:52).

**Reflection Paper**: **Strauss, 411-434**

Lecture 5: The baptism and temptation of Jesus (Read: Matt 3:1-4:11; Mark 1:9-13; Luke 3:15-4:13; John 1:24-34)

**Session Four ( Sept 22- 28)**

Lecture 6: The Synoptic Problem and critical methodologies

Lecture 7:  The Jesus Seminar and the modern day “Jesus Wars.”

Lecture 8: The quests for the historical Jesus

**Reflection Paper**: choose one: **Strauss, 347-382 or Strauss, 383-397 or Strauss, 455-468**

Assignment: N.T. Wright article

**Assignment due : Survey Assignment #31: Gospel of MATTHEW**

**Session Five ( Sept 29- Oct. 5)**

Lecture 9: Parables and sayings of Jesus

**Reflection Paper**: **Strauss, 469-491**

Lecture 10: The Sermon on the Mount

Lecture 11: Women in Gospel history

**Session Six ( Oct 6- 12)**

Lecture 12: The purpose and structure of Jesus’ ministry

Assignment: Mark Saucy article.

NO REFLECTION PAPER DUE

Lecture 13:  Healings and miracles in the ministry of Jesus

**Assignment due :Critical Book Review**: De La Torre, Miguel A. *Reading the Bible from the Margins*.

**Session Seven ( Oct 13- 19)**

Assignment: Daniel Antwi article

**Reflection Paper**: **Strauss, 493-509**

Lecture 14: The suffering and crucifixion of Jesus

**Session Eight ( Oct 20- 26)**

Assignment: Craig A. Evans article

Lecture 15:  The resurrection and ascension of Jesus

READ: **Strauss, 511-525**

**NO REFLECTION PAPER DUE**

**Assignment due : Survey Assignment #2 : Gospel of MARK**

**Session Nine ( Oct 27- Nov. 2)**

Assignment: Nancy Duff article.

**Reflection Paper**: **Strauss, 213-258**

Lecture 16:  Jesus in the Gospel of Matthew.

**Session Ten ( Nov 3- 9)**

Assignment: Olu Emmanuel Alana article

**Reflection Paper**: **Strauss, 171-211**

Lecture 17: Jesus in the Gospel of Mark.

Assignment: Claudia Setzer article

**Assignment Due: Exegetical Paper Literature Review**

**Session Eleven ( Nov 10- 16)**

Assignment: William Lane Craig article

**Reflection Paper**: **Strauss, 259-296**

Lecture 18: Jesus in the Gospel of Luke

**Session Twelve ( Nov 17 – 23)**

Lecture 19: Jesus in the Gospel of John

Assignment: Pheme Perkins article

**Reflection Paper**: **Strauss, 297-343**

**Session Thirteen ( Nov 24- 26)**

Assignment: Victor Adrian article

Assignment: Roger Haight article

Lecture 20: Jesus in the Gospel of Thomas

**Assignment due : Survey Assignment #3 : Gospel of Luke**

***THANKSGIVING BREAK ( Nov 27- 30)***

**Session Fourteen ( Dec 1- 7)**

Assignment: **Critical Book Review:** Gerd Theissen’s *The Shadow of the Galilean*

**Assignment Due: Book Review due by Sunday, 11:59pm**

**Discussion 10: on Book** Review

**Session Fifteen (Dec 8- 12)**

Final Exam Review

**Assignment: Exegetical Term Paper**

**Assignment: Final Exam**

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