

NT 2530 METHODS: STUDY OF THE SYNOPTICS

Semester: Spring 2012
Office hours: by appointment
Telephone: (510) 549-5030
Skype: jfracine2000

Instructor: Jean-François Racine
Office: JSTB 212
Email: jracine@jstb.edu

1. GOALS

1. To become familiar with the content and organization of the synoptic gospels (i.e. Matthew, Mark, Luke).
2. To apply some common scholarly methods to the interpretation of the synoptic gospels.
3. To map out the discourse of the synoptic gospels on some topics and issues, e.g., Jesus, faith, discipleship, rich/poor; peace, justice/righteousness, etc.

Nota bene: As a 3 unit course, you should be able to devote 9-10 hours per week to this course. Also, let the instructor know as soon as possible if you have any form of disability.

2. FULFILLMENT OF JST-SCU PROGRAM GOALS AND OBJECTIVES

This course contributes to fulfill the following program goals and objectives of:

MTS:

Goal I: Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration.

Objectives:

- A. Students will demonstrate an understanding of **Biblical Studies, Historical-Systematic Theology, and Pastoral-Moral Theology**, according to the competences articulated by each of these areas.
- B. Students will integrate their understanding of the above areas in exploring a chosen area of concentration.
- C. Students will demonstrate a depth of knowledge in their area of concentration.

MDiv:

Goal I: Students will gain a broad theological foundation, and hone it in light of assuming leadership roles within the Church.

Objectives:

- A. Students will demonstrate an understanding of **Biblical Studies, Historical-Systematic Theology, and Pastoral-Moral Theology**, according to the competences articulated by each of these areas.

3. COURSE FORMAT

Lectures
 Readings
 Quizzes
 In class discussion
 Online discussion forum
 Written assignments

4. COURSE MANAGEMENT SYSTEM

The course uses *Moodle* as a support for course documents and assignments. Enroll for that course on *Moodle* at the beginning of the semester, so you can access the relevant class material. Because of copyright issues, readings are available for a short period of time on Moodle.

5. EVALUATION**Option A**

Assignment: parables & healing/exorcism stories	5%
Assignment: reading culturally	5%
Assignment: narrative criticism	10%
Assignment: reader-response criticism	5%
Assignment: reading synoptically	20%
Assignment: feminist criticism	5%
Online Discussion forum	20%
Online Quizzes & short written assignments	10%
Online WIKIS	20%

Option B

Assignment: parables & healing/exorcism stories	5%
Term paper	40%
Assignment: feminist criticism	5%
Online Discussion forum	20%
Online Quizzes & short written assignments	10%
Online WIKIS	20%

Option C

Same as option B, but the term paper is done as a team of three students who all receive the same grade for it. The requirements for the term paper are slightly different. See the guidelines at the end of the syllabus.

6. TEXTS

An edition of the Bible in English such as the *New Revised Standard Version*, the *New*

American Bible, the Revised Standard Version, the New Jerusalem Bible, or the New International Version. Editions in other languages can also be used.

Aland, Kurt ed. *Synopsis of the Four Gospels, Revised Standard Version.* [New York?]: American Bible Society, 2010. ISBN-10: 1585169420; ISBN-13: 978-1585169429 (required)

Allen, Wesley O. Jr. *Reading the Synoptic Gospels: Basic Methods for Interpreting Matthew, Mark, and Luke.* St. Louis, MO: Chalice Press, 2000. ISBN-10: 0827232195; ISBN-13: 978-0827232198 (required)

Malina, Bruce J., Rohrbaugh, Richard L. *Social Science Commentary on the Synoptic Gospels.* 2nd ed. Minneapolis, MN: Fortress Press, 2002. ISBN-10: 0800634918; ISBN-13: 978-0800634919 (optional). The first edition is also fine.

Perkins, Pheme. *Introduction to the Synoptic Gospels.* Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2009. ISBN-10: 0802865534; ISBN-13: 978-0802865533 (required)

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church.* Boston: Pauline Books & Media, 1993. ISBN 0-8198-3670-2 (required) also available online http://catholic-resources.org/ChurchDocs/PBC_Interp.htm

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations.* 7th ed. Chicago: The University of Chicago Press, 2007. ISBN-10: 0226823377; ISBN-13: 978-0226823379 (required)

7. CALENDAR (subject to revision)

DATES	TOPICS	READINGS & ASSIGNMENTS
January 30	Course Organization The interpretation of the Bible in general and of the Gospels in particular	READINGS: PBC document §II.A and III.B.3; M.J. Brown 2000; Tate 1997 QUIZ
February 2	The canon of the New Testament	READINGS: Bovon 1998; Dungan 2007; Gamble 1992; McDonald 2007; Perkins 26-30 QUIZ
February 6	Geopolitics	READINGS: Branick 1998; Brown 1997 QUIZ; SHORT WRITTEN ASSIGNMENT
February 9	Social setting: Purity/Pollution; Honor/Shame; Family; personality	READINGS: PBC document I.D.2; DeSilva 2004, 111-130; Allen, 34-39; DeSilva 2004, 137-143; Malina 2001 SHORT WRITTEN ASSIGNMENT
February 13	Reading a Passage Culturally	TEST PASSAGES: Matt 22:15-22; Mark 6:14-29; Luke 7:1-10; Luke 7:36-50 Option A: WRITTEN ASSIGNMENT: reading a

		passage culturally (Luke 13:10-17); due on February 15 Options B & C: Work on the section about social setting for your term paper
February 16	The Gospel genre Introduction to Forms Gospel forms (especially parables and healing/exorcism stories, challenge/riposte stories)	READINGS: Brown 1997; Lucian, <i>Life of Demonax</i> ; Perkins 1-30 QUIZ; FORUM; Short written assignment READINGS: PBC document I.A; Perkins 96-105; Allen 53-68 READINGS: Perkins 105-119 FORUM WRITTEN ASSIGNMENT on healing/exorcism stories; due on February 23
February 23	Gospel according to Mark: overview	READINGS: Gospel according to Mark; Perkins 126-163 QUIZ; Short written assignment
February 27	Narrative criticism	READINGS: PBC document I.B.2; Allen 103-116
March 1	Narrative criticism	TEST CASES: Mark 5:21–43; 10:46–52
March 5	Narrative criticism: NO CLASS	Option A: WRITTEN ASSIGNMENT: Mark 9:2–10; due March 7 Options B & C: Work on the section about narrative criticism for your term paper
March 8	Gospel according to Matthew: overview	READINGS: Gospel according to Matthew; Perkins 164-201 QUIZ; SHORT WRITTEN ASSIGNMENT
March 12	The use of the Old Testament	READINGS: PBC Document III.A; Allen 41-52; Perkins 47-50 QUIZ
March 15	Reader-response	READINGS: Vanhoozer 1995 FORUM
March 19	Reader-response	TEST CASES: Matt 2:1–18; 4:18–22
March 22	Reader-response: no class	Option A: WRITTEN ASSIGNMENT: Matt 25:1–12; due March 23 Options B & C: Work on the section about reader-response for your term paper
March 24-30	SPRING RECESS	
April 2	Gospel according to Luke: overview	READINGS: Gospel according to Luke; Perkins 202-253 QUIZ; SHORT WRITTEN ASSIGNMENT

April 5	Synoptic problem	READINGS: Perkins 56-66; Tuckett, "Synoptic Problem," ABD; Dungan, "Two-Gospel Hypothesis," ABD; Boismard, "Two-Source Hypothesis," ABD QUIZ
April 9	Synoptic problem	FORUM TEST CASES: §151, 332; 49
April 12	Q source & Thomas	READINGS: Perkins 67-96; Patterson 1993 FORUM
April 16	Redaction criticism	READINGS: Allen 75-101 TEST CASES: §18, 352, 158 SHORT WRITTEN ASSIGNMENT
April 19 & 23	Redaction criticism: Reading Synoptically NO CLASS	Option A: WRITTEN ASSIGNMENT: §136 & 62; due April 25 Options B & C: Work on the section about redaction criticism for your term paper
May 26	The text of the gospels	READINGS: Perkins TBA; Ehrman 1995; Greenlee 1997, Parker 1997 QUIZ TEST CASES: §18, 42/84, 347, 152, 185 FORUM
April 30	The text of the gospels	Test cases: §18, 42/84, 347, 152, 185
May 3 & 7	Work on Wikis: NO CLASS	due: May 9
May 10	Feminist Perspectives	READINGS: PBC document I.E.2; Schneiders 1995A WRITTEN ASSIGNMENT: Mark 5:21–43; due: May 15
May 18		Options B & C: due term paper (and interviews for Option C)

SCALE OF GRADES JST/SCU

A (and A+)	4.0
A-	3.7
B+	3.3
B	3.0
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B-	2.7
C+	2.3
C	2.0
C-	1.7

Adapted from the JTS/SCU Catalog 2009-2010, p. 7.

GUIDELINES FOR THE ASSIGNMENTS

A. General guidelines

1. LAYOUT

- a. Refer to Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2007.
- b. Use footnotes instead of endnotes.
- c. Use abbreviations such as HB, OT, NT, LXX respectively for the Hebrew Bible, the Old Testament, the New Testament, the Septuagint preceded by the definite article.
- d. Titles of biblical books are abridged with the typology found in common editions of the Bible. If you refer to a whole biblical book, write the complete title, e.g., “in the Gospel according to Mark, Jesus is portrayed as ...”

2. STYLE

- a. For both short and longer assignments, try to clearly organize your ideas and to express them succinctly. Do not quote the Bible for any purpose (I also have a copy). The biblical text is quoted only when it is part of your argument. Concerning secondary literature, a good paraphrase and a summary of an author’s argument often take less space than a complete quotation.
- b. In shorter assignments, make sure to answer the questions which are asked instead of merely sharing your moods and feelings.
- c. Avoid unsubstantiated claims, that is, provide evidence.
- d. *To plagiarize* means to copy sentences or paragraphs *verbatim* from an author’s work so

to give the impression that they are yours. It is intellectual theft. Such papers will be given a “fail” mark.

- e. As much as possible, attempt to use inclusive language. For instance, the term “man” should be used to designate a masculine individual. In other cases, you may use terms such as “person”, “human being”, “people.”
- f. Do not use title pages for short assignments (i.e., less than 10 pages). Only write your name, the title of the course, and the title of the assignment at the top of the first page.

3. REQUIREMENTS FOR THE USE OF SECONDARY LITERATURE

- a. Some of your papers will engage relevant secondary scholarly literature such as biblical dictionaries, biblical commentaries, monographs, scholarly essays, and journal articles. Avoid one-volume commentaries of the whole Bible (e.g., *New Jerome Biblical Commentary*), NT introductions (e.g., Brown), introductions and explanatory footnotes of editions of the Bible.
2. Use the resources of the GTU library to locate relevant secondary literature (e.g., Atla Religion Database).
3. Beware of the various agendas of secondary literature. You should use secondary literature, not be used by it.

4. TURNING IN YOUR PAPERS

- a. Submit all your written assignments electronically in the assigned digital drop boxes.
- b. The preferred format is Acrobat, i.e., PDF. If your computer does not offer a function to convert a document into Acrobat, you can download and install PDF Creator. It is a free software.
- b. You can submit in the following languages: English, French, Spanish, and German.
- c. Policy on late papers: 10% of the final grade per day (including weekends).

B. Online Discussion Forum

1. GENERAL CONSIDERATIONS

In the Discussion Forum you are required to post ideas and responses to others’ ideas a set number of times (usually one original statement and at least one response to others, but this may vary with the discussion). It is nevertheless ideal if you engage the conversation as often as it seems appropriate to do so. Keep in mind that the discussion is usually about a text or biblical passage that is assigned, so it should remain on topic—if it seems to be drifting, you each have the responsibility to bring it back. Stay close to the actual statements of the text and call one another to accuracy in this regard. If you think that the author is saying something you strongly disagree or agree with, be sure that you are clear about what the author is actually saying. If you are confused about what s/he is saying, you are encouraged to indicate that—ask a question or invite your interlocutors to give you insight about what is actually being said. Do not beat about the

bush. Be as brief as you can and still be understood. If someone has misunderstood you, please correct him/her as you would in an oral discussion in a classroom. If you find that your ideas or insights change in the course of the discussion, indicate that. It is assumed that you do not know all this before you begin, so growth in knowledge ought to be the outcome of the discussion! The discussion forum contributes to make you reach all three goals of the course.

2. ETIQUETTE

- a. Be yourself. Do not attempt to be overly formal, overly persuasive or overly eager to belong.
- b. Be willing to accept the views of others, even if they have quite different backgrounds or positions, are not as knowledgeable or capable of expressing themselves in writing, or seem to break some of the rules of netiquette.
- c. All voices are equal. Bullying any classmate is unacceptable behavior and can result in your dismissal from this course.

3. PARTICIPATION

- a. Behave as you would in a face-to-face classroom.
- b. Challenge ideas, not people.
- c. Be forgiving of other people's mistakes.
- d. Use proper and respectful language and refrain from any off-color jokes, insults, or threats.
- d. Respect other people's time and bandwidth: keep your messages short, i.e., no more than 400 words.
- e. Post early to make everyone's life easier.

4. TONE

- a. Never resort to "flaming" (insults or personal attacks).
- b. WRITING IN ALL CAPS is the equivalent of yelling.
- c. Any derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the physical classroom.

5. CONTENT

- a. Keep your responses jargon-free.
- b. Keep responses on-topic.
- c. Respect other people's privacy by not sharing or spreading inappropriate information. If someone posts information that you think may have been posted accidentally, let them know about it privately.
- d. Share expert knowledge rather than "keeping it to yourself." And share this knowledge with respect rather than using it to put others down.
- e. Be sure to spend time reviewing your messages before posting to be sure that they are clearly written.
- f. Remember that the recipient is a human being whose culture, language, and humor have different points of reference from your own. Be especially careful with sarcasm.

6. EVALUATION

- a. The posts are timely.

- b. The posts are relevant.
- c. The posts provide evidence of a deep engagement with the material (primary and secondary sources).

C. Online Quizzes & short written assignments

The goals of these online quizzes & short written assignments is to make sure:

1. that you master the basic information presented in the course material.
2. that you understand the basic concept presented in the course material.

The quizzes consist of multiple choices questions, true or false statements, and short answers to questions. You can take each quiz only once. Make therefore sure not to be interrupted when you take it.

The short written assignments generally consist of one or two paragraphs which you write online.

D. Assignment on parables & healing/exorcism stories

See specific instructions embedded in the assignment on Moodle.

E. Assignment on reading a passage culturally

1. OBJECTIVE: To apply principles of reading a passage culturally to a few passages of the synoptic Gospels.
2. FOR THIS PURPOSE:
 - a. READ Luke 13:10-17.
 - b. WRITE a 400-500 words assignment where you describe the cultural issues of this passage and explain how the passage complies and/or challenges some of these cultural norms.
 - c. As you write your assignment make sure to CONSULT at least three secondary sources (e.g., scholarly essays, journal articles, commentaries, biblical dictionaries).

F. Assignment on narrative criticism

1. OBJECTIVE: To apply principles of narrative criticism to a passage of a gospel
2. FOR THIS PURPOSE:
 - a. Read Mark 14:3–9
 - b. Use the grid drawn from Powell 1990 (available on Moodle) to study your passage.
3. WRITE a 4—5 page essay on this passage that pays attention to elements of the story (events, characters, settings), its literary context, its role and significance within the overall gospel.
4. CONSULT and CITE two secondary sources (i.e., either commentaries, journal articles, book chapters, essays) that relate to this passage. Yet, do not let the agenda of these secondary sources derail your narrative inquiry.

NOTA BENE: the grid from Powell will help you to study this passage, but you will still have to digest, organize, and develop the information that this study will provide.

G. Assignment on reader-response criticism

1. OBJECTIVE: To apply principles of reader-response criticism to a passage of a gospel:
2. FOR THAT PURPOSE: read Matt 25:1–12
3. IDENTIFY and EXPLAIN the gaps of the text
4. EXPLAIN the interpretative choices made by the reader and the strategies of the text to induce some types of reading from the reader.
5. LENGTH: ±2 pages

H. Assignment on reading a passage synoptically

1. OBJECTIVE: To apply redaction criticism to a passage of the triple tradition (i.e., Matthew, Mark, and Luke) and to a passage of the double tradition (Matthew and Luke).
2. FOR THAT PURPOSE: Explain the editing (stylistic and theological) which Matthew and Luke did each on their side with their Markan source (passage from the triple tradition) and their Q source (passage from the double tradition). As you do so, you should attention to the overall theological project of Matthew & Luke and also to the recurrence of terms and themes in these gospels.
3. CONSULT secondary literature on your pericopes. Make sure to cite a minimum of eight relevant articles, monographs or chapters of books in footnotes. Consult biblical commentaries, e.g., from series such *Anchor Bible*, *Word Biblical Commentary*, *Hermeneia*, and *Sacra Pagina* (See the exegesis reference section at the GTU library if you are on site). You may locate other relevant secondary literature in *Religion Index database* online and/or in *New Testament Abstracts* (see GTU library website).
4. LENGTH: ±10 pages
5. TIP: Make a photocopy of your passage from your synopsis. Color the words common to Matthew, Mark and Luke; choose another color for the words common to Matthew and Mark, another one for the words common to Mark and Luke and another color for the words common to Matthew and Luke.

I. Assignment on reading a passage from a feminist perspective

1. OBJECTIVE: To demonstrate capacity of reading a passage from a feminist perspective.
2. FOR THIS PURPOSE:
 - a. READ Mark 5:21–43.
 - b. WRITE a 700-800 words assignment where you describe some issues of the passage from a a feminist perspective. For this matter, use elements of cultural anthropology, narrative criticism, and reader-response criticism.
 - c. As you write your assignment make sure to CONSULT at least three secondary sources (e.g., scholarly essays, journal articles, commentaries, biblical dictionaries).

J. WIKIS

1. OBJECTIVES:
 - a. To become acquainted with the synoptic Gospels on some subjects.

- b. To see what the synoptic Gospels have to say on certain subjects.
 - c. To analyze the information provided by the synoptic Gospels and by secondary literature on certain subjects.
 - d. To synthesize the information provided by the synoptic Gospels and by secondary literature on certain subjects.
 - e. To evaluate the information provided by the synoptic Gospels and by secondary literature on certain subjects.
2. FOR THIS PURPOSE:
- a. SELECT one subject listed on the sign-up sheet.
 - b. DELINEATE your subject more specifically around the following parameters:
 - . Identify the words/phrases which are characteristic of your subject in the synoptic Gospels. For that matter, an online edition of the Bible is very useful. Try Blue Letter Bible and select RSV (no KJV please).
 - . Identify relevant passages of the synoptic Gospels. If the number is very large, you may elect to focus on some specific passages rather than trying to assess all the evidence available.
 - . As you see what the various synoptic Gospels say about your topic, you are expected to show sensitivity to first-century cultural issues, relations among documents (as you will likely work with passages found in two or three of the gospels), literary form, and literary context.
 3. CONSULT at least nine documents from secondary literature such as dictionary articles, journal articles, essays, commentaries, monographs. Stay away from material which is not peer-reviewed, e.g. blogs, Wikipedia, Joe Doe's devotional website.
 4. WRITE a 1200 word WIKI that synthesizes your findings.
 5. Each participant to the class will EVALUATE two WIKIs written by teams and assigned to you by the instructor. Each evaluation should be 300 words. It does not aim to congratulate each other, but rather to help each other produce the best work as possible. Your evaluation should include the following for each essay.
 - a. DESCRIBE what you consider that the essay does well.
 - b. IDENTIFY the aspects/places where the essay needs additional work/revision.
 - c. EXPLAIN where you think the essay could go further.
 6. TURN in your evaluation to the instructor and to the members of the teams whose work you have evaluated.
 7. After receiving the evaluations, the teams will DISCERN which revisions need to be done and will DO them. TURN in the final version of your WIKI.
 8. FORMAT: The WIKI has a limited capacity in terms of editing and footnotes. Instead of footnotes or endnotes, list the works to which you refer in your WIKI at the end (formatted according to the rules of the *Turabian manual of style*) and use parenthetical references in your WIKI to refer to these works. For instance, if you refer to p. 143 of Nickelsburg, George W. E. "Son of Man" in *The Anchor Bible Dictionary*. Vol. 6, ed. David Noel Freedman, 137-50. New York: Doubleday, 1992, you would write (Nicklesburg 1992, 143).

9. EVALUATION: I am mostly interested in the following: clarity, rigor, specificity, critical attitude toward primary and secondary sources, quality of the synthesis, style.

OPTIONS B & C: GUIDELINES FOR THE TERM PAPER

Y The style of the paper will follow the guidelines provided in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago Guides in Writing, Editings and Publishing (Chicago/London: University of Chicago Press, 2007).

Y Submit your papers electronically in the appropriate digital drop box).

FIRST STEP: THE CHOICE OF A TOPIC

a. Pick a topic among the following ones.

- | | |
|--|---------------------------------------|
| 1. Matt 8:1-4//Mark 1:40-45//Luke 5:12-16 | The Cleansing of a Leper §42 & 84 |
| 2. Matt 8:28-34//Mark 5:1-20//Luke 8:26-39 | The Gadarene Demoniacs §91 & 137 |
| 3. Matt 9:1-8//Mark 2:1-12//Luke 5:17-26 | The Healing of the Paralytic §92 & 43 |
| 4. Matt 12:9-14//Mark 3:1-6//Luke 6:6-11 | Healing the Withered Hand §112 & 47 |
| 5. Matt 8:23-27//Mark 4:35-41//Luke 8:22-25 | Stilling the Storm §90 & 136 |
| 6. Matt 14:13-21//Mark 6:32-44//Luke 9:10b-17 | Five Thousand Are Fed §146 |
| 7. Matt 17:1-9//Mark 9:2-10//Luke 9:28-36 | The Transfiguration §161 |
| 8. Matt 17:14-21//Mark 9:14-29//Luke 9:37-43a | The Healing of Boy with a Demon §163 |
| 9. Matt 19:16-22//Mark 10:17-22//Luke 18:18-23 | The “Rich young man” §254 |
| 10. Matt 21:1-9//Mark 11:1-10//Luke 19:28-38 | The Triumphal Entry §269 |
| 11. Matt 26:6-13//Mark 14:3-9//Luke 7:36-50 | The Anointing at Bethany §267 & 306 |

SECOND STEP: STRUCTURE, PLAIN SENSE AND LITERARY BACKGROUND

REFERENCE: see ALLEN

- A. Establish the structure of your pericopes in each gospel.
- B. Do your pericopes contain “difficult” and or “loaded” words or expressions? If so, give a summary explanation about these.
- C. Does your passage quote or evidently allude to the Old Testament/Hebrew Bible. If so, explain how it is used. If there are no such quotations or strong allusions,

skip that section.

Comment: Your assessment of “difficult” and “terms” should be kept brief and should not overlap with the forthcoming section on social-scientific criticism. Ditto for the literary background (Old Testament).

Length: ±5 pages

THIRD STEP: HISTORICAL-CRITICAL METHODS

REFERENCE: see ALLEN

A. PRELIMINARY WORK (not to be handed in)

1. Make a photocopy of your passage from your synopsis. Color the words common to Matthew, Mark and Luke; choose another color for the words common to Matthew and Mark, another one for the words common to Mark and Luke and if any another color for the words common to Matthew and Luke.
2. Look at the grammar of your passage. Pay attention to the modes, tenses and persons of the verbs. Are substantives singular or plural. Pay attention to the articles, adjectives, adverbs, prepositions and conjunctions used in these pericopes.

B. SOCIAL-SCIENTIFIC CRITICISM: Identify and investigate your pericopes from a social-scientific perspective (i.e., reading culturally).

C. REDACTION CRITICISM: Explain the editing (stylistic and theological) which Matthew and Luke did each on their side with their Markan source.

Comment: For this section, consult secondary literature on your pericopes. Make sure to cite a minimum of six (twelve for those doing Option C) relevant articles, monographs or chapters of books in footnotes. I strongly encourage you to consult biblical commentaries, e.g., from series such *Anchor Bible*, *Word Biblical Commentary*, *Hermeneia*, and *Sacra Pagina* (See the exegesis reference section at the GTU library). You may locate other relevant secondary literature in *Religion Index database* online and/or in *New Testament Abstracts*.

Length: ±10 pages (±12 pages for Option C)

FOURTH STEP: NARRATIVE CRITICISM

REFERENCE: see Powell 1990A on Moodle

Do a study of one (i.e., either Matthew, Mark, or Luke; option C: all three gospels) of your pericopes using narrative criticism. For this purpose, make use of Powell 1990A. Do not turn in the answers to the questions suggested by Powell. These questions will help you to question the text. Make rather a synthesis of your investigation done with these questions.

Length: ±5 pages (Option C: ±8 pages)

FIFTH STEP: READER RESPONSE CRITICISM

REFERENCE: see your personal notes

Read through one of your pericopes (option C: all three pericopes) and pay attention to the gaps of the text. Consider the interpretative choices made by the reader and the strategies of the text to induce some types of reading from the reader.

Length: ±2 pages (Option C: ±5 pages)

SIXTH STEP: INTERVIEW WITH THE INSTRUCTOR (Option C only)

Sign up for a 30 minute interview with the instructor who will ask questions to the teammates about various aspects of the paper.

**NT 2530/8200 METHODS: STUDY OF THE SYNOPTICS
EVALUATION OF THE TERM PAPER**

NAME: SAMPLE

TITLE: SAMPLE

ESTABLISHING PERICOPEs, TEXT AND PLAIN SENSE

Structure:

Word study:

Literary background:

Total: /10

HISTORICAL-CRITICAL METHODS

Social-scientific criticism:

Redaction criticism:

Use of secondary literature:

Total: /15

NARRATIVE CRITICISM

Events:

Characters:

Settings:

Total: /10

READER-RESPONSE CRITICISM

Total: /5

TOTAL: /40