

## SCRIPTURE AND TRADITION 27: DIGGING UP JESUS SPRING 2017

**Instructor:** Catherine Murphy**Office:** Kenna 323B**Office hours:** Tu 4:00-5:00 p.m., Th 1:00-2:00 p.m., and by appointment**Phone:** (408) 551-1909

SCTR 027.51795

Kenna 111

T/Th 10:20 a.m.–12:00 p.m.

**E-mail:** cmurphy@scu.edu**Required Books****New/Used/New R/Used R/E-book**

Robert J. Miller (and Robert W. Funk), ed. *The Complete Gospels*, 4<sup>th</sup> ed. Salem: [ \$37 / \$27.75 / \$29.60 / \$7.40 ]  
Oregon: Polebridge Press, 2010; original 1992, 1994. [ISBN 978-1-59815-018-6]

Helen K. Bond. *The Historical Jesus: A Guide for the Perplexed*, Guides for the [ \$25.95 / \$19.45 / \$20.75 / \$5.20 / \$9.99 ]  
Perplexed. New York: Bloomsbury T&T Clark, 2012. [ISBN 978-0567033178]

John Dominic Crossan and Jonathan L. Reed. *Excavating Jesus: Beneath the Stones, [ \$20 / \$15 / \$18 / \$9 / \$13(\$4) ]*  
*Behind the Texts*. New York: HarperCollins, 2003. [ISBN 978-0060616342]

Articles on Camino [no cost, unless you print them]

**Recommended Book**

Catherine M. Murphy. *The Historical Jesus for Dummies*. Hoboken, New Jersey: [ \$17 / \$12.75 / \$15.30 / \$7.65 ]  
Wiley, 2008. [ISBN 978-0-470-16785-4]

**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, Helen Bond's *The Historical Jesus* 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 15%, questions on dig sites 10%, attendance 5%)	30%
Quizzes & Exams (quiz @ 5%, exam #1 15%, exam #2 @ 10%)	30%
Dig Site Project	15%
Final Paper: Archaeology and the Quest for the Historical Jesus	25%

#### *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-

### *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, responses to dig site presentations, 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 25% of your entire grade (this includes occasional written homework). Attendance counts for 5% of your grade (30% 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 third 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 Site Project*

During the second week of class, you'll be asked to choose an archaeological site that tells us something about the Jewish world at the time of 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 12-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. 15% of your 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) your dig site 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, **Tuesday, June 13 at 12:10 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 & Protections for You**

### *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 +.

### *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.*

Students are expected to uphold the principles of this pledge for all work in this class. What that means in this course is that you are expected to collaborate to share ideas, resources, and questions, particularly on group work and exam preparation. This sharing becomes cheating or plagiarism when you present as your original work the insights or work of another. Work on extra credit, exams and the research 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 "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 also be forwarded for further action to the Office of Student Life.

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).

### *Disability Accommodation Policy*

If you have a 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 discuss them with the professor during her office hours within the first two weeks of class. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While the professor is happy to assist you, she is unable to provide accommodations until she has received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (If you have approved accommodations for time-and-a-half on exams, please let the professor know as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations; they would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408.554.4109.

### *Sexual Harassment & Discrimination (Title IX)*

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, the professor encourages you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408.554.3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint at <https://www.scu.edu/hr/quick-links/ethics-point>.

### *Accommodations for Pregnancy and Parenting*

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
1	4/4		INTRODUCTIONS
UNIT 1. QUESTIONS & QUESTS			
1	4/6	[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	4/11	[38]	WHO WAS JESUS? THE FIRST CRITICAL QUESTIONS <u>Primary Reading</u> : Excerpts from Reimarus, Strauss and Wrede (from Dawes, <i>The Historical Jesus Quest</i> , pp. 73-7, 96-104, 114-20, 148-50 (Camino) <u>Secondary Reading</u> : Murphy, <i>HJFD</i> 47-60 (Camino); online class prep
	4/13	[41]	RECOVERING JESUS IN THE SECOND & THIRD QUESTS <u>Primary Reading</u> : Excerpts from Bultmann and Käsemann (from Dawes, <i>The Historical Jesus Quest</i> , pp. 244-6, 260-64, 279-83 (Camino) <u>Secondary Reading</u> : Bond, <i>The Historical Jesus</i> 7-36; online class prep ⇒ <b>Choose Site for Dig Site Project</b>
3	4/18	[22]	HOW MUCH SKEPTICISM IS WARRANTED? THE MYTHICAL VIEW OF JESUS <u>Secondary</u> : Ehrman, <i>Did Jesus Exist?</i> 11-34 (Camino); online class prep
UNIT 2. SOURCES, CONTEXTS & METHODS			
3	4/20	[20]	NON-CHRISTIAN SOURCES FOR THE LIFE OF JESUS <u>Primary/Secondary</u> : Bond, <i>The Historical Jesus</i> 37-53; online class prep <u>Optional</u> : Murphy, <i>HJFD</i> 73-75 (Camino) ⇒ <b>Quiz</b>
4	4/25	[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> : Murphy, <i>HJFD</i> 61-8 (Camino); online class prep
	4/27	[40]	LATER CHRISTIAN VIEWS OF JESUS <u>Secondary</u> : Van Voorst, <i>Jesus Outside the New Testament</i> 179-217 (Camino); online class prep
5	5/2	[27]	HOW TO DIG FOR EVIDENCE: LITERARY & ARCHAEOLOGICAL METHODS <u>Secondary</u> : Murphy, <i>HJFD</i> 33-46 (Camino); Crossan and Reed, <i>Excavating Jesus</i> 1-14 (Introduction); online class prep
	5/4		⇒ <b>EXAM #1</b>
UNIT 3. APPLYING THE METHODS			
6	5/9	[33]	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> 81-126 (Camino); Bond, <i>The Historical Jesus</i> 57-66; online class prep ⇒ <b>Dig Sites: Caesarea Maritima // Sebaste // Qumran</b>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
6	5/11	[53]	<p>JESUS' INFANCY &amp; CHILDHOOD</p> <p><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)</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i> 67-72; Crossan &amp; Reed, <i>Excavating Jesus</i> 15-50 (chapter 1); online class prep</p> <p><u>Optional:</u> Murphy, <i>HJFD</i> 129-46 (Camino)</p> <p>✂ <i>Dig Sites: Nazareth // Bethlehem</i></p>
7	5/16	[70]	<p>HOW THE JESUS MOVEMENT BEGAN</p> <p><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)</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i> 73-88; Crossan &amp; Reed, <i>Excavating Jesus</i> 51-79 (chapter 2 up to "The Kingdom of God at Capernaum?"); online class prep</p> <p><u>Optional:</u> Synopses on the Women; Murphy, <i>HJFD</i> 147-60 (both on Camino)</p> <p>✂ <i>Dig Sites: Capernaum // Magdala</i></p>
	5/18	[72]	<p>PREACHING THE RULE OF GOD</p> <p><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</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i> 89-101; Crossan &amp; Reed, <i>Excavating Jesus</i> 80-135 (chapter 2 "The Kingdom of God at Capernaum?" section through chapter 3); online class prep</p> <p><u>Optional:</u> Murphy, <i>HJFD</i> 161-78 (Camino)</p> <p>✂ <i>Dig Sites: Bethsaida // Sepphoris // Tiberias // Caesarea Philippi</i></p>
8	5/23	[24]	<p>MANIFESTING THE NEW AGE: JESUS' MIRACLES</p> <p><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</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i> 102-111; Crossan &amp; Reed, <i>Excavating Jesus</i> 136-46 (chapter 4 up to "Masada and Qumran in the South"), 172-81 (chapter 4 "Radical Nonviolent Resistance" through the end of the chapter); online class prep</p> <p>✂ <i>Dig Sites: Galilee // Cana // Decapolis</i></p>
	5/25	[66]	<p>WHY WAS JESUS EXECUTED?</p> <p><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</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i>, 152-65; Crossan &amp; Reed, <i>Excavating Jesus</i> 182-229 (chapter 5); online class prep</p> <p><u>Optional:</u> Bond, <i>The Historical Jesus</i> 123-51; Murphy, <i>HJFD</i> 197-238 (Camino)</p> <p>✂ <i>Dig Site: Jerusalem</i></p>
9	5/30	[53]	<p>RESURRECTION &amp; THE TRANSFORMATION OF THE MESSIAH</p> <p><u>Primary:</u> Mark 16:1-8; Matthew 28:1-20; Luke 24:1-53; Mark 16:9-19; John 20:1-21:25</p> <p><u>Secondary:</u> Bond, <i>The Historical Jesus</i> 166-74; Crossan &amp; Reed, <i>Excavating Jesus</i> 230-70 (chapter 6); online class prep</p> <p><u>Optional:</u> Murphy, <i>HJFD</i> 239-56 (Camino)</p> <p>✂ <i>Dig Sites: Herodion // Masada // Gamla // Jotapata</i></p>
	6/1		⇒ EXAM #2

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 4. AFTERWORDS			
10	6/6	[39]	<p>HOW JESUS BECAME GOD: TRAJECTORIES IN EARLY CHRISTIANITY</p> <p><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></p> <p><u>Secondary</u>: <i>HJFD</i> chapter 16, 17 or 18 (Camino); online class prep</p> <p>⇒ <i>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</i></p>
	6/8	[6]	<p>A REVIEW OF THE METHODS FOR STUDYING JESUS; COURSE EVALUATIONS</p> <p><u>Secondary</u>: Crossan &amp; Reed, <i>Excavating Jesus</i> 271-6 (Epilogue); online class prep</p>
11	6/13, Tu		⇒ <i>Final Papers due online at the assignment drop box on Camino by 12:10 p.m.</i>