

## COURSE REQUIREMENTS

### Course Description and Goals

#### I. Catalog Description

A chronological study of the life of Christ based upon the Gospels. Explores Christ's relationship to Israel and the Church. Deepens one's understanding of the deity and humanity of Christ

#### II. Course Goals: Completing this course, a student will be able...

1. ...to articulate a thorough *understanding of the historical, cultural, and chronological background* to Jesus' earthly life sufficient to function as the context within which the life and ministry of Christ can be accurately understood.
2. ...to distinguish *the various emphases and purposes of the Lord's earthly ministry*, and to correctly relate these to the specific periods of that ministry.
3. ...to trace and celebrate the events of Jesus' birth and boyhood, carefully related to the truth regarding *His real humanity and His real deity*.
4. ...to give expression to a broad overview of the earthly life and ministry of the Lord Jesus Christ, as well as *the basic chronological structure* of that period. To this end, the student will be guided through the various periods of Jesus' public ministry, emphasizing major events and themes. [No attempt will be made to be exhaustive as to the events of Jesus' life. Rather, the objective will be to enable the student to understand the general flow of Jesus' public ministry, and to relate these several events to that developing purpose in Jesus' work.]
5. ...to reflect a grasp of *various theological issues* which relate immediately to the life of Christ, as for example: the Messianic Consciousness of Jesus; the impeccability of Christ; the purpose of miracles in the ministry of Jesus; the nature of Jesus' offer of a kingdom to Israel. [These will be only briefly discussed, with a view to enabling the student to understand the essence and importance of these questions, rather than finally settling all the difficulties involved in each of them.]
6. ...to reflect and appreciate a grasp of *the events of the last six months of Jesus' earthly life*, including His journeys to three feasts in Jerusalem, the raising of Lazarus, and the events of the Passion Week itself. The student should be able to explain the various forces which came together in such a way as to result in the crucifixion of our Lord, and to identify the events of each day of the Passion Week.
7. ...to apply to his life and ministry *the principles of spiritual growth and maturity* which arise from a study of the teachings of Jesus Christ and the events of His earthly life.

### Requirements of the Course

#### I. READING Requirements

##### 1a. Course Textbook

- 1b. The textbook is *A Harmony of the Gospels with Explanations and Essays: New American Standard Version*, by Robert L. Thomas and Stanley N. Gundry (Harper: San Francisco, 1991).
- 2b. The twelve essays included in the book will be the basis of written assignments [see below].

##### 2a. Outside Reading

You are to read **300 pages** from any of the following books.

- 1.) *The Life of Christ*, F. W. Farrar
- 2.) *The Days of His Flesh*, David Smith
- 3.) *The Life and Times of Jesus the Messiah*, Alfred Edersheim
- 4.) *The Words and Works of Jesus Christ*, J. Dwight Pentecost
- 5.) *The Life of Our Lord upon the Earth*, Samuel Andrews
- 6.) *The Presence and the Power*, by Gerald F. Hawthorne

You may read *any* 300 pages from this list. The reading is to be completed and reported by Monday, February 8, 2010. Please report your reading on the sheet provided.

### 3a. Bible Reading

You are to read the Gospel records of the life of Jesus in the order laid out for you on the 8 Harmonized Bible Reading Assignment Sheets. Simply check the appropriate box as you complete each section of reading. Notice that the passages are arranged according to the chronology given in your notes. Please give some time to this assignment; it is not particularly demanding, but I have built it in very deliberately; in the effort to understand the life of Jesus, you will be advantaged to re-read the Gospels in this way. Notice that space is given for questions and/or reactions that suggest themselves in the course of this reading; please try to bring these up in class discussion where appropriate.

## II. RESEARCH/WRITING Assignments:

### A. Textbook Essays

*Reading Assignment:* There are 12 essays included in the *Harmony* (Thomas and Gundry) which was assigned as your textbook. You are to read each of those essays, as well as any other reading assignment indicated in connection with any one of those essays on the HARMONY ESSAYS: ASSIGNMENT SHEET.

*Writing Assignment:* Write a summary of *each essay*, including your reaction. Each reaction paper should be no longer than two pages, single-spaced. If there are specific issues or supplemental questions indicated on the HARMONY ESSAYS: ASSIGNMENT SHEET, be careful to address those matters as well.

*Due Date* for all twelve summaries/responses: Monday, February 8, 2010.

### B. Research Paper

1. Length – about 8 to 10 pages of text, typewritten, double-spaced, preferably 12 points type size.

NOTE: The title page and table of contents and bibliography do *not* count as the body of the text. The body of the text begins on page 1, centered at the bottom. The first page number of the bibliography is also centered at the bottom. All other page numbers are located in the upper right hand corner.

2. Form – must follow good research form, as found in Turabian's, *A Manual for Writers of Term Papers, Theses, and Dissertations*, and professor's (plagiarized) instructions detailed here.

3. Bibliography--at least 20 sources

- a. Sources should be those works *actually consulted*, but you do not have to footnote a book in order to have it in your Bibliography. The Bibliography for this paper is a *works consulted* bibliography, in which you should include those works that you have consulted and which have been of help in your research.
- b. Be careful to include journal articles as well as books; cutting edge scholarship is usually most accessible in this format. Further, be very circumspect about internet sources: take care to establish the *bona fides* of the site consulted, and to appropriately and properly reference any site you do cite.
- c. Again, be careful to include works taking a position contrary to yours in respect to the topic being researched (Prov 18:17).

4. Topic

- a. Select a topic that would fit well under one of the following categories:
  - 1) A specific *chronological* issue related to the life of Christ (e.g., date of Jesus' birth/year and season; length of His ministry; day of His crucifixion)
  - 2) An issue or topic related to the *physical family* of Jesus
  - 3) An issue of *harmonization* (NOTE: not reconciling perceived discrepancies [how many blind men were healed or how many angels were at the empty tomb?], but an issue related to whether two passages ought to be regarded as parallel, and if so how they are related [the call of the disciples in Mt 4 and Lk 5; how many anointings during the final days; the resurrection narratives])
  - 4) A study of a specific element of *Jesus' teaching ministry* (e.g., Sermon on the Mount, the parables, Olivet Discourse, etc.)

- 5) A study of *a specific miracle* in the life of Jesus (with an emphasis upon the role that miracle event played in Jesus' ministry, as well as – when applicable – a comparison of the way the account is recorded in various Gospels)
  - b. Submit that topic for approval by Thursday, January 21.  
NOTE: This is a fairly brief research paper, so be somewhat surgical in the selection of your topic.
5. Grade – The grade will be based upon:
- 1a. FORM:
    - 1b. grammatical and literary excellence
    - 2b. agreement with Turabian's guide, and *The Master's Seminary Guidelines*, and the professor's instructions  
NOTE: Be sure to check Guidelines for correct form for title page, footnotes, quotations, headings (kinds and spacing), and bibliographic entries.
    - 3b. written in third person (**no** "we," "I," "you," "us," etc.)
    - 4b. proper page numbering form
  - 2a. CONTENT:
    - 1b. scholarly theological content
    - 2b. logical organization and procedure (appropriate headings, correctly inserted, willhelp)
    - 3b. evidence of extensive research in the paper and bibliography
    - 4b. "tough," specific, honest interaction with opposing views
    - 5b. proof for your arguments.
6. General Research Paper Procedure
- 1) Title page, following Turabian's guidelines
  - 2) Table of Contents, following Turabian's guidelines (Since this paper is relatively short, do not use "chapters," but do use appropriate headings and subheadings.)
  - 3) Introductory matters such as The Reason for the Study, and The Procedure of the Study (Be sure to state the problem clearly in the Introduction.)
  - 4) An explanation of various possible solutions to the problem if there are such
  - 5) Citation of authorities where necessary  
NOTE: A research paper should have numerous footnotes. Single space the footnotes, but double space between footnotes. Indent first line of each footnote. Punctuate correctly. See Turabian
  - 6) Careful investigation of the Scriptural teaching on the issue you are researching, including appropriate exegesis
  - 7) Careful and honest interaction with opposing views
  - 8) A well-stated conclusion with your support of your view
  - 9) If appropriate, practical implications of the proper biblical understanding of the issue
  - 10) Bibliography, according to Turabian form
7. Due date: Paper is due to professor by **Monday, February 8, 2010.**

### III. EXAM

There will be one exam at the conclusion of the week. It will consist primarily of essay questions, though there will be a section of short answer questions.

### PROJECTED GRADING SCHEDULE

Final exam	Λ 30%
Twelve essays & supplements read, with response papers	Λ 20%
Bible Reading Assignments – 8 Sheets	Λ 10%
Research Paper	Λ 30%
300 pages of Outside Reading, properly reported	Λ 5%
Class attendance/participation	Λ 5%

**ACADEMIC DISHONESTY POLICY\***  
**SHEPHERDS THEOLOGICAL SEMINARY, CARY, NC**  
 (Adapted from “Academic Dishonesty,” The Master’s College, Santa Clarita, CA)

**Ephesians 4:28** He who steals must steal no longer; but rather he must labor, performing with his own hands what is good.

Seminary education is based upon certain shared values concerning the nature of learning and the pursuit of knowledge. One of the most basic assumptions is the respect for intellectual property and right of recognition for this pursuit of knowledge. Violation of this basic assumption includes such practices as cheating, plagiarism, abuse of technology, falsification of research data, unapproved collaborative research, and other deceptive academic practices. Sometimes these abuses are unintentional, but much intentional abuse is found in higher educational institutions, even Christian seminaries.

**Policy Guidelines**

In an attempt to clarify the problem and offer consequences for participation in such activities, the following materials are offered as both a warning and as a guideline to avoid unconscious participation in questionable practices. Of course, questions regarding the appropriateness of any debatable activity should be cleared in advance with an instructor. Certainly students preparing for the Lord’s work need to make sure that truth and honesty pervade their lives.

**Definitions**

Plagiarize—to steal and pass off (the ideas or words of another) as one’s own; to use someone else’s material without crediting the source (see Merriam-Webster Dictionary On-Line)..

Cheat—to deprive of something valuable by the use of deceit or fraud; to violate rules of honesty as on an examination (see Merriam-Webster Dictionary on-Line).

**Unquestionable Violations of Academic Integrity**

The faculty will generally approach the following cases with severe academic penalties.

Violation	Standard Consequence
Copying answers directly from another student	F for the assignment and probable F for the course
“Cribbing” answers in any form to be accessed during the examination	F for the assignment, probable F for the course, possible expulsion
Usage of a substitute person for writing an exam or term paper	F for the assignment, probable F for the course, possible expulsion
Altering answers on a returned exam for re-submission	F for the assignment and probable F for the course
Unauthorized access to faculty files (electronic and/or paper)	F for the course and probable expulsion
Unauthorized discussion of exam content	F for the course for both parties
Usage of purchased or pre-existing term paper	F for the assignment, probable F for the course, possible expulsion
Falsification of reading report	F for the assignment, and possible F for the course

**Questionable Violations of Academic Integrity**

The issues below are deemed unacceptable by most faculty members and will result in confrontation with the student over potential charges of academic dishonesty. In most cases, such unacceptable practices will result in at least a warning, and possibly an F for the assignment.

Violation

- Significant amount of continued writing after the conclusion of an exam
- Multiple submission of the same assignment or paper without approval
- Technological manipulation of electronic text by copy and paste without citation
- Usage of a source without documentation or citation credit
- Artificial additions and inflation of bibliographic sources
- Deliberate alteration of time and date on late assignments
- Exaggerated computer problems or technical problems due to procrastination.

## HARMONY ESSAYS: ASSIGNMENT SHEET

Title & pages	ESSAY #1 "Is A Harmony of the Gospels Legitimate?" (265-68)
Supplemental Reading(s)	"The Truth of Scripture and the Problem of Historical Relativity," by Philip Edgcumbe Hughes, in <i>Scripture and Truth</i> , ed. D. A. Carson and John D. Woodbridge (Zondervan, 1983), 169-94
Specific Issues to be addressed	The relationship between actual & factual history and biblical revelation. Pay heed to Hughes' survey of the series of ideas which left modern man with the notion that there is no connection between history & truth
Title & pages	ESSAY #2 "A History of Harmonies" (269-73)
Supplemental Reading(s)	None
Specific Issues to be addressed	Are there other Harmonies which you have used? How would you compare those to Thomas/Gundry?
Title & pages	ESSAY #3 "Source Criticism" (274-79)
Supplemental Reading(s)	None
Specific Issues to be addressed	Reflect a clear understanding of the "Synoptic Problem." Understand the basic approach to that "problem" employed by Source Criticism. Indicate your own understanding of the best approach to that "problem."
Title & pages	ESSAY #4 "Form Criticism" (280-86)
Supplemental Reading(s)	None
Specific Issues to be addressed	Demonstrate an understanding of the relationship between Source Criticism and Form Criticism. In what way is Form Criticism a greater expression of skepticism regarding the historicity of the Gospels?
Title & pages	ESSAY #5 "Redaction Criticism" (287-94)
Supplemental Reading(s)	<i>The Jesus Crisis</i> , by Robert L. Thomas & F. David Farnell, (Nelson, 1998) Chapter 1: "Introduction: The Jesus Crisis: What is It?," (13-34)
Specific Issues to be addressed	Be familiar with the work of the Jesus Seminar, the way in which that particular effort reflects the approach of Redaction Criticism
Title & pages	ESSAY #6 "Criticism of the Gospel of John" (295-301)
Supplemental Reading(s)	"The Relationship between the Signs of the Fourth Gospel and the Purpose of the Book," by Doug Bookman, (pp 22-24, 28-53)
Specific Issues to be addressed	Summarize the reasons <i>why</i> John has been so often challenged as to its historical integrity and authenticity. Reflect an understanding of the issue concerning the relationship between John & the Synoptics.
Title & pages	ESSAY #7 "Problems and Principles of Harmonization" (302-08)
Supplemental Reading(s)	Suggested (not required) reading: <i>The Jesus Crisis</i> , Thomas & Farnell, Chapter 6: "Redaction Criticism," by Robert Thomas (233-67)
Specific Issues to be addressed	Be familiar with the issue of <i>ipsissima verba</i> vs. <i>ipsissima vox</i> , understand how that issue relates to the business of harmonizing the Gospels.

Title & pages	ESSAY #8 "The Languages Jesus Spoke" (309-12)
Supplemental Reading(s)	Any standard NT Survey or Introduction that deals with the languages spoken in first century Palestine. (Note: The section will probably be very brief, which is fine.) Compare the conclusions of that work to the material in the essay by Thomas.
Specific Issues to be addressed	Was Hebrew a commonly spoken language in the first century?
Title & pages	ESSAY #9 "The Genealogies in Matthew and Luke" (313-19)
Supplemental Reading(s)	"Difficulties of New Testament Genealogies," R. Larry Overstreet, <i>Grace Theological Journal</i> , Fall 81, (1-23)
Specific Issues to be addressed	The problems involved, various explanations, which you prefer, why?
Title & pages	ESSAY #10 "The Day and Year of Christ's Crucifixion" (320-23)
Supplemental Reading(s)	"Chapter V: The Year of Christ's Crucifixion," in <i>Chronological Aspects of the Life of Christ</i> , Harold W. Hoehner (Zondervan, 1977), 95-114.
Specific Issues to be addressed	Compare Thomas' case for AD 30 as the year of Christ's crucifixion, with Hoehner's case for AD 33.
Title & pages	ESSAY #11 "Chronology of the Life of Christ" (324-28)
Supplemental Reading(s)	"Chronological Table of Christ's Life," in <i>Chronological Aspects of the Life of Christ</i> , Harold W. Hoehner (Zondervan, 1977), 143.
Specific Issues to be addressed	Compare Hoehner's scheme with that of Thomas. Further, compare Hoehner's scheme with the chronological scheme represented in your class notes (especially with reference to the Passion Week).
Title & pages	ESSAY #12 "The Arrest and Trial of Jesus" (329-37)
Supplemental Reading(s)	"Why Did He Die?", US News & World Report, April 24, 2000 "The Trial and Death of Jesus," by Louis Waller, > <a href="http://www.jcrelations.net/en/?item=837">http://www.jcrelations.net/en/?item=837</a> Question 16:5: Did the Jews kill Jesus? > <a href="http://www.faqs.org/faqs/judaism/FAQ/09-Antisemitism/section-10.html">http://www.faqs.org/faqs/judaism/FAQ/09-Antisemitism/section-10.html</a>
Specific Issues to be addressed	The issue concerning the legality of the trials, as well as who was in fact responsible for Jesus' death, the Jewish authorities or Pontius Pilate.

## TEXTBOOK READING REPORT SHEET

DATES when this reading was done	TITLE of the book and NAME of Author	Summarize your reaction to the book: did you find it helpful; how could it be improved; would you recommend it, etc.	Pages read (xx - xx)	number of pages
Please total the number of pages of Outside Reading you completed:				