



HARDING SCHOOL OF THEOLOGY

5350 SEMINAR IN THE SYNOPTIC GOSPELS

Dr. Allen Black, Spring 2024

Texts

Aland, Kurt, ed. *Synopsis of the Four Gospels: Greek-English Edition of the Synopsis Quattuor Evangeliorum*. 10th ed. Stuttgart: German Bible Society, 1993. It is permissible to use an earlier edition.

Perkins, Pheme. *Introduction to the Synoptic Gospels*. Grand Rapids: Eerdmans, 2007.

Textbooks can now be ordered through a link on the [HST website](http://hst.edu). The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Objectives

The objectives of this course are 1) to provide an orientation to contemporary studies of the Synoptic Gospels, 2) to familiarize the student with the purposes and major themes of each Synoptic Gospel and 3) to develop the student's ability to do serious exegetical work on the Greek text of the Synoptics. This class contributes toward a variety of goals of the Masters programs, including learning the content of the English Bible, developing advanced exegetical skills in the interpretation of scripture, integrating the scriptures with diverse contemporary cultural contexts, and developing in one's personal spiritual formation.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: ablack@harding.edu

Office phone number: (901) 432-7721

Cell phone number: (901) 233-6116

Zoom Meeting ID 901 432 7721

The best way to communicate with me is by email. I check it often and expect you to check it as well for class announcements and additional documents. I will use your Harding University email address, so please make sure to check it regularly.

Seminar Project

Each student will write a paper on a pericope and make a class presentation. The pericope must be approved. The student will assign readings from the Greek text and from secondary sources for the class session. The paper should be 13-15 pages long, excluding the bibliography. A one-page prospectus and a one-page preliminary bibliography are due by email Feb. 13. The paper is due on April 23. Both the class presentation and the paper itself will be graded. The project will count 40 percent of the course grade. Late papers will be graded down 3.3 points per day for 3 days, then 1 point per day.

Other Grades: Exam and Assignments

The exam will count 40 percent.

The assignments for January 16, 23, and 30 will each count a total of 20 percent.

Assignment Schedule

Jan.	9	Introduction to Synoptic studies: Perkins, xiii-30, 54-67, 96-125
	16	Read Matt. 1-13 as a revision of Mark. Write 4-5 single spaced pages of observations.
	23	Mark 4:35-5:43 and parallels. Translate and underline using the scheme provided in class.
	30	Matt. 6:1-7:12 and parallels. Translate and underline using the scheme provided in class. Perkins, 54-96.
Feb.	6	The Synoptic Problem Neiryck, Frans. "The Synoptic Problem." In <i>The New Jerome Biblical Commentary</i> , ed. Raymond Brown, Joseph Fitzmyer, and Roland Murphy, 587-95. Englewood Cliffs, NJ: Prentice Hall, 1990. Barr, Allan. <i>A Diagram of Synoptic Relationships</i> . 2nd ed. Edinburgh, UK: T & T Clark, 1995. (Study the diagram for thirty minutes.)
	13	Prospectus and Bibliography due by email
	20	Mark: Perkins, 126-63
Mar.	12	Matthew: Perkins, 164-201
	19	Finish Matthew Begin Luke Perkins, 202-53; Allen Black, "'Your Sons and Your Daughters Will Prophesy . . .': Pairings of Men and Women in Luke-Acts." In <i>Scripture and Traditions: Essays on Early Judaism and Christianity in Honor of Carl R. Holladay</i> , edited by Patrick Gray and Gail R. O'Day, 193-206. Novum Testamentum, Supplements 129. Leiden: Brill, 2008.
	26	Finish Luke
Apr.	2	Exam
	9	Student presentations
	16	Student presentations
	23	Student presentations
	30	Historical Jesus Studies

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Associate Dean, at 901-432-7733.

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding’s *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system, although it is best to email directly to ablack@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

HST LIVE

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is 901 432 7721.

Students new to HST LIVE should watch the HST LIVE orientation video before the first day of class. The video can be found at <https://hst.edu/students/canvas-online-learning/>.

Bibliographies

- Evans, Craig A. *Life of Jesus Research: An Annotated Bibliography*. Rev. ed. Leiden: Brill, 1996.
- Green, Joel B. and M. C. McKeever, *Luke-Acts and New Testament Historiography*. Grand Rapids: Baker, 1994.
- Humphrey, Hugh Minear. *A Bibliography for the Gospel of Mark, 1954-80*. Lewiston, NY: Edwin Mellen Press, 1982.
- _____. *The Gospel of Mark: An Indexed Bibliography, 1980-2005*. Lewiston, NY: Edwin Mellen Press, 2006.
- Kissinger, Warren S. *The Parables of Jesus: A History of Interpretation and Bibliography*. Metuchen, NJ: Scarecrow Press, 1979.
- _____. *The Sermon on the Mount: A History of Interpretation and Bibliography*. Metuchen, NJ: Scarecrow Press, 1975.
- Longstaff, Thomas Richmond Willis and Page A. Thomas. *The Synoptic Problem: A Bibliography, 1716-1988*. Macon, GA: Mercer, 1988.
- McKnight, Scot. M and Matthew C. William. *The Synoptic Gospels: An Annotated Bibliography*. Grand Rapids: Baker, 2000.
- Metzger, Bruce. *Index to Periodical Literature on Christ and the Gospels*. Leiden: Brill, 1966.
- Mills, Watson E. *The Gospel of Luke*. Bibliographies for Biblical Research: N.T. series, 3. Lewiston, NY: Edwin Mellen Press, 2002.
- _____. *The Gospel of Mark*. Bibliographies for Biblical Research: N.T. series, 2. Lewiston, NY: Edwin Mellen Press, 1994.
- _____. *The Gospel of Matthew*. Bibliographies for Biblical Research: N.T. series, 1. Lewiston, NY: Edwin Mellen Press, 1993.
- _____. *Index to Periodical Literature on Christ and the Gospels*. Leiden: Brill, 1998.
- Neirynck, Frans. *The Gospel of Mark: A Cumulative Bibliography, 1950-1990*. Leuven: University Press, 1992.
- _____, J. Verheyden & R. Corstjens. *The Gospel of Matthew and the Sayings Source Q: A Cumulative Bibliography, 1950-1995*. 2 vols. Leuven: Peeters, 1998.
- Segbroeck, Frans van. *The Gospel of Luke: A Cumulative Bibliography, 1973-1988*. Leuven: University Press, 1989.
- Telford, W. R. *Writing on the Gospel of Mark*. Guides to Advanced Biblical Research series, 1. Blandford Forum, Dorset: Deo Publishing, 2009.

For recommended commentaries see the NT Exegesis Bibliography at

<http://www.denverseminary.edu/resources/the-denver-journal/>

Excellent bibliographical information may be found in the Word and Hermeneia commentaries on each Synoptic Gospel, Davies's and Allison's ICC commentary on Matthew, and Fitzmyer's Anchor Bible commentary on Luke. See also the select bibliographies on each pericope in the Sacra Pagina series.

COMMON TERM PAPER PITFALLS

Deficiencies in Structure

1. Failure to delimit your topic sufficiently. *This is a common and major error.*
2. Poor organization. Please a) lay out your goal(s) plainly near the beginning of the paper, b) organize your paper around your goal(s), c) use subheadings to provide clear delineation of various sections, and d) summarize your results at the end.
3. Wandering into peripheral areas. Restrict your discussion to that which is directly pertinent to your goal(s).

Deficiencies in Research

4. Overlooking major scholars who comment on your text or topic.
5. Failure to use primary materials. Do not rely on secondary references to primary materials (unless they are not available or you cannot read them due to their language).
6. Reliance upon popular level sources which often promote inaccuracies.
7. Reliance upon older materials that reflect positions that are now out-of-date. Focus on recent scholarly materials.

Deficiencies in Argumentation

8. Failure to cover all significant positions on your subject.
9. Failure to reply to all major arguments against your own position or in favor of other positions.
10. Illegitimate use of scholars as authorities. The authority lies in the evidence and arguments presented by scholars, not in the scholars themselves.
11. Writing a bibliographical essay that reports on the viewpoints espoused by various scholars but does not evaluate them and move toward your own opinion. Your paper should not be a report of others opinions, but an analysis of arguments and evidence expressing your own views in interactions with scholarship.

Deficiencies in Academic Style

12. Overquoting. Use direct quotations reluctantly.
13. Inefficient use of footnotes. In addition to providing necessary references, footnotes should be used for additional bibliographical information (e.g., a list of those who hold a particular view) and for items that are significant, but do not belong in the text itself (e.g., minor textual variants, peripheral arguments, extreme minority viewpoints, etc.).
14. Incorrect spelling and other evidence of not proofreading carefully.
15. Lack of attention to Turabian and HST's Supplement.

Additional Term Paper Guidelines

- 1) The text and footnotes must be typed in a Times New Roman 12 point font.
- 2) Do *not* use bold font. Use underlining or *italics*. *Italics* are preferable for the book/journal titles.
- 3) Please email the paper as one document: title page, paper, and bibliography. Start your numbering with 0 and tell Word to omit the number on the first page so you will not have a number on the title page. I am not concerned about the requirement that the numbers on page one and on the first page of the bibliography ought to be at the bottom of the page. Put all numbers at the top of the page.
- 4) Concerning the style for footnotes and bibliographical entries for commentaries, see HST's Supplement to Turabian, pp. 5-6. For most commentaries use the style at 17.1.5 for Raymond Brown, *The Epistles of John*. Note that you do not include the editor of commentary series. For a one-volume commentary with different contributors or a multivolume commentary with different contributors in *each* volume, use the style at 17.1.8.2 for Allen Black, "Mark," in *The Transforming Word*.
- 5) I reduce late term papers one-third letter per day for 3 days, then 1 point per day. I make exceptions for major illness (extending more than one week) and occasionally for other reasons that I consider justifiable. I determine the length of any time extension according to the cause. It is the student's responsibility to contact me concerning any such extension.
- 6) I give "A's" for better than average work. An "A" paper must include the following qualities: a) thorough research, b) at least 25 sources in the bibliography, c) frequent use of content and multiple-reference footnotes, d) clear organization, with well-written sentences and paragraphs, and e) few grammatical or spelling errors with competent use of Turabian style.
- 7) Plagiarism is completely unacceptable. Please familiarize yourself with what constitutes plagiarism.