

**SCRIPTURE AND TRADITION 27: THE HISTORICAL JESUS  
SPRING 2015**

**Instructor:** Catherine Murphy  
**Office:** Kenna 323B  
**Office hours:** Tu/Th 2:00-3:00 p.m., and by appointment  
**Phone:** (408) 551-1909

SCTR 027.19725  
 Kenna 306  
 T/Th 12:10-1:50 p.m.  
**E-mail:** cmurphy@scu.edu

**Required Books****New/New Rental/Used Rental**

Robert J. Miller (and Robert W. Funk), ed. <i>The Complete Gospels</i> , 4 <sup>th</sup> ed. Salem: Oregon: Polebridge Press, 2010; original 1992, 1994. [ISBN 978-1-59815-018-6]	[\$35/\$28/\$15.75]
Bart D. Ehrman. <i>Did Jesus Exist? The Historical Argument for Jesus of Nazareth</i> . New York: HarperOne, 2013. [ISBN 978-0-06-220644-2]	[\$17/\$15.30/\$7.65] <i>eBook</i> \$9.00
John Dominic Crossan and Jonathan L. Reed. <i>Excavating Jesus: Beneath the Stones, Behind the Texts</i> . New York: HarperCollins, 2003. [ISBN 978-0060616342]	[\$20/\$18/\$9] <i>eBook</i> \$4.00
Articles on Camino	[no cost, unless you print them]

**Recommended Book**

Catherine M. Murphy. <i>The Historical Jesus for Dummies</i> . Hoboken, New Jersey: Wiley, 2008. [ISBN 978-0-470-16785-4]	[\$17.00/\$15.30/\$7.65]
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**Course Description**

This course examines the life of Jesus of Nazareth. As straightforward as this sounds, it is actually a complex task. To begin with, each of us brings our own preconceptions, beliefs and interests to project. The ancient literary sources like the Christian gospels are no different; each of them has a particular perspective shaped by experiences and reflections several decades after Jesus' life. Because our sources are "interested," some critics have gone so far as to say that early Christians made Jesus up entirely—that there *was* no man, and that the entire Christian religion is based on a myth. So what precisely *is* the evidence that we have? In this course, we will work with the available literary and archaeological evidence to see what we can legitimately say about the man from Nazareth. Much of our work will be about learning how to read *through* literary sources to the history behind them. We will also spend a lot of time studying the archaeological record, which gives us little about Jesus directly but a lot about the world in which he lived. This will allow us to build a picture of his society that will help us to place him in it and to understand what people believed about him, and why.

**Purpose of the Core Course in Religious Studies**

At Santa Clara University, the study of religious belief and practice in various cultural contexts (including your own) is one of the central features of the Core Curriculum. This has always been important in Jesuit Catholic education, which is why you'll end up taking three Religious Studies courses with us. But the purpose of these Core courses isn't to make you believe certain teachings or to limit your inquiry to one tradition. Religious Studies at Santa Clara is broader, deeper, and more analytical than you might expect. In this second course, we want you to think deeply and critically about complex religious phenomena, like scripture and the evolving theological beliefs about Jesus, from different disciplinary approaches (in this class, we'll draw on history, archaeology, literary analysis, theology, political and economic theory). The heavy emphasis on the social sciences in this class will help us to consider how Jesus himself was embedded in a specific history and culture, just as every subsequent interpretation of him has been. We hope that this approach will help you to negotiate a world in which religion matters, but in very different ways to different peoples.

**RTC 2 and Course Learning Objectives**

By the end of this course, you will be able to:

- a. analyze scriptures about the historical Jesus against each other and against other historical records (*RTC 2 Core 2a*);
- b. integrate and compare different disciplinary approaches to the historical Jesus (*RTC 2 Core 2b*);
- c. clarify and express your beliefs about the historical Jesus and the Christ of faith (*RTC 2 Core 2c*); and
- d. improve your skills in research, writing, and oral presentation (*Course*).

## How to Prepare for Class

### *Reading and Study Prior to Class*

The readings listed under each day's topics should be read before that class. They will provide the basis for our class discussion. Readings listed as "primary" are those from the past (e.g., the New Testament, the Jewish and Roman sources), while those listed as "secondary" are from modern scholars. There is a class prep page on the course website for each day's class (the link is in the left column on every page). It introduces you to the readings, offers questions to help focus on the most important issues, and provides access to the powerpoint slides for that day's lecture (available after class). Take a look at these before you do the reading so you know what to pay attention to; this will help you participate in class and prepare effectively for quizzes and exams. Occasionally, you will be asked to collect data from the readings or to reflect on your own beliefs in light of the readings, ahead of or during class, in order to probe the material more deeply. (*learning objectives a, c*)

### *Where to Find the Readings*

Most of our primary readings are in the gospels (canonical and non-canonical ones), and you'll find these in *The Complete Gospels* (CG), one of our major texts (it's in the bookstore and on reserve in the library—just go to the Circulation Desk, and ask for the resource you need for SCTR 27, Prof. Murphy). Most of the secondary readings will be in our other two course textbooks, Bart Ehrman's *Did Jesus Exist* and John Dominic Crossan and Jonathan Reed's *Excavating Jesus* (the professor's *The Historical Jesus for Dummies* (HJFD) is recommended but not required). Occasionally, though, the reading won't be in one of those four books, but on Camino instead. You can access these readings from the Camino syllabus, or from the Required Readings folder in the Camino "Files" tab. All of the Camino articles are from books, and those books are on hard-copy reserve at the Circulation Desk.

### *Questions, Lecture and Discussion*

Each class will begin with questions about the readings, yours for the professor and the professor's for you (there will be occasional, unannounced quizzes). There will be some lecture each day on the core material from the reading, step-by-step practice at analyzing the source material, and plenty of opportunities for you to seek clarification from the professor and each other. (*learning objectives a, b, c*)

## Assessment and Grading

### *Grade Components and Scale*

Class Participation (oral & written participation 20%, attendance 5%)	25%
Quizzes & Exams (quiz @ 5%, exam #1 15%, exam #2 @ 10%)	30%
Dig Team Project	20%
Final Paper: Archaeology and the Quest for the Historical Jesus	25%

### *Scale*

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93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

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### *Oral Participation & Attendance*

Class participation is a critical part of this course. It includes your informed oral remarks in class – during formal lectures, open discussion periods, team break-outs, and class discussion. In order to participate, you've got to come to class (see the attendance policy below) and bring the readings, your questions and required assignments with you. Your informed oral comments and questions, based on your reading and reflection, are a substantial contribution to your classmates, so they count for 20% of your entire grade (this includes occasional written homework). Attendance counts for 5% of your grade (25% of your grade total).

### *Quizzes & Examinations*

Two exams are scheduled during the quarter; both are cumulative of material covered to that point in the course. The first falls in the 6<sup>th</sup> week and counts for 15% of your grade; the second falls in the 9<sup>th</sup> week and counts for 10% of your grade. There will be a short 25-minute quiz in the 3<sup>rd</sup> week to give you a sense of the sorts of questions that will be asked and how your answers will be evaluated (5% of your grade; exams and the quiz together count for 30% of your grade). (*learning objective a*)

### *Dig Team Project*

During the second week of class, you'll be asked to choose a partner for a group project in which you'll closely examine the archaeological and literary record of a particular town associated with Jesus. When we reach the point in the syllabus when that site is featured, you will present the site to the class. Your presentation has two parts. First, you will prepare a 20-minute powerpoint presentation that introduces the class to the information you've learned. Second, you will field and answer questions from the class about your site. Please note: other assignments may be due on the date of your presentation, so plan ahead—no extensions will be given. 20% of grade (10% for your individual contributions, and 10% for the overall group grade). (*learning objective b*)

### *Final Paper. The Quest for the Historical Jesus: Methods & Results*

This 10-page paper will reflect on archaeological and literary methods to reconstruct Jesus' life. You will focus on two archaeological data points: (1) a site other than the one your dig team covered, and (2) an artifact that is related geographically or topically to that site. You will first introduce your site and artifact and discuss briefly how they are related (2 pages). You will then briefly reprise the archaeological evidence and how it has been interpreted (or ignored by interpreters; 2 pages). Next, integrate and compare this evidence to the picture one gets of the site/artifact/person and Jesus' relation to them in the scriptural texts and in biblical (literary, historical, and/or theological) scholarship on them (2 pages). You will then analyze the assumptions, strengths, and weaknesses of archaeological methods, literary analysis, and theological inquiry in relation to each other (3 pages). Conclude with one page of reflection on how your own beliefs (such as analytical perspectives, religious beliefs, or prior assumptions) have been affected by the course. Because this paper is cumulative of much of your work in the course, it replaces a final exam. The electronic copy in Microsoft Word is due by the end of our exam period, **Thursday June 11 at 4:30 p.m.**, in the assignment drop box on Camino. 25% of grade. (*learning objectives b, c*)

### *Extra Credit*

Extra credit opportunities will be posted on the course website at "Extra Credit Events" periodically throughout the quarter. To receive extra credit, attend the event, write a 2-3 page summary and evaluation, and turn it in within one week of the event (papers on events attended during the 10<sup>th</sup> week of class have to be submitted by Friday of that week). Normally, these papers can earn at most 2 points, and you're eligible to earn 3 points of extra credit during the quarter, so you might plan to do two such papers. Alternatively, you can do one more extensive project in which you select one of the artifacts associated with the historical Jesus that you are not covering in your final paper (see link on class web) and prepare a 4-5-page typed report about that artifact (follow the directions on the "Artifact Analysis" page). Points can only be counted if all regular assignments have been completed. Directions for the paper can be found online at "Extra Credit Events." 3% of grade max. (*learning objective c*)

### *Assessment of Course*

The course will be assessed at mid-quarter with a short evaluation and at the end of the quarter with an online numerical evaluation and, in class, with an SALG and a narrative evaluation.

## **Policies**

### *Attendance*

If you're sick or something comes up, please notify the professor in advance or within a week of the missed class. *Remember: You're not doing yourself or anyone else any favors if you come to class sick—you can always make up the work.* Notifying the prof means that the absence is excused; it's unexcused and counts more against your grade if you don't let the prof know. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences (10+% of the course) your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade +.

## Policies (continued)

### *Academic Integrity*

You are expected to collaborate to share ideas, resources, and questions, particularly in small-group work, team projects and exam preparation. This sharing becomes cheating or plagiarism when you present as original the insights or work of another. It thus includes copying someone else's work without attribution, whether the source is a friend, a book, or the web. Work on extra credit, exams and your reflection paper is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the online "Research Tips" and "Style Sheet" at the course website). If you are caught cheating or plagiarizing on a required assignment, you will receive an "F" on the assignment and in the course, and the matter will be forwarded for further action to the Office of Student Leadership.

### *Disability Accommodation Policy*

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with the professor about your accommodations during her office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after the professor has verification of your accommodations as approved by Disabilities Resources, and with sufficient lead-time for the professor to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
1	3/31		INTRODUCTIONS  UNIT 1. QUESTIONS & QUESTS
1	4/2	[34]	SEEKING JESUS <u>Primary Reading:</u> Gospel of Mark (CG) <u>Secondary Reading:</u> Levine, Excerpt from "Jesus and Judaism," in <i>The Misunderstood Jew</i> 17-41 (Camino)
2	4/7	[34]	WHO WAS JESUS? THE FIRST CRITICAL QUESTIONS <u>Secondary Reading:</u> Murphy, <i>HJFD</i> 47-56; Excerpts from Reimarus, Strauss and Wrede (from Dawes, <i>The Historical Jesus Quest</i> , pp. 73-7, 96-104, 114-20, 148-50 – all on Camino); online class prep
	4/9	[17]	RECOVERING JESUS IN THE SECOND & THIRD QUESTS <u>Secondary Reading:</u> Murphy, <i>HJFD</i> 56-60; Excerpts from Bultmann and Käsemann (from Dawes, <i>The Historical Jesus Quest</i> , pp. 244-6, 260-64, 279-83 – all on Camino); online class prep  <b>✘ Choose Partner &amp; Site for Dig Team Project</b>
3	4/14	[22]	HOW MUCH SKEPTICISM IS WARRANTED? THE MYTHICAL VIEW OF JESUS <u>Secondary:</u> Ehrman, <i>Did Jesus Exist?</i> 11-34; online class prep  <b>➔ Quiz</b>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 2. SOURCES, CONTEXTS & METHODS			
3	4/16	[33]	NON-CHRISTIAN SOURCES FOR THE LIFE OF JESUS <u>Primary/Secondary:</u> Ehrman, <i>Did Jesus Exist?</i> 35-68; online class prep <u>Optional:</u> Murphy, <i>HJFD</i> 73-75
4	4/21	[32]	EXCAVATING THE GOSPELS <u>Primary:</u> CG has isolated Q – a list of sayings of Jesus; drop in anywhere, read at least 10 <i>logia</i> (sayings), and write a paragraph characterizing Jesus' apparent emphases <u>Secondary:</u> Ehrman, <i>Did Jesus Exist?</i> 69-93; online class prep <u>Optional:</u> Murphy, <i>HJFD</i> 61-8
	4/23	[48]	LATER CHRISTIAN VIEWS OF JESUS <u>Secondary:</u> Ehrman, <i>Did Jesus Exist?</i> 94-141; online class prep
5	4/28	[45]	ROMAN POLITICAL THEOLOGY & JEWISH THEOLOGICAL POLITICS <u>Primary:</u> Josephus, <i>War</i> 2.8.2-14 (Camino) <u>Secondary:</u> Murphy, <i>HJFD</i> 81-91, 113-26 (Camino); Ehrman, <i>Did Jesus Exist?</i> 267-88 [top]; online class prep
	4/30	[33]	HOW TO DIG FOR EVIDENCE: LITERARY & ARCHAEOLOGICAL METHODS <u>Secondary:</u> Ehrman, <i>Did Jesus Exist?</i> 288-93; Murphy, <i>HJFD</i> 33-46 (Camino); Crossan and Reed, <i>Excavating Jesus</i> 1-14; online class prep
6	5/5		➔ EXAM #1
UNIT 3. APPLYING THE METHODS			
6	5/7	[50]	JESUS' INFANCY & CHILDHOOD <u>Primary:</u> Matthew 1-2; Luke 1-2; <i>Infancy Gospel of James</i> 17-20 (CG 374-6; earlier edition 391-94); <i>Infancy Gospel of Thomas</i> 1-8 (CG 381-5; earlier edition 371-75) <u>Secondary:</u> Crossan & Reed, <i>Excavating Jesus</i> 15-50; Ehrman, <i>Did Jesus Exist?</i> 294-6; online class prep <u>Optional:</u> Murphy, <i>HJFD</i> 129-46 ✘ <i>Dig Team: Nazareth &amp; Bethlehem</i>
7	5/12	[55]	HOW THE JESUS MOVEMENT BEGAN <u>Primary:</u> Mark 1:7-13; 2:13-17; 3:13-19; Luke 8:1-3; Mark 15:40-41; Synopses §18-Baptism, §20-Temptation (Camino) <u>Secondary:</u> Crossan & Reed, <i>Excavating Jesus</i> 51-79; online class prep <u>Optional:</u> Murphy, <i>HJFD</i> 147-60 ✘ <i>Dig Teams: Caesarea Maritima // Sepphoris // Tiberias</i>
	5/14	[60]	PREACHING THE RULE OF GOD <u>Primary:</u> Mark 1:14-15; Synopses §20-Temptation (Camino); Q 6:20-49; 7:24-28; 12:2-12; Mark 4:26-32; Matthew 13:24-30, 44-50; 17:24-27; 25:31-46; Luke 10:25-37; Mark 11:1-10; 12:13-17; 13:3-8 <u>Secondary:</u> Crossan & Reed, <i>Excavating Jesus</i> 80-135; online class prep <u>Optional:</u> Murphy, <i>HJFD</i> 161-78 ✘ <i>Dig Teams: Capernaum // Bethsaida</i>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
8	5/19	[33]	<p>MANIFESTING THE NEW AGE: JESUS' MIRACLES  <u>Primary:</u> John 2:1-11; Q 7:1-10; Mark 1:23-34, 40-45; 2:1-12; 3:1-6; 4:35-5:43; 6:32-44; 8:22-26; John 11:1-44  <u>Secondary:</u> Murphy, <i>HJFD</i> 179-94 (Camino); Ehrman, <i>Did Jesus Exist?</i> 315-17 [top]; Crossan &amp; Reed, <i>Excavating Jesus</i> 136-46, 172-81; online class prep</p> <p>✘ <b>Dig Team: Galilee</b></p>
	5/21	[53]	<p>WHY WAS JESUS EXECUTED?  <u>Primary:</u> Luke 4:16-30; Mark 3:1-6; 8:27-9:10; John 11:1-12:26; Mark 11:1-19; 12:18-34; Q 12:41-46; Mark 14:1-17, 22-25; 14:32-15:47  <u>Secondary:</u> Crossan &amp; Reed, <i>Excavating Jesus</i> 182-229; online class prep  <u>Optional:</u> Ehrman, <i>Did Jesus Exist?</i> 319-31; Murphy, <i>HJFD</i> 197-238</p> <p>✘ <b>Dig Team: Jerusalem</b></p>
9	5/26	[45]	<p>RESURRECTION &amp; THE TRANSFORMATION OF THE MESSIAH  <u>Primary:</u> Mark 16:1-8; Matthew 28:1-20; Luke 24:1-53; Mark 16:9-19; John 20:1-21:25  <u>Secondary:</u> Crossan &amp; Reed, <i>Excavating Jesus</i> 230-70; online class prep  <u>Optional:</u> Murphy, <i>HJFD</i> 239-56</p> <p>➔ <b>Turn in a 3x5 index card in class with your name, along with the site and associated artifact you will examine in your final paper</b></p>
	5/28		➔ <b>EXAM #2</b>
UNIT 4. AFTERWORDS			
10	6/2	[39]	<p>HOW JESUS BECAME GOD: TRAJECTORIES IN EARLY CHRISTIANITY  <u>Primary:</u> Choose one of the following and read it in CG: <i>Gospel of Thomas</i>, <i>Gospel of Peter</i>, <i>Gospel of Mary</i>  <u>Secondary:</u> <i>HJFD</i> chapter 16, 17 or 18 (Camino); online class prep</p>
	6/4	[12]	<p>A REVIEW OF THE METHODS FOR STUDYING JESUS; COURSE EVALUATIONS  <u>Secondary:</u> Crossan &amp; Reed, <i>Excavating Jesus</i> 271-6; Ehrman, <i>Did Jesus Exist?</i> 332-9; online class prep</p>
11	6/11		➔ <b>Final Papers due online at the assignment drop box on Camino by 4:30 p.m.</b>