

CORE 257 Final Assignment

Please **organize your work according to the numbered sections** below, synthesizing your knowledge around a well chosen passage. Due dates of first drafts of parts this assignment have specific, different due dates. The final draft of the whole assignment (all 4 sections) is due Monday, May 7, by 11:55 p.m. (I have room for a few extensions, for those who sign up for one during the last week of classes).

Note: for those who make/attend an appointment with me to help you identify a good passage and plan for this project, before (or on) April 11 will earn 1 bonus point, added to the assignment total.

1. Broad Topic and Passage: A. Identify a broad topic about Jesus, related to the sections/themes you have focused on this semester. (For example: Jesus and John the Baptist, Jesus and his mother, Jesus and the Poor, Jesus's Parables about Seeds, Jesus and the Blind, Jesus's Teachings on Marriage and Divorce, Jesus and Mary/Magdalene, Jesus and Pontius Pilate, Jesus and the Empty Tomb). B. Select and type out (or copy/paste) an NRSV version of a passage that is well connected to your topic (about 10-15 verses). (You can use your ability to keyword search on bible.oremus.org to help you find a good passage, though you should have some good ideas in mind from your group work). If you chose well, the work should be familiar to you (or visit me during office hours and I will gladly suggest passages that might fit your interests.) Offer a few sentences explaining why you chose the topic and passage (especially noting if there are interesting keyword patterns in the passage, or if you searched keywords to find it): _____/5	Copy/paste from http://bible.oremus.org/ Include book, chapter, verses Comment why you picked it. <i>l Luke 21:8-20</i>
2. Context: Gospel Author/Audience, Historical, Literary A. Writing for an Audience, Different Gospel Contexts: Is your passage shaped by the special concerns of one gospel author in particular? Comment, in 3-5 sentences, on if/how it shifts according to the different character of the 4 gospels or the particular context of the gospel author (for example, see the chart we used to complete the	Use your: • "Gospel Comparisons" handout and accompanying packet (4 gospels lined up in parallel columns)

Let a few differences - Matt & Luke

gospel comparisons exercise). How does your passage fit within the way the gospel author has organized the material? Consult the gospel outlines provided (or the introductory material in the Oxford Study Bible). ____/5 Rubric - show off what you know about your Gospel author's themes, or differences between Gospels	to compare your passage to corresponding passages. OR, if passage is from Mark or John, use your Mark Gospel Outline or John's Gospel outline to discuss how your passage fits your gospel.
3. Historical Probability: B. In one paragraph comment on whether or not the events or teachings in your passage are historically more or less probable (using the criteria you learned to apply during our "historical Jesus" assignment). Use your packet of the gospels in 4 columns (the "parallel translation") and Meier's criteria to notice the differences and to decide whether your passage is historically probable, possible, or not probable. You should have a copy of your packet, and there should be some extras (kept on the bookcase outside my office). I can look passages up for you in my book, if needed, or you can use bible.oremus to find the parallel passages if you chose. Briefly explain the criteria you used to make this decision. ____/10 Rubric: 10=clearly discusses, explains and correctly applies at least 2 criteria to the passage.	Use: • Meier's criteria and • your packet with the gospels in 4 parallel columns, to discuss whether or not your passage is historically probable. Apply at least 2 of Meier's criteria to the passage You can review "Meier's criteria" using: • handout posted called "Meier Historical Jesus," or • the "Historical Jesus" assignment, or • look up Rausch's 2 page discussion of it.
4. Central Theological Issues: Briefly explain the theological issues associated with your passage. Your goal is to demonstrate how well you know this material from the class, and how well you can apply it to your passage. For example: A. In a paragraph, connect your topic and passage to central arguments from the Rausch chapter you outlined (different groups were assigned chapters 4-7). For example,	Show off your knowledge from the chapter of Rausch assigned to your group. Show you know main topics and sections from the chapter. Be able to connect your passage to chapter.

Don't use Coherence or Discontent Use What? Attest. Embarrassed ch. 4.

highlight how your passage conveys a key theme of that chapter, or discuss what issues Rausch says are involved in interpreting a passage like yours (e.g. what extremes should we try to avoid when interpreting a miracle story?), or discuss the theological ideas engaged in your passage (e.g. the righteous one who suffers unjustly). Work with Bible Oremus's keyword search function to notice keywords in your passage and how they connect to other relevant passages. _____/10 Rubric: 10=You showcased your understanding of your Rausch chapter, especially main themes and distinctions, and thoughtfully connected your passage to material discussed by Rausch. Find a useful way to explore your passage through the keyword search function.	Clever use of keywords could be one way to do this.
5. Modern Theological Issues: A. In <i>Consider Jesus</i>, Elizabeth Johnson outlines many of the questions and concerns that animate the modern study of Jesus. In a paragraph, identify and briefly discuss a way in which your passage is connected to one of the modern issues she discusses (typically, this will mean connecting your passage to one of her chapters, probably especially of of chapters 6-9). For almost all of these chapters, we will also read another reading/handout as a primary text. Please also consider the relevant primary text in your discussion of a modern theological issue. One of the modern theological issues we will explore in some extra detail is interfaith dialogue, and we can dialogue across religious differences. One approach you could take would be to connect your passage to one of the ways a different religious tradition views Jesus. (Another possible approach here, for those particularly good at this sort of analysis, would be to look at a scene from one of the modern plays/musicals about Jesus to explore how modern concerns shape the treatment of the topic related to Jesus). _____/10 10=Full understanding of a chapter of Johnson (and connected texts, such as views from other religions, or views from one of the theatrical productions we discussed). Able to address main themes, able to quote text in connection to passage.	Connect your passage to 1 of the chapters from <i>Consider Jesus</i>. (Typically chapter 6, 7, 8, or 9, but chapters 2 and 3 are possible choices too). Show off your knowledge of that chapter (and perhaps also the example used to illustrate it - like one of the film clips, or some of the discussions of Jesus from different religious perspectives). (There is no excuse for sloppiness here, even if you didn't buy the book, because all the slides are on Moodle).

6. Your audience: A. The Gospels authors all wrote for specific audiences, out of their own passion to get an important message across to that audience about Jesus. When particular audiences read a text from particular perspectives they can read with special concerns and with special insights (for example, one might read with concern for women, or for children, or for the practice of slavery, or concerned about inclusion, or concerned about judging other religions, or concerned about assumptions about sexuality). Imagine trying to offer your passage to a particular group as a source of "good news" (our root word for "gospel" simply means "good news"). What should your audience learn and think about, especially new perspectives and insights that might help them? _____/10	Just be creative, imagine you are talking to a specific audience about your passage. What special interests might they have? What would you want to emphasize about your passage?
7. Research and prepare to write: A. Locate and upload to Moodle 3-5 approved library sources to help you study your research topic (as you defined in #1), ____/10 B. Identify the main argument of each source and note how it could contribute to your research topic. ____/10 <i>read intro & abstract & title</i> C. Write your own thesis statement and introductory paragraph to your research paper, stating what you will cover ____/10 D. Using your sources, complete your paper in outline/bullet point format. From your library sources, quote at least 6 pieces of evidence and explain how they would help you DEFEND or EVALUATE your thesis (these can be completed in bullet point format). Offer at least 2 of your own points of analysis or interpretation of the text (such as addressing how you would translate the concerns of the text to the concerns of today). ____/20 E. due in final form. ____/50. (See rubric breakdown below).	Demonstrate you can find, read, and understand 3 scholarly articles about your passage. Construct your own argument (in bullet point form) using good "evidence" (quotes) from the article.

3 articles x 2 quotes = 6 pieces of evidence

***Reminder: You will also be asked to present, as a "short in class assignment" (not as part of the final project grade) a 2 minute summary on the most interesting ideas you learned from your research (most will be scheduled in class on May 1, a few possibly for those with class on May 3).**

Short Version Rubric for use in Moodle Grading (40% for first 4 questions, 60% for research paper)

1. Topic/passage: /5
2. Context: /5
3. Historical Probability: /10
4. Central Theological Issues: /10
5. Modern Theological Issues: /10
6. Your audience: /10
7. Research Paper: (/50).
 - o 3-5 approved library sources uploaded to Moodle, used will in the paper, properly cited in Chicago or MLA style, _____/10 **Due April 24.**
 - o Identify the main argument of each source and note how it could contribute to your research topic. _____/10
 - o Write your own thesis statement and introductory paragraph to your research paper, stating what you will cover _____/10
 - o Using your sources, complete your paper in outline/bullet point format. From your library sources, quote at least 6 pieces of evidence and explain how they would help you **DEFEND or EVALUATE** your thesis (these _____/10
 - o Extra Credit: . /