

SCRIPTURE AND TRADITION 102: BIBLICAL CRITICISM, NEW TESTAMENT
RELIGIOUS STUDIES SEMINAR
FALL 1999

Instructor: Catherine Murphy**Office:** Bannan 354**Office hours:** MW 4:00-5:00 p.m., F 1:00-2:00 p.m. and by appointment**Phone:** (408) 551-1909

SCTR 102.17985

Bannan 236

MW 2:15-4:00 p.m.

E-mail: cmurphy@scu.edu**Required Texts:**

<i>The Bible</i> , New Revised Standard Version (New York: Oxford University Press, 1994)	[\$14.99/\$11.25]
Mark Allan Powell, <i>What is Narrative Criticism?</i> (Minneapolis: Augsburg Fortress, 1990)	[\$16.00/\$12.00]
Norman Perrin, <i>What is Redaction Criticism?</i> (Minneapolis: Augsburg Fortress, 1969)	[\$12.80/\$9.60]
George A. Kennedy, <i>New Testament Interpretation Through Rhetorical Criticism</i> (Chapel Hill, North Carolina: University of North Carolina Press, 1984)	[\$12.75/9.55]
Laise Schottroff, Silvia Schroer, and Marie-Theres Wacker, <i>Feminist Interpretation</i> (Minneapolis: Augsburg Fortress, 1998)	[\$19.20/\$14.40]
Richard Elliott, <i>What is Social-Scientific Criticism?</i> (Minneapolis: Augsburg Fortress, 1993)	[\$20.00/\$15.00]

Recommended Text

The Pontifical Biblical Commission, "The Interpretation of the Bible in the Church," (Washington, D. C.: United States Catholic Conference, 1996)	[\$3.95/\$2.95]
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Course Description and Objectives

The results of reading a text depend upon the questions one brings to the reading. This course explores select New Testament books through five different types of questions or critical methods: literary criticism (Gospel of Mark), redaction or editorial criticism (the relationship of the Synoptic Gospels—Matthew, Mark and Luke), rhetorical criticism (Letter to the Romans, Letter to the Galatians), social-scientific criticism (Letter to James, Letter to Philemon), and feminist criticism (First Letter to the Corinthians, First and Second Letters to Timothy, Gospel of Mary). Through your close reading of the texts and of the various theories of criticism, your active role in the process of reading and interpretation will be exposed and illuminated, so that your reading of any text will hopefully become more sophisticated.

The course will also help you develop certain skills essential to your continuing success at Santa Clara, such as types and styles of questioning, your own style of inquiry, group work, oral presentation, writing, and university-level research.

Course Format

Introductory Class(es). Each new unit except for the first will begin with a summary of the student group presentation from the prior class (5-10 minutes). The professor will provide an overview of the critical method being introduced. Students will have a chance to raise questions and issues that came up for them when reading the secondary literature. The critical method will then be applied to select passages in the primary reading (gospels and epistles of the New Testament).

Applications. The final day of each unit will be reserved for group presentations on particular passages. These presentations will follow the format of the ones facilitated by the professor. Further guidelines will be posted in the course web site.

Course Requirements*Attendance & Informed Class Participation*

Students are expected to be present and on time. Should illness or circumstance necessitate absence, please notify the professor in advance of or soon after the class. Notice renders the absence excused; lack of notice constitutes an unexcused absence. One unexcused absence without penalty is allowed. With two unexcused absences, the student has missed 10% of the course and can earn at most a grade of B-, regardless of the completion of assigned work. Six unexcused absences will result in a failing grade. Excused absences affect the grade at half the rate of unexcused absences. Daily roll will be taken. 10% of grade up to 2 unexcused absences; grade more severely affected thereafter.

Class participation will be assessed regularly by informed verbal participation. 20% of grade.

Course Requirements (continued)

Critical Inquiry

Reading Summaries

Each student is responsible to write a 3-page paper describing each of the methods we treat in class. These papers will be summaries of the five books we are reading in the class. They will be due on the applications day for that unit. 20% of grade.

Application of Method

Students, working in groups of 3, will select one of the five critical methods and become the resident experts in that method. Your task as a group will be to discuss your selected method and to then apply it to a particular New Testament passage. You will present your analysis to the class in a 30-minute format, and then field questions from the other students about your topic. 20% of grade.

Respondents

Students, working in groups of 3, will serve as the official note-takers during another group's presentation. They will prepare a written summary of the group's presentation to be read at the beginning of the following class (5-10 minutes). 5% of grade.

Exegetical or Theoretical Paper

Each student will prepare either an exegetical paper examining a particular biblical passage with a particular critical method, or a theoretical paper that examines the origins, benefits and shortcomings of a particular critical method. Students are required to have a consultation with the professor by the fourth week about their paper topics; you are also encouraged to submit a draft for feedback by the end of the seventh week. 15% of grade.

Examinations

There will be one brief essay exam at the end of the course. 10% of grade.

Grades

Grade Philosophy

Your level of engagement in a course determines your success in that course. That does not mean that a lot of effort will earn you an "A"; it does mean that a lot of effort will enable you to exceed yourself in several measures of performance beyond grades, such as self-discipline, note-taking, coherent writing, oral confidence, initiative, creativity, and group leadership.

A letter grade can only measure the final product you create, and that against the output of your classmates. It is a very limited "return" on your investment in the class. In this class, therefore, you'll receive not only a letter grade, but also an evaluation of your individual performance. This is intended to provide you with feedback for you as a learner, to identify areas of success and suggestions for improvement. The general format and criteria of this evaluation will be posted on the course web site.

Grade Breakdown

Attendance	10%
Class Participation	20%
Reading Summaries	20%
Application of Method	20%
Respondents Presentation	5%
Exegetical or Theoretical Paper	15%
Final Exam (cumulative)	10%

Grade 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	60.0–66.6	D
		80.0–83.2	B-	70.0–73.2	C-		

Plagiarism Policy

Students are expected to collaborate to share ideas, resources, and questions. This sharing becomes plagiarism when the student presents as original the insights or work of another. Work on research essays and exams is expected to be original to each student. Reliance on other authors should be fully documented in the standard format presented in the essay guidelines. Failure to abide by the spirit and letter of this policy may result in immediate dismissal from the course.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
UNIT 1. INTRODUCTION TO BIBLICAL CRITICISM, LITERARY CRITICISM			
1	9/20	[20]	INTRODUCTIONS, INTRODUCTION TO NEW TESTAMENT CRITICISM <u>Optional Reading:</u> "The Interpretation of the Bible in the Church," first reading
	9/22	[70]	LITERARY CRITICISM: GOSPEL OF MARK <u>Primary Reading:</u> Mark 1-16 <u>Secondary Reading:</u> Powell, <i>Narrative Criticism</i> 1-50 ➤ Sign-ups for Application Presentations
2	9/27	[60]	LITERARY CRITICISM: GOSPEL OF MARK <u>Primary:</u> Particular readings from Mark to illustrate events, characters, and settings <u>Secondary:</u> Powell, <i>Narrative Criticism</i> 51-105 <u>Optional:</u> "Interpretation of the Bible," pp. 9-10 (Narrative Analysis)
	9/29	[20]	LITERARY CRITICISM: APPLICATIONS <u>Primary:</u> To be assigned by student groups ➤ Reading Summary due
3	10/4	[18]	SHORT CLASS - THE VISION OF THE END AND THE BEGINNING <u>Primary:</u> Revelation 4:1-22:5 <u>Note:</u> Class will only last one hour today. For the other hour, plan to attend one of the Library Sessions this week and one 15-20 minute consultation with the professor during the quarter to discuss your paper.
	10/5		➤ Library Sessions: Tools for Religious Studies Research, Library Classroom in SE corner of Reference Room, Time TBA
	10/6		<i>Holiday: Student Planning Day</i>
4	10/11		<i>Holiday: University Day</i>
UNIT 2. REDACTION CRITICISM			
	10/13	[55]	REDACTION CRITICISM <u>Primary:</u> Select passages from Gospel Synopsis (to be distributed) <u>Secondary:</u> Perrin, <i>Redaction Criticism</i> 1-39
	10/15		➤ SANTA CLARA LECTURE: Joseph Daoust, S. J., "Of Kingfishers and Dragonflies: Faith and Justice at the Core of Jesuit Education," Recital Hall of Performing Arts Center, 8:00 p.m. ➤ Consultation with professor for your Exegetical/Theoretical paper should be done by this week
5	10/18	[45]	REDACTION CRITICISM <u>Primary:</u> Mark 8:27-9:1 par Matt 16:13-28; Luke 9:18-27 <u>Secondary:</u> Perrin, <i>Redaction Criticism</i> 40-79 <u>Optional:</u> "Interpretation of the Bible," pp. 5-7 (Historical-Critical Method)
	10/20		REDACTION CRITICISM: APPLICATIONS <u>Primary:</u> To be assigned by student groups ➤ Reading Summary due

Wk Date **Pages of** **Topic of Lecture & Discussion**
Reading

UNIT 3. RHETORICAL CRITICISM

- 6 10/25 [90] RHETORICAL CRITICISM: LETTER TO THE GALATIANS
Primary: Letter to the Galatians
Secondary: Kennedy, *Rhetorical Criticism*, 3-72, 141-56
- 10/27 [90] RHETORICAL CRITICISM: LETTER TO THE ROMANS
Primary: Letter to the Romans
Secondary: Kennedy, *Rhetorical Criticism*, 73-140
Optional: "Interpretation of the Bible," p. 8 (Rhetorical Analysis)

- 7 11/1 RHETORICAL CRITICISM: APPLICATIONS
Primary: To be assigned by student groups

➤ Reading Summary due

UNIT 4. SOCIAL-SCIENTIFIC CRITICISM

- 11/3 [65] SOCIAL-SCIENTIFIC CRITICISM
Primary: Letter of James
Secondary: Elliott, *Social-Scientific Criticism* 1-59

➤ If you are submitting a draft of your Exegetical/Theoretical Paper, it must be in by today

- 8 11/8 [50] SOCIAL-SCIENTIFIC CRITICISM
Primary: Letter to Philemon
Secondary: Elliott, *Social-Scientific Criticism* 60-106
Optional: "Interpretation of the Bible," pp. 14-16 (Approaches That Use the Human Sciences)

- 11/10 SOCIAL-SCIENTIFIC CRITICISM: APPLICATIONS
Primary: To be assigned by student groups

UNIT 5. FEMINIST CRITICISM

- 9 11/15 [100] FEMINIST CRITICISM: FIRST CORINTHIANS
Primary: 1 Cor 1:1-16:24
Secondary: Wacker, *Feminist Interpretation* 3-82
- 11/17 [50] FEMINIST CRITICISM: FIRST CORINTHIANS
Primary: 1 Cor 7; 11-12
Secondary: Schottroff, *Feminist Interpretation* 179-217
Optional: "Interpretation of the Bible," pp. 17 (The Feminist Approach)
- 10 11/29 [55] FEMINIST CRITICISM: PASTORAL EPISTLES, Gnostic Gospel of Mary Magdalene
Primary: 1 Timothy, Gospel of Mary (Gospel to be distributed in class)
Secondary: Schottroff, *Feminist Interpretation* 218-54

- 12/1 FEMINIST CRITICISM: APPLICATIONS
Primary: To be assigned by student groups

➤ Reading Summary due

➤ Last Day to submit Exegetical or Theoretical Papers

12/7 ➤ Final Exam, 9:10 a.m. - 12:10 p.m. (Tuesday)

