

Saint Louis University

FALL 2005

Synoptic Gospels

(Theo 420-01 and 511-01)

TUESDAYS AND THURSDAYS 9:30-10:45 A.M.

Instructor: James A. Kelhoffer, Ph.D.

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Office: Humanities Building #303 (3800 Lindell Boulevard)

Office hours: Tuesdays 11:00 a.m.-12:30 p.m., Thursdays 3:45-5:00 p.m., and by appointment
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314.276.2837 (personal cell phone; emergencies only, please)

I. Course Description

A detailed examination of the New Testament Gospels of Matthew, Mark and Luke, with special focus on the distinctive portrait of Jesus that each presents. Major issues and contemporary methods for the study of gospel literature will be introduced. Central emphasis on Christology, with a general introduction to literary, socio-historical and tradition-critical methodologies.

Special note: Like all courses offered by the Department of Theological Studies, this seminar on the Synoptic Gospels is open to students of all faith traditions and is a serious and rigorous academic course. You are expected to attend and prepare diligently for each class. Having a background in Scripture through your church, religious high school or undergraduate coursework does not in any way constitute a substitute for participating fully in this class. Similarly, if you have rather little background in Scripture, you will have every opportunity to learn and excel in this course.

II. Course Format

This seminar is designed primarily for undergraduate students pursuing a major or minor in Theological Studies and Master's level students in Theological Studies, Historical Theology or Religious Education. As such, the seminar will have a mixture of lectures, student-led discussions and student presentations. Any other motivated students, especially those in the Honors program, are welcome to register for this seminar with permission of the Instructor. Please note: Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus—due to the presence of a physical or learning disability, should also contact the Office of Disabilities Services in DuBourg Hall, room 36 (314.977.8885); confidentiality will be observed in all inquiries. Also, if you have special needs stemming from a disability, *please contact me* as soon as possible and not later than two weeks before the first assignment is due. I will always do my best to make this course a positive learning experience for every student. Additionally, I expect that every student will conduct him or herself in such a way as not to be a distraction to other students or myself. The ethics of participating in a community of learners governs, but is not limited to, reading or studying anything during class that is not directly related to this course, as well as refraining from any clothing, cell phone, pager, internet use, food or drink that causes disruption. I hold in the highest regard the religious, academic and personal freedom of every individual but also

recognize the responsibility of every person to be considerate of his or her neighbor.¹ Although these dual ideals can sometimes be in tension with one another, both are deeply rooted in SLU's Jesuit, Catholic mission and should thus guide our approach to this (and every) course. Please contact me if you have any questions or feedback about making this class a more positive learning experience for all. ☺

III. Learning Objectives

As a result of this course students will develop:

1. Knowledge of the contents, distinctive themes and theology of each Synoptic Gospel.
 - by reading each gospel individually in a single sitting, in order to gain an appreciation for each author's narrative as a whole and overarching theological concerns.
 - by surveying scholars' assessments of the purpose, character, arguments and community of each gospel.
2. Understanding of the Synoptic Problem, its hermeneutical implications, and gospel origins.
 - by reading one or more explanations for both the similarities and the differences between these three gospels (i.e., the Synoptic Problem) and the most common solutions embraced by scholars today.
 - by testing competing solutions to the Synoptic Problem through analysis of parallel Synoptic passages throughout the semester.
3. Ability to use the tools of Synoptic criticism; awareness of modern scholarship.
 - by first developing a vocabulary for the disciplines of source criticism, form criticism and redaction criticism as applied to early Christian gospel literature.
 - later by practicing in class these methods of study.
 - then toward the end of the semester in three short papers—each growing slightly in complexity and length—analyzing a parable, a miracle and part of a passion narrative.
4. Competence to express in writing your grasp of different methods of studying the Synoptic Gospels and applying these methods to specific passages in these Gospels.
 - through completing three of the short papers required for this course (Papers 2-4), alluded to immediately above.
 - by reflecting in the first required paper on developments in gospels scholarship in the last two decades and to assess the merits of a literary/narratological approach to this literature.
 - with opportunities to improve one's writing through revision and resubmission of papers originally turned in on time.
5. Growing ability in applying the Gospels to modern ethical and theological situations. The books in the WASA (What Are They Saying About...) series are particularly helpful here.

IV. Course Requirements

1. Faithful attendance and enthusiastic participation on the basis of having completed reading assignments in advance of each class. **Attendance** is required for each class session. Excessive absenteeism will result in a lower grade or your being dropped from this course. Additionally, every four weeks (**September 26, October 26, November 21 and December 15**) each student will submit a one-page **evaluation** of his or her class preparation and participation. (Your class presentations, described below, will be evaluated separately.) Each evaluation is worth 25 points (100 points total).
2. Three (undergraduates) or four (graduate students) **class presentations**, worth 25 points each (75 or 100 points total). Each class presentation is to be accompanied by a handout. The handout and presentation should facilitate the discussion of the class as a whole; each is worth 50% of the grade for this assignment. The best presentations encourage discussion, and the

¹ Cf. Phil 2:3-4: "Do nothing from selfish ambition or conceit, but in humility regard others as better than yourselves. Let each of you look not to your own interests, but to the interests of others."

most helpful handouts offer resources for further study. That is to say, an effective presentation does not involve reading a lengthy handout to the class.

3. One **Midterm Exam**, worth 75 points (**October 20**).
4. Four rather short **Papers** (described below and due **October 3, November 11, November 28 and December 15**), worth 50, 50, 75, and 100 points, respectively (275 points total).

To summarize, these assignments are worth the following:

	Undergraduates	Graduate Students
1. Class Participation	100 points (around 19%)	100 points (around 18%)
2. Class Presentations	75 points (around 14.3%)	100 points (around 18%)
3. Exam	75 points (around 14.3%)	75 points (around 14%)
4. Papers	275 points (around 52.3%)	275 points (50%)
Total	525 points	550 points

Note: Additional reading and writing assignments are assigned for Master's level students.

V. Bibliography

Required for Both Undergraduate and Graduate Students:

1. Robert H. Stein, *Studying the Synoptic Gospels: Origin and Interpretation*. (Second Edition; Grand Rapids, MI: Baker Academic, 2001). 302 pp. ISBN: 0801022584. Pius: BS2555.52 S84 2001.
2. *The Sayings of Jesus: The Sayings Gospel Q in English* (ed. James M. Robinson; Facets; Minneapolis, MN: Fortress, 2002). ISBN: 0-8006-3451-9 (on Reserve).
3. Frank J. Matera, *What Are They Saying about Mark?* (New York: Paulist, 1987 = Wipf & Stock, 2002). vii + 114 pp. ISBN: 0809128853. Pius: BS2585.2 .M294 1987. OP. See if you can find this title used online; a copy will also be on Reserve.
4. Daniel J. Harrington, S.J., *What Are They Saying about Mark?* (New York: Paulist, 2004). vi + 94 pp. ISBN: 0809142635. Copy ordered for Pius.
5. Donald Senior, *What Are They Saying about Matthew?* (Rev. and expanded ed.; New York: Paulist, 1996). iii + 136 pp. ISBN: 0809136244. Pius BS2575.2 .S47 1996.
6. Mark Allan Powell, *What Are They Saying about Luke?* (New York: Paulist, 1989). viii + 151 pp. ISBN: 0809131110. Pius: BS2595.2 .P67 1990.
7. David M. Rhoads, with Joanna Dewey and Donald Michie, *Mark as Story: An Introduction to the Narrative of a Gospel* (2nd ed.; Minneapolis, MN: Fortress, 1999). xiii + 176 pp. ISBN: 0800631609. Pius: BS2585.2 .R46 1999.
8. Burton H. Throckmorton, Jr., ed. *Gospel Parallels: A Comparison of the Synoptic Gospels*. (Fifth Edition; Nashville: Thomas Nelson, 1992). xl + 212 pp. ISBN: 0-8407-7484-2. Pius: BS2560 .T48 1992.
9. J. D. Crossan, "Parable," art. in *The Anchor Bible Dictionary* (gen. ed. David Noel Freedman; 6 Vols.; New York: Doubleday, 1992): 5.146-152. Pius Reference: BS440 .A54 1992, Vol. 5 (photocopy on Reserve).
10. Harold E. Remus, "Miracle (NT)," art. in *The Anchor Bible Dictionary*, 4.856-69. Pius Reference: BS440 .A54 1992, Vol. 4 (photocopy on Reserve).
11. John T. Carroll and Joel B. Green, *The Death of Jesus in Early Christianity* (Peabody, MA: Hendrickson, 1995). xviii + 318 pp. ISBN: 1-56563-151-X. Pius: BT450 .C347 1995.
12. Norman Perrin, *What Is Redaction Criticism?* (Philadelphia: Fortress, 1969 = Wipf & Stock, 2002). ix + 86 pp. ISBN: 0-8006-0181-5 (1969); 1-57910-545-9 (2002). Pius: BS2555.2 .P47.

Required for Graduate Students; Recommended for Undergraduate Students:

13. Margaret Davies and E. P. Sanders, *Studying the Synoptic Gospels* (London: SCM, 1989). ix + 374 pp. ISBN: 0334023424 (pbk.); 0334023416 (cloth). Pius: BS2555.2 .S23 1989.
14. Udo Schnelle, *The History and Theology of the New Testament Writings* (Minneapolis, MN: Fortress, 1998). xiii + 573 pp. ISBN: 0-8006-2952-3. Pius: BS2330.2 .S3613 1998. (If you

have German, the call number for the original *Einleitung in das Neue Testament* (Second Edition/zweite Auflage) is: BS2330.2 .S364 1996)

15. Richard A. Horsley, *Hearing the Whole Story: The Politics of Plot in Mark's Gospel* (Louisville, KY; London; Leiden: Westminster John Knox, 2001). xv + 296 pp. ISBN: 0-664-22275-7. Pius: BS2585.2 .H677 2001.
16. Frank J. Matera, *Passion Narratives and Gospel Theologies: Interpreting the Synoptics through Their Passion Stories* (Theological Inquiries; New York: Paulist, 1986 = Wipf & Stock, 2001). xi + 256 pp. ISBN: 080912775X (1986); 1579106781 (2001). Pius: BS2555.2 .M37 1986.

Recommended for Undergraduate and Graduate Students:

17. *The HarperCollins Study Bible: New Revised Standard Version, with the Apocryphal/Deuterocanonical Books* (ed. Wayne A. Meeks et al. with the Society of Biblical Literature; San Francisco: HarperCollins, 1993). ISBN: 0-06-065527-5. Pius Reference: BS191.5 .A1 1993 .C35.
18. Mark A. Powell, *Fortress Introduction to the Gospels* (Minneapolis, MN: Fortress, 1998). vii + 184 pp. ISBN: 0-8006-3075-0. Pius: BS2555.2 .P67 1998.

All of the above books are on order at the SLU Bookstore and on Reserve in the Pius Library. An additional bibliography of resources for further study will be handed out in class.

VI. Grading, Attendance and Non-tolerance of Academic Dishonesty

Grading: I do not give grades; students earn them. Without apology, I oppose the rather common trend of grade inflation and, moreover, do not grade on a “curve.” Accordingly, students never compete with one another for grades, and working together in study groups is encouraged. Furthermore, only students who produce above average work should expect to earn a grade higher than “C.” Those who attend faithfully, participate fully and complete all requirements with sincere effort are usually pleased with the grade they earn. All this is to say that grades are not included with the price of admission to this course. Nor are grades an appropriate way of offering emotional validation or an effective means of evaluating a person’s general intelligence or level of “spirituality.” Simply put, grades offer an assessment of a student’s work and learning for *this course*. For the qualitative assessment of written work (e.g., papers and essay questions on exams), the Department of Theological Studies has adopted the following criteria:

A range = *Superior, exceptional, outstanding* with evidence of critical, informed and creative theological inquiry that deepens a student’s understanding of theological concepts and the human condition. The student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens the student’s understanding of theological concepts and the human condition. This also means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors; nor is nuanced reasoning demonstrated.

D range = *Poor*, below normal expectation. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) plagiarism or cheating involved.

The student's average corresponds to letter grades as follows:

A	93.0% or higher	4.0 GPA
A-	91.0 – 92.9%	3.7 GPA
B+	89.0 – 90.9%	3.3 GPA
B	84.0 – 88.9%	3.0 GPA
B-	82.0 – 83.9%	2.7 GPA
C+	80.0 – 81.9%	2.3 GPA
C	77.0 – 79.9%	2.0 GPA
C-	75.0 – 76.9%	1.7 GPA
D	70.0 – 74.9%	1.0 GPA
F	below 70.0%	0.0 GPA

It is not my policy to “round up” grades (e.g., to call 92.5% an “A” or to allow 69.8% to pass with a “D”). An Incomplete grade (“I”) will be given temporarily only in special circumstances and is highly discouraged. Because no person can be omniscient or completely objective, I invite each student at the end of the term to write a one-page self-evaluation of his or her work and learning in this class answering the questions: If you were the Instructor, what grade you would assign to yourself for this course, and why? Any student concerned about his or her grade is strongly encouraged to contact me well in advance of the end of the term. I am on your side and here to help you.

Attendance: Consistent attendance, when accompanied by active and thoughtful participation, will be rewarded. Conversely, excessive absenteeism will result in a lower final grade for the course. In your self-evaluations, you should mention the reason for any absences or tardies, as well as what you did to make up what you missed. A failing grade (“AF”) will automatically be assigned to any student who misses seven (7) or more class sessions for any reason. Students who come in late after the roll is called will be considered absent unless they inform me of their tardiness immediately after class. Lateness counts as half (1/2) an absence. Absences due to late registration will typically be regarded as unexcused. Excused absences due to travel for a recognized University activity (sports, debate, etc.) must be confirmed with an email reminder to me within three business days of each absence, so that any such absences will be marked as excused. Students are responsible, moreover, for all quizzes given and handouts distributed in class, as well as for everything discussed in the lectures and group discussions. Students should also bear in mind that *it is extremely difficult to do well in this class without faithful class preparation and attendance.*

Make-up policy: Except for extraordinary circumstances, there will be no make-ups for exams and quizzes or extensions given for any other late assignments. Upon returning to class, students who miss an exam or another due date because of a legitimate emergency will turn in:

- 1) A brief written statement explaining the reason for the absence;
- 2) A note from the appropriate person (e.g., your doctor) concerning your absence.

Out of fairness to students who take an exam or quiz on time, make-up assignments will typically be more difficult.

No form of **academic dishonesty** (i.e., cheating) will be tolerated. Cheating includes the giving of information about or for a quiz, exam or paper to someone in another section of this course during this, or any future, academic term. Academic dishonesty can also involve the receiving of information from someone in another section of this course from the current, or any previous, semester. Cheating can also include inappropriate borrowing from materials in print or on the Web without adequate citation and credit (including the use of quotation marks) for words or ideas not your own. At the Instructor's discretion, students caught cheating will receive a zero for the specific assignment, and may also be given a grade of "F" for the course or be dropped from the course.

VII. Papers

Four papers are required for this course (respectively, 50, 50, 75, and 100 points; 275 points total). Students are encouraged to meet with me individually well in advance of the due dates to discuss the particular topics of their papers. Papers are to be typed (typically on a Mac or PC word processor) and meticulously proofread. Email is not an acceptable medium for submitting papers or any other work for this class. Late papers (and participation evaluations) will be penalized by 3% per business day late. Papers turned in early are always welcome.

Paper 1: Mark and Method

For this paper, you will have read Matera, *What Are They Saying about Mark?*; Harrington, S.J., *What Are They Saying about Mark?*; and Rhoads, *Mark as Story*. (Graduate students will read also Horsley, *Hearing the Whole Story* and chapters 15-19 in Sanders and Davies.) In your paper please address the following questions:

- What developments in Markan scholarship do you notice between the surveys of Matera (1987) and Harrington (2004)?
- Do you find the literary approach modeled by Rhoads to be helpful?
- What questions do you have about Mark that have not been addressed in recent scholarship?
- Graduate students: Assess the merits of Horsley's literary/sociological/liberationist approach to Mark. How does this compare with Rhoads's approach? Did you find the examples in Sanders and Davies helpful illustrations of the concepts outlined in Rhoads, Matera and Harrington?

This assignment is worth fifty (50) points and is due October 3. Undergraduate papers are to be 5-6 pages; graduate students: 8-9 pages.

Paper 2: Exegetical Analysis of a Parable

In weeks 9 and 10 we will study the parables of Jesus. For this assignment you will select one parable contained in two or three of the Synoptics and analyze the passage making use of source, form and redaction criticism. If you wish, you may incorporate literary or sociological methods, but the main focus should be on tradition-historical questions. In addition to assigned readings, you will interact with three (3) other academic sources, of which two (2) should be biblical commentaries. This assignment is worth fifty (50) points and is due November 11. Length: 5-6 pages; graduate students: 8-9 pages.

Paper 3: Exegetical Analysis of a Miracle Narrative

In weeks 11 and 12 we will study the miracles of Jesus in the Synoptics. For this assignment you will select one miracle narrative contained in two or three of the Synoptics and analyze the passage making use of source, form and redaction criticism. If you wish, you may incorporate literary or sociological methods, but the main focus should be on tradition-historical questions. In addition to assigned readings, you will interact with five (5) other academic sources, of which

three (3) should be biblical commentaries. This assignment is worth seventy-five (75) points and is due November 28. Length: 7-8 pages; graduate students: 10-11 pages.

Paper 4: Exegetical Analysis of a Passage from the Synoptic Passion Narrative

In weeks 12-15 we examine the Synoptic passion narratives. For this assignment you will select one passion narrative passage contained in two or three of the Synoptics and analyze the passage making use of source, form and redaction criticism. If you wish, you may incorporate literary or sociological methods, but the main focus should be on tradition-historical questions. In addition to assigned readings (Carroll and Green, *The Death of Jesus in Early Christianity*; graduate students will also read Matera, *Passion Narratives and Gospel Theologies*), you will interact with seven (7) other academic sources, of which four (4) should be biblical commentaries. This assignment is worth one hundred (100) points and is due December 15. Length: 9-10 pages; graduate students: 12-14 pages.

Criteria for Evaluation of Papers

The criteria for evaluating the papers will be as follows:

- a) Understanding of and interaction with primary sources = 30%.
- b) Understanding of and interaction with secondary sources (biblical commentaries, monographs and articles or essays) = 30%.
- c) Strength and cogency of the argument, indicated by judicious use of primary and secondary sources = 25%.
- d) Style, presentation and proofreading = 15%.

Policy on Resubmitting Papers

Any paper originally submitted *on time* may be resubmitted once within *one week* of my returning the paper to you. (For Paper 4, the deadline for resubmission will be the end of the second week of the Spring 2006 semester.) With the revised paper, you must also turn in your original paper (with my comments and grade) along with a one-page summary of the steps you have taken to improve your work. Provided that the paper is notably improved, your final grade for the assignment will be the *average* of the two paper grades. The purpose underlying this policy is to give you, as a motivated student, an additional opportunity to produce excellent work and in so doing to engage in the meta-cognitive process of reflecting upon your own work.

VIII. Class and Assignment Schedule

Legal Disclaimer: Any part of this “syllabus,” including the following schedule, is subject to modifications. Any changes will be announced in class. Students are expected to prepare the assigned readings in advance of each class.

Part One: Synoptic Problem and Methodologies

Week 1: August 29-Sept. 2

1 T

Synoptic Problem (I): The Priority of Mark
Read: Robert H. Stein, *Studying the Synoptic Gospels*, chaps. 1-2.
Graduate students: Schnelle, chap. 3.1-2.

11:00 A.M.: Mass of the Holy Spirit (College Church)

2 R

Synoptic Problem (II): “Q” and the “Minor Agreements”
Read: Stein, chaps. 3-4; the translation of “Q” materials in *The Sayings of Jesus: The Sayings Gospel Q in English* (ed. James M. Robinson; Facets; Minneapolis, MN: Fortress, 2002): 3-31 (on Reserve). Graduate students: Schnelle, chap. 3.3.

Week 2: September 5-9

- M Labor Day – University Holiday
- 3 T Synoptic Problem (III): The Four-Source Hypothesis
Read: Stein, chaps. 5-6. Graduate students: Sanders and Davies, chaps. 1-7.
- 4 R Mark and Method (I)
Read: Mark 1:1-16:8 (preferably in one sitting); Frank J. Matera, *What Are They Saying about Mark?*
- F *Last day to drop without a “W”*

Week 3: September 12-16

- 5 T Mark and Method (II)
Read: Daniel J. Harrington, S.J., *What Are They Saying about Mark?* Graduate students: Schnelle, chap. 3.4.
- 6 R Mark and Method (III)
Read: David M. Rhoads, *Mark as Story*, Introduction and chaps. 1-4. Graduate students: Begin Horsley, *Hearing the Whole Story* and chapters 15-19 in Sanders and Davies.

Week 4: September 19-23

- M 7:00 p.m. Puleo Student Presentations (details TBA)
- 7 T Mark and Method (IV)
Read: Rhoads, *Mark as Story*, chaps. 5-6, Conclusion, Afterword, and Appendices. Graduate students: Finish reading Horsley, *Hearing the Whole Story* and chapters 15-19 in Sanders and Davies.
- 8 R Gospel of Matthew (I)
Read: Matthew (preferably in one sitting); Donald Senior, *What Are They Saying about Matthew?*

Week 5: September 26-30

- M **Participation Evaluation #1 Due**
- 9 T Gospel of Matthew (II)
Review Matthew, Senior. Graduate students: Schnelle, chap. 3.5.
- 10 R Gospel of Luke (I)
Read: Luke (preferably in one sitting); Powell, *What Are They Saying about Luke?*
- F *Last day to receive partial refund of tuition*

Week 6: October 3-October 7

- M **Paper #1 Due**
- 11 T Gospel of Luke (II)
Review Luke, Powell. Graduate students: Schnelle, chap. 3.6.

Part Two: Tradition-Critical Approaches to the Synoptics

- 12 R Tradition-Critical Approaches: Form and Redaction Criticism (I)
Read: Stein, chaps. 7-8. Graduate students: Sanders and Davies, chaps. 8-9.

Week 7: October 10-14

- 13 T Tradition-Critical Approaches: Form and Redaction Criticism (II)
Read: Stein, chaps. 9-10. Graduate students: Sanders and Davies, chap. 10.
- 14 R Tradition-Critical Approaches: Form and Redaction Criticism (III)
Read: Stein, chaps. 11-12. Graduate students: Sanders and Davies, chap. 14.

Week 8: October 17-21

- 15 T (Midterm Week)
Tradition-Critical Approaches: Form and Redaction Criticism (IV)
Read: Perrin, *What Is Redaction Criticism?*
- 16 R **Exam**

Week 9: October 24-28

- M Fall Break – University Holiday
- T **No class meeting:** Fall Break – University Holiday
Midterm grades to be submitted by 5:00 p.m.
- W **Participation Evaluation #2 Due**
- 17 R The Parables of Jesus (I)
Read: J. D. Crossan, “Parable,” art. in *The Anchor Bible Dictionary*, 5.146-152 (photocopy on Reserve); Burton Throckmorton, *Gospel Parallels*, §§65, 88, 90, 91, 93, 94, 97, 98, 99, (pp. 55-6, 73-9, respectively). Bring Throckmorton to class.

Week 10: October 31-November 4

- 18 T The Parables of Jesus (II)
Read: Throckmorton, *Gospel Parallels*, §§133 & 172, 158 & 225, 199 + 201 + 220 (pp. 109 & 134-5, 126, 134, 155 + 156-7 + 174, 176-77). Bring Throckmorton to class. Graduate students: Sanders and Davies, chap. 12.

- 19 R The Parables of Jesus (III)
Read: Throckmorton, *Gospel Parallels*, §§204, 170 & 205, 222 & 195 & 228 (pp. 158-61, 132-133, 151-52). Bring Throckmorton to class.

Week 11: November 7-11

- 20 T The Miracles of Jesus (I)
Read: Harold E. Remus, "Miracle (NT)," art. in *The Anchor Bible Dictionary*, 4.856-69 (photocopy on Reserve); Throckmorton, *Gospel Parallels*, §§13, 14, 45, 46 (on pp. 21-2, 38-40, respectively). Bring Throckmorton to class.
- 21 R The Miracles of Jesus (II)
Read: Throckmorton, *Gospel Parallels*, §§52, 56, 70, 71 (on pp. 42-3, 46, 59-61, respectively). Bring Throckmorton to class.
Graduate students: Sanders and Davies, chaps. 11, 13.
- F **Paper #2 Due** (analysis of a parable)

Week 12: November 14-18

- 22 T The Miracles of Jesus (III)
Read: Throckmorton, *Gospel Parallels*, §§107, 116, 117, 121 (on pp. 83-5, 94-5, 98, respectively). Bring Throckmorton to class.

Part Three: The Death of Jesus in the Synoptic Gospels

- 23 R The Death of Jesus in Mark
Read: Mark 14-15; Carroll & Green, chaps. 1-2; graduate students will also read Matera, *Passion Narratives and Gospel Theologies*, Introduction and chaps. 1-3.

Week 13: November 21-25

- M **Participation Evaluation #3 Due**
- 24 T The Death of Jesus in Matthew
Read: Matthew 26-27; Carroll & Green, chap. 3; graduate students: Matera, *Passion Narratives*, chaps. 4-6.
- W (Day before) Thanksgiving – University Holiday
- R **No class meeting:** Thanksgiving – University Holiday
- F (Day after) Thanksgiving – University Holiday

Week 14: Nov. 28-Dec. 2

-- M

Paper #3 Due

25 T

The Death of Jesus in Luke
Read: Luke 22-23; Carroll & Green, chap. 4; graduate students:
Matera, *Passion Narratives*, chaps. 7-9 and Conclusion.

26 R

The Anointing, Passover Meal and Arrest of Jesus
Read: Throckmorton, *Gospel Parallels*, §§231-243 (pp. 181-94).
Bring Throckmorton to class.

Week 15: December 5-9

27 T

The Trial(s) and Crucifixion of Jesus
Read: Throckmorton, *Gospel Parallels*, §§244-253 (pp. 194-206).
Bring Throckmorton to class.

28 R

Post-resurrection Appearances
Read: Throckmorton, *Gospel Parallels*, §§AA-EE (pp. 206-9) and
compare the apostle Paul's witness to post-resurrection
appearances in 1 Corinthians 15:3-8. Bring Throckmorton to class.

Week 16: December 12-16

-- R

Paper #4 and Participation Evaluation #4 due at 4:00 p.m.

Grades will be submitted to the Registrar by Friday, December 23.

IX. Reserve Readings

The two binders on Reserve for this class contain the following materials:

- 1) *The Sayings of Jesus: The Sayings Gospel Q in English* (ed. James M. Robinson; Facets; Minneapolis, MN: Fortress, 2002): 3-31 (copied on green paper).
- 2) J. D. Crossan, "Parable," art. in *The Anchor Bible Dictionary*, 5.146-152 (copied on yellow paper).
- 3) H. E. Remus, "Miracle (NT)," art. in *The Anchor Bible Dictionary*, 4.856-69 (copied on green paper).

When you are finished with a binder, please return all materials in the above order.

With the exceptions of the handouts and last semester's exams, all of the above items are also on electronic Reserve (<http://piuseres.slu.edu/courseindex.asp>). To locate items on e-Reserve for this seminar, you may search under the department ("Theological Studies"), name of the Instructor ("Kelhoffer, James") or course name ("Synoptic Gospels"). The password is: **Synoptic** (not case sensitive).

If there are any problems with materials on Reserve or e-Reserve, please notify both the Librarian on duty and me as soon as possible.

Proposed Emendation to Synoptic Gospels Syllabus

Distributed in class October 18, 2005

In recent weeks I have raised in class the possibility of changing the syllabus to require a paper on either a Synoptic parable or miracle—instead of papers on both a Synoptic parable (Paper 2, due November 11) or miracle (Paper 3, due November 28). I have encouraged that possible concerns or objections be communicated to me in or out of class and to date have received none. That said, this proposed change to the syllabus is *not mandatory* for each student. The syllabus distributed at the beginning of the term represents a contract, and you may write the four papers, including Paper 2 and Paper 3, described in the syllabus.

Here is the proposal:

In lieu of Paper 2 and Paper 3, a single paper will be required. For this assignment (= the new Paper 2) you will select either a parable or a miracle contained in two or three of the Synoptics and analyze the passage making use of source, form and redaction criticism. If you wish, you may incorporate literary or sociological methods, but the main focus should be on tradition-historical questions. In addition to assigned readings, you will interact with five (5) other academic sources, of which three (3) should be biblical commentaries. This assignment is worth seventy-five (75) points and is due Monday, November 21. Length: 7-8 pages; graduate students: 10-11 pages.

I will assume that this change is acceptable unless I hear from individual students by Thursday, October 27.

Please note: This change does not affect the requirements for Paper 4 (due December 14) as described in the syllabus.