

SCTR 15 • Texting God
Study Sheet for Exam #2
Wednesday, 20 November 2019

Please bring a large green book to the exam



Review Session: Monday, November 18, 7:00–8:15 p.m., Kenna 212

Description of the exam

There will be five types of questions on the exam, corresponding to each of the four sections on this Study Sheet. Each type of question in the first three sections corresponds to the critical skills we've worked on in class or the questions on class prep or in the readings. The final essay is a global question that asks you to synthesize and evaluate information and insights you've learned so far. The exam covers all of the readings, lectures and discussions through Monday, November 18.

Timeline

Be able to place the following events on a timeline, along with their associated dates or span of years: Roman Empire, Jesus' life, and the Gospels of Mark, Matthew and Luke.

Definitions

Be able to provide a 3-4-sentence definition of each of the following terms (only a few will appear on the exam). In your definition, the first sentence should state clearly what the term refers to; it should be able to "stand alone" as a complete definition. Use the subsequent sentence(s) to amplify the definition with appropriate references to supplementary information from the readings and/or applications to the scriptural texts we've been reading.

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|-----------|-------------------------|------------------------------|
| • messiah | • Christology | • triumph (in imperial Rome) |
| • gospel | • Two-Source Hypothesis | • infancy narrative |
| • parable | • intertextuality | • liberation theology |

Critical Reading of Texts

We've practiced certain critical reading skills for breaking down texts (scriptural texts or texts that interpret scripture). In this section of the exam, you will be presented with one or more text excerpts, and you will be asked to analyze them using these skills. Be able to identify (and defend your identifications of):

- the earliest gospel in a synopsis of three, based on the criterion of awkwardness (earlier versions are more difficult or problematic; later version present Jesus or the disciples in a more positive light)
- the four basic models of messiah as they appear in a gospel

Short Identifications

The following questions drawn from the readings, class prep and lectures may appear on the exam. Be prepared to answer them in $\frac{1}{2}$ to $\frac{3}{4}$ - page paragraphs.

- Carter thinks that the *genre* of the gospels is most like ancient biographies. What is a genre? What features do the gospels and ancient biographies share in common, and how do the gospels also *differ* from ancient biographies?
- Connect the themes of the Gospel of Mark to the context within which we believe he or his audience were living. Given the "dark" nature of his themes, in what sense is the message of the gospel "good news"?
- Identify which model of messiah the Sermon on the Mount evokes (Matthew 5–7) and be able to demonstrate your thesis with specific references to the text.
- Compare and contrast the stories of Jesus' infancy in Matthew and Luke. What are some of the historical problems of both? What greater themes is each introducing?
- Recall our discussion in the first part of the quarter about what prophets characteristically did. Identify three such things that Jesus did and how they tie to his central message. Offer specific examples.
- What are some of the parallels between the Exodus story of liberation (*The Meaning of the Bible* pp. 239-248) and the story of Jesus' last supper, death and resurrection as told in the synoptic gospels?
- Why is Jesus executed according to the synoptic gospels? Carriello in *The Action Bible*? Which of these is the most plausible *historically*?
- What problems do African American Christians have with the suffering servant Christology?

Flip the sheet over for the Essay and Grading Rubric

4-Page Essay: Framing the Gospel

Context: This essay will give you a chance to analyze how Jewish and Christian beliefs have been shaped and reshaped in the Christian tradition. Specifically, you'll consider the message of and about Jesus as the "Christ," the reframing of these beliefs in the gospels, and their reinterpretation in African American tradition and art. Write in complete sentences. Plan to fill 3-4 pages in your green book. The successful essay will address:

- a. What a messiah/christ is and what types of messiahs Jewish people expected.
- b. What the central message of Jesus was according to Mark's gospel, analyzing how framing and emphasis in the gospel's structure and themes conveys that message;
- c. How Matthew reframed the figure of Jesus through his infancy narrative and sermon structure in the gospel (be sure to address how Matthew's Christology differs from Mark's given these changes);
- d. How Luke reframes the significance of Jesus, in (a) the infancy narrative's structure OR the passion narrative's emphases, and (b) the narrative introduction/frame that he supplies to one parable;
- e. How Christians have "sanitized" the crucifixion of Jesus, and how African American Christians disturb that picture by reframing Jesus' crucifixion in light of their experience in the United States (be sure to address how this challenges Anglo-Saxon exceptionalism); and
- f. How the artists of *The Saint John's Bible* reframe the story of Jesus (or one of his stories) differently from the gospels; be sure to integrate some analysis of the affordances the artist deploys to reframe the particular story.

Grading Rubric

This exam is worth 10 points, or 10% of your quarter grade. Each question will have a point value assigned to it, so you can judge how important it is relative to the entire exam and spend your time accordingly. Each answer will get a letter grade and a fractional number (that letter grade applied to the point value of the question).

Each of your answers will be assessed against the following rubric. The columns correspond to letter grades (from D/F to A, left to right), and the rows correspond to the outcomes the professor is looking for.

	Unacceptable	Marginal	Acceptable	Exemplary
Accuracy	The content is inaccurate or doesn't address the question.	Most of the information is inaccurate.	Some information is accurate/apropos.	Information is accurate and answers the question.
Comprehensiveness of answers	Answers don't even cover the basic information from class.	Answers do not go beyond basic information discussed in class.	Answers go a little beyond basics from class discussion.	Answers move well beyond basic definitions, flesh out ideas appropriately.
Critical thinking	Core concepts are inaccurate and synthesis and evaluation weak or missing.	More rote memorization than independent critical thought.	Your synthesis and evaluation are modest but present.	You offer your own independent synthesis and evaluation of the material in compelling fashion.
Integration of readings	Answers don't demonstrate any evidence of course readings.	Very few of the course readings are integrated, or primary texts are ignored.	Some of the course readings are integrated.	Answers demonstrate comprehension and integration of readings, especially primary texts (not direct quotes/citations, but content).
Clarity of writing (not handwriting, but expression)	Poor writing style (grammar, syntax) obscures your points completely.	Poor writing style makes it hard to identify your ideas.	Ideas are clear, but writing style could improve.	Excellent sentence construction and clear thoughts.