RELIGIOUS STUDIES 580 • THE HISTORICAL JESUS
Fall 2012

W 4:00-6:40 p.m. • 3 credits • AH 2103 • Dr. Moore • 619.594.6252
email: remoore@mail.sdsu.edu • website: http://kali.sdsu.edu

Office Hours
MW 11:00-1:00, AL 662B, and by appointment. Please inform me right away of any religious holidays, requests for accommodation or other special needs.

Course Description
This graduate course goes beyond RS 305 New Testament to focus on contemporary historical-critical studies of Jesus and the Jesus Movement. We will read the gospels themselves before turning to nineteenth- and twentieth-century scholarship regarding the historical Jesus. We will look at the Jesus Seminar and its role, and read modern interpretations of the gospels. The gospels will be considered in their historical context as the products of faith and early Christian preaching and politics, as well as in our current context of scholarship.

Student Learning Goals
What I would like you to learn
How complex and diverse historical Jesus studies are
How contemporary methods of biblical scholarship offer insights into ancient texts and truths

Student Learning Outcomes
What I would like you to learn to do
How to use the vocabulary and methods of critical biblical scholarship
How to think and write critically and coherently
How to write a scholarly exegetical paper

Texts
Bible, any translation (Oxford Study Bible recommended)
Kurt Aland, ed, Synopsis of the Four Gospels
Gregory W. Dawes, ed., The Historical Jesus Quest
John Dominic Crossan, Jesus: A Revolutionary Biography
James Tabor, The Jesus Dynasty

For hardcore biblical scholars, you might want to purchase The New Greek English Interlinear New Testament. This is an optional text.

I may be putting some reference works on reserve if the library does not carry them.

Blackboard
Assignments, notes, grades, and other items will regularly be posted to Blackboard. Make sure you have access to your account at:
http://blackboard.sdsu.edu
# Preliminary Schedule

(Subject to change and amendment)  
Please come to class having completed the readings for that day  
Always bring the appropriate text

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>29 Aug</td>
<td>Introduction to Historical-Critical Study of the Bible</td>
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</table>
| 5 Sept | **Synoptic Tradition**  
Bring Gospel Synopsis to class every class during this unit  
Read the Gospel of Mark |
| 10 Sept| **Deadline for Dropping the Class**                                   |
| 12 Sept| **Synoptic Tradition, Cont.**  
Read the Gospel of Matthew and the Gospel of Luke  
**Deadline for Adding the Class**         |
| 19 Sept| **Gnostic and Anti-Gnostic Traditions**  
Read the Gospel of John and the Gospel of Judas (on Blackboard) |
| 26 Sept| Test #1  
Bring Bibles to Class |
| 3 Oct  | **The 19th-Century Quest, Part I**  
Dawes: Spinoza, Troeltsch, Reimarus  
**Proposal Due** |
| 10 Oct | **The 19th-Century Quest, Part II**  
Dawes: Strauss, Wrede, Ritschl |
| 17 Oct | **The 19th-Century Quest, Part II**  
Dawes: Weiss, Schweitzer, Kähler  
**Bibliography Due** |
| 24 Oct | **The 20th-Century Quest, Part I**  
Dawes: Bultmann, Barth, Käsemann |
| 31 Oct | Test #2  
Bring Bibles to Class |
| 7 Nov  | **The 20th-Century Quest, Part II: The Jesus Seminar**  
Crossan, Parts One through Four  
**Introduction Due** |
| 14 Nov | **The 20th-Century Quest, Part III: The Jesus Seminar**  
Crossan, Parts Five through Epilogue |
| 21 Nov | No Class, Thanksgiving break |
| 28 Nov | **The 20th-Century Quest, Part IV: Beyond Jesus**  
Tabor, Parts One through Three |
| 5 Dec  | **The 20th-Century Quest, Part V: Beyond Jesus** |
**GRADING**

You will be graded on the following items

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exegetical Paper</td>
<td>100</td>
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<tr>
<td>Proposal (10 points)</td>
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<tr>
<td>Bibliography (20 points)</td>
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<tr>
<td>Introduction (30 points)</td>
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<tr>
<td>Final Paper (40 points)</td>
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<tr>
<td>Reading Summary</td>
<td>20</td>
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<tr>
<td>Three essay exams, 50 points each</td>
<td>150</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>280</strong></td>
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The following percentage grading scale will be used

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>59% or less</td>
<td>F</td>
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<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
</tbody>
</table>

To calculate your standing in the class at any time simply take the number of points currently available, divide this figure into the number of points you have earned, and look at the percentage chart above to see what your grade is.

**Definition of Grades for Graduate Student (from 2012-2013 University Catalog, p 467):**

Grade of A = outstanding achievement; available for the highest accomplishment
Grade of B = average; awarded for satisfactory performance
Grade of C = minimally passing
Grade of D = unacceptable for graduate credit; course must be repeated *if* you are a graduate student
Grade of F = failing
THE BOLD (BUT TINY) PRINT

1. No electronic devices of any kind are allowed in class unless you have explicit permission of Student Disability Services. If I see you text messaging I will ask for your phone until the end of the class period. Same for computers.

2. I do not accept any papers via email. They must be submitted directly to me in hard copy.

3. You have exactly one week (seven days) to take a missed exam or to turn in a paper late. Regardless of the reason for being late, you have an unfair advantage over students who complete the work on time, or take the test in the appointed hour, therefore you will be docked 10% points for late papers and exams. If you fail to talk with me or to make other arrangements regarding make-up work within one week, then you will receive a zero on the assignment. No exceptions!

4. Academic Honesty. If I catch you cheating, or suspect you are cheating, I will turn over the matter to the Center for Student Rights and Responsibilities. They will then conduct an investigation at which time you will have to defend yourself (I will have provided them with an incident report and any written evidence I have). In the meantime, you will receive a zero for any assignment on which cheating is suspected. Please read the guidelines on academic honesty, and the consequences of cheating by looking at my website, http://kali.sdsu.edu/honesty.html. Cheating is not only wrong, it’s not worth it.

5. Statement on What I Can and Can’t Do To Assist You. I will do everything within reason to actively support your learning. I will also do everything possible to make this class as well-organized and straightforward as possible. My concern is for ALL of the students in the class, making sure that everything is fair, and that everyone has the opportunity to earn the highest grade possible. I strive to provide a diversity of learning strategies to meet a variety of student learning preferences from online learning to experiential opportunities.

6. For Those Who Would Seek Special Treatment. I have found that the number of students who seek special consideration at the end of the semester has increased dramatically. This practice is especially common among students who have missed assignments or done poorly on the exams. Seeking special favors is not fair to all the hard-working students who have kept up with the course work over the entire semester and reflects a lack of integrity. Furthermore, university policy does not allow professors to change grades or permit individual students to earn extra points without that same opportunity being available to every student in the class. If you are concerned about your grade the time to do something about that is right now at the beginning of the class and throughout the semester. If you must have a certain grade in the class to meet eligibility requirements for a major, a scholarship, athletics, or graduate school then it is your responsibility to see that you earn that grade. Out of respect for all students in the class who have been working hard and keeping up, as well as university policy, I cannot provide special treatment for individual students. Although it is my hope that everyone is successful, that is ultimately up to each of you. The course is designed to reward your efforts. If you want to do well in the class you will.