

THE NEW TESTAMENT  
WINTER 2021

**Instructor:** Catherine Murphy  
**Office:** Kenna 323B/St. Joe's 112  
**Office hours:** Tu 5:00–6:00 p.m. on Zoom, and by appointment  
**Cell Phone:** [see paper syllabus]

**Class Number:** PMIN 210.23799  
**Classroom:** Zoom  
**Meeting Time:** Tu 6:30-8:30 pm  
**E-mail:** [cmurphy@scu.edu](mailto:cmurphy@scu.edu)

**Required Books**

Warren Carter and Amy-Jill Levine, *The New Testament: Methods and Meanings*. Nashville: Abingdon, 2013. [ISBN 978-1-4267-4190-6] Amazon: New / Rent / Kindle  
[\$28.29/\$24.33/\$19.99]

Kurt Aland, *Synopsis of the Four Gospels*, 2<sup>nd</sup> ed. Minneapolis: Fortress, 2010. [ISBN 978-1585169429] [\$33.65/\$25.43/na]

Catherine M. Murphy, *New Testament Workbook* [\$13.50]

Readings on Camino (no cost unless you print them)

**Recommended Books**

*The Catholic Study Bible* (NABRE), 3d ed. New York: Oxford University 2016. [ISBN 978-0190267230] [\$27.15/\$22.79/\$19.47]

*Please feel free to use whatever version of the Bible you have; you do not need to purchase this version. The two most commonly assigned versions of the Bible for academic study are the New American Bible Revised Edition (NABRE, online <http://www.usccb.org/bible/books-of-the-bible/>) and the New Revised Standard Version (NRSV, online <http://biblia.com/books/nrsv/Mk1>).*

Daniel J. Harrington, S.J., *How Do Catholics Read the Bible?*, Come and See. Lanham, Maryland: Rowman & Littlefield, 2005. [ISBN 9780742548718] [\$21.55/na/\$18.36]

**Course Description**

The New Testament is a collection of some of the earliest traditions and teachings of the Christian community. From the stories of Jesus in the gospels to accounts of early church prophets and ministers, from letters addressing pastoral problems to theological reflections and apocalyptic visions, this anthology shapes our Christian imagination and our very lives. This course introduces you to these central texts, to the figure of Jesus in them, and to the early Christian authors and audiences who wrote them. We'll discuss the pastoral issues they faced even while we consider our own pastoral context today. And since this is also your core New Testament course, it will introduce you to the spiritual and intellectual discipline of biblical studies through its focus on methods of inquiry and tools of study. The course privileges Catholic perspectives on the interpretation of scripture in the life of the Church, perspectives that amplify the voice of the poor and marginalized as we reflect on what the "good news" might mean today.

**Program & Course Learning Objectives**

The GPPM Program curriculum is designed around ten learning objectives distributed across your courses. This core New Testament course focuses on two, so that by the end of this course you will be able to:

1. Demonstrate an understanding of the New Testament according to the following competencies (*GPPM Objective 1.A*):
  - a. Articulate key features of Catholic biblical interpretation.
  - b. Identify the pastoral issues of a New Testament book through the book's literary or rhetorical themes.
  - c. Describe distinguishing features of the social, historical, political and cultural context of the New Testament world that influenced the pastoral context.
  - d. Employ the basic tools for biblical exegesis (apparatus, concordance, synopsis, commentary, dictionary).
  - e. Apply critical exegetical methods to at least two New Testament texts.
2. Integrate the perspective of the poor and marginalized in your reflection on theological and pastoral issues (*GPPM Objective 4.B*).

## How to Prepare for Class

### *Reading and Study Prior to Class*

The readings listed under each class session's topic should be read before that class. They will provide the basis for our class discussion. Readings listed as "primary" are those from the New Testament, while those listed as "secondary" are from modern scholars. (*learning objectives 1.a, b, d, 2*)

- *Read effectively:* Our focus is the primary (biblical) reading in the New Testament, so focus your deeper reading energy and analysis on that.
- *Read efficiently:* For the primary reading, take notes so that you can bring observations and questions to class. Read the secondary reading more quickly as a kind of overview of the social world of the New Testament and critical methods for studying it. Read the optional reading only if there is time, or some time after the class has ended.

### *Where to Find the Readings*

Most of our primary readings are in the Bible, the *New Testament Workbook*, and Aland's *Synopsis of the Four Gospels*. Most of the secondary readings are in our other course textbook (*The New Testament: Methods and Meanings*). Occasionally, the reading won't be in one of those four sources, but on our course Camino page (in two places: linked on the syllabus and stored at the Files tab in the "Required Readings" folder). You can access Camino using your SCU user ID and password in one of three ways: directly from the Camino login page ([camino.instructure.com](http://camino.instructure.com)), from the general SCU login page ([www.scu.edu/apps/login](http://www.scu.edu/apps/login)), or from the Camino link on our course website.

### *Questions, Lecture and Discussion*

Our class will meet via Zoom for all of the winter quarter due to the pandemic. Some of the lecture material you would normally receive in class will instead be posted on our class website in YouTube videos. Please watch these videos *before* our Zoom meetings begin. During our Zoom sessions, we'll have a chance to touch base about the video lectures, work through exercises together, discuss the material, and frequently break into smaller groups for reflections, writing, and group exercises. You'll also prepare a group theological reflection for one class session.

## Course Resources

### *New Testament Workbook*

One of the required texts for our class is a printed *New Testament Workbook* that will be mailed to you in advance of class. However, since we won't be meeting in person this quarter, some of the in-workbook exercises will also be shared with you in Google Docs so that you can complete them online before or during class. In addition, a pdf of the workbook is available on the course website, broken down by exercise, and the online version includes links that will be useful, especially for the rhetorical techniques in Paul's letters.

### *Course Website & Camino Page*

A website complements the course, providing ready access to the course syllabus, Camino, lecture videos, and other useful resources for your reading, reflection and research. The url is printed on the bottom of the first page of this syllabus, and a link to the site appears at the top of our course Camino page.

Camino is the University online learning management system. See "Where to Find the Readings" above for login directions. Course enrollment automatically adds our class to your list of classes on Camino. Camino is the repository for all course readings that are not in the required textbooks (links appear on the Camino syllabus; you can also find them at the "Files" tab under "Required Readings"). The "Pages" tab provides links to books, chapters and articles that will help you with your final Exegetical Research Paper.

Camino is also the site where you will upload your papers for this class. Please upload all work in Microsoft Word format so that the professor can use the Review feature to provide feedback (let the professor know if you prefer Pages or Google Docs, and we'll work out an arrangement). Assignments are always due before 6:00 p.m. on the due date.

## Assessment and Grading

### Grade Components & Scale

Class Participation (attendance, quizzes, in-class work, oral comments)	30%
A Question of Justice: Theological Reflection Exercise	10%
Written Exercises (6 @ 5 pts each)	30%
Exegetical Research Paper	30%

### Scale

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-

### Attendance & Participation

Class meetings will include some lecture and quite a lot of class discussion and small-group work. Please complete the readings and watch the videos in advance of the class for which they are assigned. Engaged attendance is expected (see below for attendance policy). The classes will be recorded, but the expectation is that everyone will attend synchronously unless they are sick or have an emergency (the recordings will be available from the Class Recordings tab on the course Camino page). 35% of grade.

### Written Exercises

There will be some type of written assignment for six of our class meetings. Two of these are 3-page, double-spaced papers exploring a critical method, two are one-page single-spaced assignments meant to help you build the bibliography for your final paper, and two are in-workbook exercises that require no paper at all. All of the assignments are designed and timed to scaffold the skills needed for your exegetical paper. The assignment directions are in the *New Testament Workbook*. All typed papers will be due electronically on the course Camino page by 6:00 p.m. before class begins (links to the assignment drop boxes are on the Camino syllabus and also at the Assignments tab on Camino). On a few occasions you will also be asked to have a copy of your work on hand during class as a reference for small group discussion. 35% of grade.

### Theological Reflection

One of our regular group activities during our class sessions will be to probe a pastoral issue in the text, letting the themes or emphases in the biblical text point us to issues the community was facing. This exercise in theological reflection will include an application of the issue or theme to our own pastoral situations.

On one occasion during the quarter, you and two other students will dive more deeply into a contemporary justice issue tied either to the New Testament text or its current interpretation. A concern for justice for the poor and marginalized is central to the Jewish and Christian scriptures, and a key learning objective for your scripture courses in the GPPM is to see connect the justice concerns in the text to your pastoral practice. Using the secondary reading for your class, identify the past or present justice issue and connect it to your own ministry experience. What might the gospel teach us, or how may we need to interpret it, in light of the justice concerns in our own communities? Prepare a 10-minute oral theological reflection. 10% of grade. (*learning objective 2*)

Session	Date	Topic	New Testament Book
3	1/26	Christian Anti-Semitism	Gospel of Matthew
4	2/2	Economic Ethics	Gospel of Luke
6	2/13	Ethnic Diversity	Galatians
7	2/23	White Supremacy/Racism	Philippians; Philemon
8	3/2	Gender Justice, part 1	1 Corinthians 11
9	3/9	Gender Justice, part 2	Ephesians 5; 1 Timothy 2

### *Exegetical Research Paper*

A 12-15 page exegetical research paper will be required. In it, you will explore the social context, theological content, and pastoral significance of one passage or theme in one New Testament text, using an explicit critical method (such as redaction criticism or rhetorical criticism). The pericope selected should be one that allows you to consider *the social circumstances of* or *the gospel message for* the poor and marginalized in (a) the world of Jesus, (b) the world of the gospel author, or (c) our own world. You will integrate the perspective of the poor and marginalized of past or present into both the critical analysis and theological reflection portions of your paper. Your paper will be due before our final class session, Saturday March 20. During that class, you will present a 7-minute oral summary of your research to your fellow students. The electronic copy of your paper is due to the Course Camino assignment drop box by 9:00 a.m. that day. 30% of grade. (*learning objectives 1, 2*)

### *Assessment of Course*

You will have a chance to assess the course through a short evaluation at mid-quarter (so that adjustments can be made to improve the course), and at the end of the course through an online numerical evaluation and a narrative evaluation.

## **Policies & Protections for You**

### *Attendance & Zoom Policy*

If you're sick or something comes up, please notify the professor in advance by email or phone. You're allowed one weeknight absence with no impact to your grade. If you miss three weeknight classes or one Saturday session (30% of our meetings), it will not be possible to pass the course. Viewing a recorded class is not a substitute for your engaged presence in class, and still will be marked as an absence. Exceptions due to COVID-19 will be made on a case-by-case basis.

### *Technology in Class & Tech Support*



Cellphones and notifications should be silenced during class so that we can focus on our conversation. Please minimize the background noise and test your microphone and video in advance to optimize our class experience.



SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call (408) 551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.



For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or (408) 554-4520. You can also get 24/7 support from Zoom by calling (888) 799-8854.



For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or (408) 554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

### *Use of Classroom Recordings & Copyright Notice*

All online class meetings will be recorded and made available on Camino. As is stated in the *Student Conduct Code*: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

### *Academic Integrity*

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

You are expected to uphold the principles of this pledge for all work in this class. The standards of the University preclude any form of cheating, plagiarism, or falsification of data. It is each student's responsibility to understand what constitutes plagiarism and what the consequences are. Plagiarism is the practice of claiming, or implying, original authorship by incorporating material from someone else's written or creative work, in whole or in part, without adequate acknowledgment (footnotes or citations constitute adequate acknowledgment). Unlike cases of forgery, in which the authenticity of the document is in question, plagiarism is concerned with the issue of attribution. To avoid plagiarism, you simply need to attribute all ideas that are not your own to the true source, using the citation style appropriate for our class (see the style sheet on the course website). Try to avoid heavy citation of sources in your work, especially direct quotation. If your paper is mostly other people's words and ideas, your own original thought—your digestion, paraphrase, organization and synthesis of ideas—won't be visible. If you've cited the sources adequately, this would not be plagiarism, but it would be a low-scoring paper because there's not enough of your thought to evaluate.

A student who commits any offense against academic honesty and integrity will, at the professor's discretion, receive a failing grade for the course without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University, and the matter will be brought to the attention of the Graduate Program Director. For more information about Santa Clara University's Academic Integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

### *Office of Accessible Education*

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education ([oe@scu.edu](mailto:oe@scu.edu), [www.scu.edu/oe](http://www.scu.edu/oe)) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with the professor during office hours within the first two weeks of class. I'm required to receive verification from the Office of Accessible Education before providing accommodations, such as extra time on in-class quizzes.

### *Accommodations for Pregnant and Parenting Students*

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights: [www.scu.edu/title-ix/resources/pregnancy/pregnancy](http://www.scu.edu/title-ix/resources/pregnancy/pregnancy).




### *Discrimination, Harassment & Sexual Misconduct Protections (Title IX)*

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at (408) 554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). For more information about reporting options and resources at SCU and in the community, please visit [www.scu.edu/title-ix/](http://www.scu.edu/title-ix/). If you wish to speak with a confidential resource, please visit [www.scu.edu/title-ix/resources/student/](http://www.scu.edu/title-ix/resources/student/).



## Schedule

### Topic for Reflection & Discussion

1	1/5	[33]	THE CRITICAL STUDY OF THE NEW TESTAMENT IN A CATHOLIC CONTEXT	 zoom 6:30-8:30 pm	<p><u>Secondary:</u> Harrington, "What Do Catholics Believe about the Bible?" and "How Do Catholics Approach the Bible?" in <i>How Do Catholics Read the Bible</i>, pp. 1-16, 33-47; Carter and Levine, "Introduction: The Questions You Ask Shape the Answers You Get," in <i>The New Testament: Methods and Meanings</i>, pp. 1-16 (all readings on Camino)</p> <p><u>Optional:</u> Donahue, "The Bible in Roman Catholicism since <i>Divino Afflante Spiritu</i>," <i>Word &amp; World</i> 13:4 (1993) 404-413; Fitzmyer, "Scripture in the Catholic Tradition," in <i>Living Traditions of the Bible</i>, pp. 145-61 (Camino)</p>
2	1/16	[53]	THE GOSPEL OF MARK	 zoom 9 am - 3 pm	<p><u>Primary:</u> Mark [the version in the <i>New Testament Workbook</i>]</p> <p><u>Secondary:</u> Carter &amp; Levine, "Mark," in <i>The New Testament: Methods and Meanings</i>, pp. 36-53 (Camino)</p> <p><u>Optional:</u> Harrington chs. 4 and 6; Malbon, "Narrative Criticism," in <i>Mark &amp; Method</i>, pp. 29-55 (Camino)</p> <p><u>Homework:</u> Exercise #1 - Narrative Criticism, A Plotting Exercise (prepare before class in the <i>New Testament Workbook</i> pp. 51-2; due today)</p> <p><u>In-class:</u> Quiz #1 - Catholic Biblical Interpretation</p> <p>Exercise #2 - Using Biblical Research Tools (an in-class exercise; <i>New Testament Workbook</i> pp. 88-90)</p> <p>Introduction to Exercise #3 – Using a Synopsis for Redaction Criticism (<i>New Testament Workbook</i> pp. 91-4; please have your synopsis available so we can practice "navigating" it)</p>
3	1/26	[52]	THE GOSPEL OF MATTHEW	 zoom 6:30-8:30 pm	<p><i>Justice Focus: Christian Anti-Semitism</i></p> <p><u>Primary:</u> Matthew (in your Bible); please bring Aland to class</p> <p><u>Secondary:</u> Carter &amp; Levine, "Matthew," in <i>The New Testament: Methods and Meanings</i>, pp. 17-35; Maurice Casey, "Some Anti-Semitic Assumptions in the <i>Theological Dictionary of the New Testament</i>," <i>Novum Testamentum</i> 41:3 (1999) 280-91 (Camino)</p> <p><u>Optional:</u> Harrington ch. 5</p> <p><u>Homework:</u> Exercise #3: Using a Synopsis/Redaction Criticism (<i>New Testament Workbook</i> pp. 91-94; this 3-page paper should be prepared before class — upload a copy in Microsoft Word to the Camino drop box by 6:00 p.m. [be sure to use the Style Sheet on the course website for format guidelines], and bring a hard copy to class for reference)</p> <p><u>In-class:</u> Group discussion of Exercise #3; Introduction to <u>New Testament Abstracts</u> (<i>New Testament Workbook</i> pp. 95-99)</p>

Session	Date	Pgs	Topic for Reflection & Discussion
4	2/2	[63]	<p>THE GOSPEL OF LUKE &amp; ACTS OF THE APOSTLES <i>Justice Focus: Economic Ethics</i></p> <p><u>Primary:</u> Luke, Acts 1:1–5:11; 9–11; 15–18; please bring Aland to class</p> <p><u>Secondary:</u> Carter &amp; Levine, “Luke,” in <i>The New Testament: Methods and Meanings</i>, pp. 54-71; Susan A. Calef, “‘Prophet Margins’ in the Economy of Salvation: Having, Being, and Doing in the Gospel of Luke,” <i>Journal of Religion and Society Supplement</i> 10 (2014)106-131 (Camino)</p> <p><u>Homework:</u> Exercise #4 - Tools: Using <i>New Testament Abstracts</i> (<i>New Testament Workbook</i> pp. 95-99; prepare before class; upload to Camino by 6:00 p.m.; no hard copy needed in class)</p> <p><u>In-class:</u> Introduction to the ATLA Religion Database (<i>New Testament Workbook</i> pp. 100-103)</p>
5	2/9	[52]	<p>THE GOSPEL OF JOHN &amp; THE Gnostic GOSPELS</p> <p><u>Primary:</u> John; also, choose one Gnostic Gospel to skim (links on Camino syllabus); please bring Aland to class</p> <p><u>Secondary:</u> Carter &amp; Levine, “John,” in <i>The New Testament: Methods and Meanings</i>, pp. 72-90</p> <p><u>Optional:</u> Harrington ch. 2</p> <p><u>Homework:</u> Exercise #5 - Using the ATLA Religion Database &amp; Submitting a Research Proposal (<i>New Testament Workbook</i> pp. 100-103; prepare 1-2 page paper before class; turn in on Camino by 6:00 p.m.)</p>
6	2/13	[38]	<p>DEACONS &amp; APOSTLES, MISSION &amp; MINISTRY <i>Justice Focus: Ethnic Diversity</i></p> <p><u>Primary:</u> Acts 2; 4:32–5:11; 6; Galatians; 1 Corinthians 1:10-17; 9:1-7</p> <p><u>Secondary:</u> Carter &amp; Levine, “Galatians,” in <i>The New Testament: Methods and Meanings</i>, pp. 164-83; Christopher D. Stanley, “Paul the Ethnic Hybrid? Postcolonial Perspectives on Paul’s Ethnic Categorizations,” in <i>The Colonized Apostle: Paul in Postcolonial Eyes</i>, pp. 110-26 (+ notes pp. 292-8; Camino)</p> <p><u>In-Class:</u> Introduction to Ancient Letters &amp; Rhetoric (cf. <i>New Testament Workbook</i> pp. 105-109)</p>
7	2/23	[46]	<p>PAUL: SLAVERY &amp; FREEDOM <i>Justice Focus: White Supremacy/Racism</i></p> <p><u>Primary:</u> Philippians, Philemon</p> <p><u>Secondary:</u> Carter &amp; Levine, “Philippians” and “Philemon,” in <i>The New Testament: Methods and Meanings</i>, pp. 196-208, 255-65; James H. Cone, “Conclusion: Legacies of the Cross and the Lynching Tree,” in <i>The Cross and the Lynching Tree</i>, pp. 152-66 (+ notes pp. 195-6; Camino)</p>

Session	Date	Pgs	Topic for Reflection & Discussion
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8	3/2	[40]	<p>PAUL: CROSS &amp; RESURRECTION</p> <p><i>Justice Focus: Gender Justice, part 1</i></p> <p><u>Primary:</u> 1 Corinthians, 1 Thessalonians</p> <p><u>Secondary:</u> Carter &amp; Levine, "1 Corinthians" and "1 and 2 Thessalonians," in <i>The New Testament: Methods and Meanings</i>, pp. 129-45, 223-37</p> <p><u>Optional:</u> Jennifer G. Bird, "To What End? Revisiting the Gendered Space of 1 Corinthians 11:2-16 from a Feminist Postcolonial Perspective," in <i>The Colonized Apostle: Paul in Postcolonial Eyes</i>, pp. 175-85 (+ notes pp. 331-4; Camino)</p> <p><u>Homework:</u> Exercise #6 - Rhetorical Criticism (<i>New Testament Workbook</i> pp. 105-109; prepare 3-page paper before class; upload to Camino drop box by 6:00 p.m. tonight and have a copy during class for reference)</p>
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9	3/9	[45]	<p>PAUL'S LATER INTERPRETERS</p> <p><i>Justice Focus: Gender Justice, part 2</i></p> <p><u>Primary:</u> Ephesians 5; 1 Timothy 2; <i>Acts of Paul and Thecla</i> (Camino)</p> <p><u>Secondary:</u> Carter &amp; Levine, "Ephesians" and "The Pastorals: 1 and 2 Timothy, Titus," in <i>The New Testament: Methods and Meanings</i>, pp. 184-95, 238-54; Donahue, "A Tale of Two Documents," in <i>Women Priests: A Catholic Commentary on the Vatican Declaration</i>, pp. 25-34 (Camino)</p>
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10	3/20	[50]	SPECTACLES OF SALVATION & PRESENTATION OF RESEARCH
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Primary: Revelation 13:1–22:21

Secondary: Carter & Levine, "Revelation," in *The New Testament: Methods and Meanings*, pp. 341-58; Frilingos, "A Vast Spectacle," in *Spectacles of Empire*, pp. 39-63

Optional: Bomgardner, "The Magerius Mosaic Revisited," in *Roman Amphitheatres and Spectacula*, pp. 165-77, pls. 45-52; Coleman, "Fatal Charades," *Journal of Roman Studies* 80 (1990) 44-73, pls. II-III (Camino)

#### PRESENTATION OF RESEARCH

Your Exegetical Research Paper is due today (upload to Camino drop box). Bring an outline to class for reference, as you will present a 7-minute summary of your paper to your colleagues (summarize method, application of method, and theological reflection/pastoral application integrating the perspective of the poor and marginalized).