



Course ID:	Course Title:	Fall 2023
NT502-CL	Synoptic Gospels	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Sam Tsang PhD University of Sheffield, author of over 50 books	First Day of Classes:	Sep 6
Days:	Sep. 6, 7, 8, 20, 21, 22, Oct. 4, 5, 6, 18	Email:	samtsang@ambrose.edu	Last Day to Add/Drop:	The end of first day of class
Time:		Phone:		Last Day to Withdraw:	Oct. 14
Room:		Office:			
Lab/Tutorial:		Office Hours:		Last Day to Apply for Extension:	Nov. 23
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An introduction to New Testament studies and exegetical skills through the study of Matthew, Mark and Luke.

Expected Learning Outcomes

1. Students should be able to distinguish the structural messages of the three Gospels.
2. Student should learn about how the view of Gospel sources would impact their interpretations.
3. Students should understand the authorial background of each Gospel and its impact on meaning.
4. Students should grasp Roman history during the time of Jesus and the authorship of the three Gospels.
5. Students should understand applications of the original readers in distinction to modern implications.
6. Students should share the pastoral concerns of the Synoptic writers and for today.

Required and Recommended Textbooks and Readings

Sun, Poling, *An Introduction to the New Testament* (Taiwan: Campus, 2018).

Course Schedule

Sep 6 – Syllabus and Intro

Sep 7 – Historical and Literary Methods

Sep 8 – Formation of the Gospels and Sources

Sep 20 – Mark

Sep 21 – Matthew

Sep 22 – Matthew

Oct 4 – Matthew, Luke

Oct 5 – Luke

Oct 6 – Luke

Oct 18 - Gospel Studies and Ministries, Gospel Studies and Future Research

Requirements:

1. Course participation – Since this is an intensive, students are expected to attend all sessions.
2. Reading – Read all three Gospels twice before coming to class and one more times to the progress of lectures. Read the entire required textbook and submit the percentage read with the final assignment. (10%)
3. Students will complete two reports (5-7 pages each) for the structural study of Matthew and characterization study of Luke on either Jesus or the disciples or the underprivileged. (2x25%) I will discuss thoroughly in the first class on how to do such papers. The alternate second paper can be the study of the word “kingdom” in Luke and compare it with Roman usage of such imperial vocabulary (or related issues like social class etc.). Make use of Suetonius’ *Twelve Caesars*, Tacitus’ *Annals of Imperial Rome*, Cassius Dio’ *History*, Vergil’s *Aeneid*, Petronius’ *Satyricon*, Juvenal’s *Satires*, etc. along with secondary sources as commentary.
4. In lieu of a final exam, students will write a research paper (10 pages) with footnotes and bibliography on the topic of “the Impact of original readership on the interpretation of either Matthew or Luke” or the “Comparative study between the works of Michael Bird and Bart Ehrman and the historical problem of Jesus” or “Comparison between Augustus (in Suetonius’ *Twelve Caesars* or in Tacitus’ *Annals*) and Jesus in (Matthew, Mark or Luke) in the portrait of a king (40%) **ALL PAPERS ARE DUE December 4.**

Attendance:

Since it's an intensive class, attendance is compulsory.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Recommended Readings/Select Bibliography

Alexander, Loveday, *Acts in the Ancient Literary Context* (London: T & T Clark, 2005).

___, *The Preface to Luke's Gospel* (Cambridge: Cambridge University Press, 2005).

Angami, Zhodi, *Trials, Empire and God* (London: T & T Clark, 2017).

Bauckham, Richard, *Jesus and the Eyewitnesses* (Grand Rapids: Eerdmans, 2017).

Barclay, John, *Jews in the Mediterranean Diaspora* (London: T & T Clark, 2020).

Bauer, David, *The Structure of Matthew's Gospel* (London: T & T Clark, 1989).

Beard, Mary, John North, Simon Price, *Religions of Rome* (Cambridge: Cambridge University Press, 1998).

Bernier, Jonathan, Chris Keith, *The Quest for the Historical Jesus after the Demise of Authenticity* (London: T & T Clark, 2018).

Bird, Michael (ed.), *How God Became Jesus* (Grand Rapids: Zondervan, 2014).

Bock, Darrell, *Luke* (Grand Rapids: Baker, 1996).

Bond, Helen, *The First Biography of Jesus* (Grand Rapids: Eerdmans, 2020).

Botner, Max, *Jesus Christ as the Son of David in the Gospel of Mark* (Cambridge: Cambridge University Press, 2019).

Burkett, Delbert, Andrew Lincoln, *Rethinking the Gospel Sources* (2 volumes; Atlanta: SBL, 2009).

Carr, David, *Writing on the Tablets of the Hearts* (Oxford: Oxford University Press, 2005).

Chang, Kai-Hsuan, "Questioning the Feasibility of the Major Synoptic Hypothesis," *JSNT* 41 (2019): 407-431.

Cooley, Alison, (ed.), *Res gestae divi Augusti* (Cambridge: Cambridge University Press, 2009).

Collins, John, *The Apocalyptic Imagination* (Grand Rapids: Eerdmans, 2016).

___, *The Dead Sea Scrolls* (Princeton: Princeton University Press, 2019).

___, *The Invention of Judaism* (Berkeley: University of California Press, 2017).

Dench, Emma, *Romulus' Asylum* (Oxford: Oxford University Press, 2005).

Ehrman, Bart, *How Jesus Became God* (San Francisco: Harper, 2014).

France, R. T., *The Gospel of Mark* (Grand Rapids: Eerdmans, 2002).

___, *The Gospel of Matthew* (Grand Rapids: Eerdmans, 2007).

Friedman, Caleb, *The Revelation of the Messiah* (Cambridge: Cambridge University Press, 2023).

Galinsky, Karl, *Augustan Culture* (Princeton: Princeton University Press, 1998).

Grabbe, Lester, *A History of the Jews and Judaism in the Second Temple Period* (London: T & T Clark, 2004).

Green, Joel, *The Gospel of Luke* (Grand Rapids: Eerdmans, 1998).

Gruen, Erich, *The Construct of Identity in Hellenistic Judaism* (Berlin: DeGruyter, 2018).

Hagner, Donald, *The New Testament* (Grand Rapids: Baker, 2012).

Harrington, Daniel. *The Gospel of Matthew* (Collegeville: Liturgical, 2007).

- Heschel, Susannah, *The Aryan Jesus* (Princeton: Princeton University Press, 2008).
- Horsley, Richard (ed.), *Hidden Transcripts and the Arts of Resistance* (Atlanta: SBL, 2005).
- Howell, Justin, *The Pharisees and the Figure of Speech in Luke-Acts* (Tubingen: Mohr Siebeck, 2017).
- Hurtado, Larry, *How on Earth Did Jesus Become a God?* (Grand Rapids: Eerdmans, 2005).
- Johnson, Nathan, *The Suffering Son of David in Matthew's Passion Narrative* (Cambridge: Cambridge University Press, 2023).
- Keener, Craig, *The Gospel of Matthew* (Grand Rapids: Eerdmans, 2009).
- Keith, Chris, *The Gospels as Manuscripts* (Oxford: Oxford University Press, 2020).
- _____, *Jesus against the Scribal Elite* (London: Bloomsbury, 2014).
- _____, *Jesus, Criteria and the Demise of Authenticity* (London: T & T Clark, 2012).
- Levine, A-J., *The Gospel of Luke* (Cambridge: Cambridge University Press, 2018).
- Lewis, Naphtali, Meyer Reinhold, *Roman Civilization* (New York: Columbia University Press, 1990).
- Lim, Timothy, *The Formation of the Jewish Canon* (New Haven: Yale University Press, 2013).
- Malbon, Elizabeth S., *Between Author and the Audience in Mark* (Sheffield: Sheffield Phoenix Press, 2009).
- Marcus, Joel,
- Martin, Ralph, Carol Toney, *New Testament Foundations* (Eugene: Wipf and Stock, 2019).
- McKay, Jacob, *Belief and Cult* (Princeton: Princeton University Press, 2022).
- Moloney, Francis, *The Gospel of Mark* (Grand Rapids: Baker, 2012).
- Nolland, John, *The Gospel of Matthew* (Grand Rapids: Eerdmans, 2005).
- Nickelsburg, George, *Jewish Literature between the Bible and the Mishnah* (Minneapolis: Fortress, 2005).
- Perdue, Leo, Warren Carter, *Israel and Empire* (London: T & T Clark, 2015).
- Popovic, Mladen (ed.), *The Jewish Revolt against Rome* (Leiden: Brill, 2011).
- Portier-Young, Anthea, *Apocalypse against Empire* (Grand Rapids: Eerdmans, 2014).
- Porter, Stanley, Bryan Dyer (eds.), *The Synoptic Problem* (Grand Rapids: Baker, 2016).
- Novenson, Matthew, *The Grammar of Messianism* (Oxford: Oxford University Press, 2019).
- Powell, Mark Allan, *A Fortress Introduction to the Gospels* (Minneapolis: Fortress, 2019).
- Reid, Barbara, *Choosing the Better Part?* (Collegeville: Liturgical, 1996).
- Rhoads, David, *Mark as Story* (Minneapolis: Fortress, 2011).
- Riches, John, David Sim, *The Gospel of Matthew in its Roman Imperial Context* (London: T & T Clark, 2005).

Runesso, Anders, *Divine Wrath and Salvation in Matthew* (Minneapolis: Fortress, 2016).

Schafer, Peter, Allison Brown, *The Jewish Jesus* (Princeton: Princeton University Press, 2014).

_____, *Two Gods in Heaven* (Princeton: Princeton University Press, 2020).

Skinner, Matthew, *The Trial Narratives* (Louisville: WJKP, 2010).

Stark, Rodney, *The Triumph of Christianity* (San Francisco: Harper, 2012).

Stills, Todd (ed.), *The First Urban Christians* (London: T & T Clark, 2009).

Vanderkam, James, *An Introduction to Early Judaism* (Grand Rapids: Eerdmans, 2022).

_____, *The Meaning of the Dead Sea Scrolls* (San Francisco: Harper, 2013).

Van Voorst, Robert, *Jesus Outside of the New Testament* (Grand Rapids: Eerdmans, 2000).

Walton, Steve, Paul Trebilco, David Gill, *The Urban World of the First Christians* (Grand Rapids: Eerdmans, 2017).

Witherington, Ben, *The Gospel of Mark* (Grand Rapids: Eerdmans, 2001).

Wolf, Greg, *Becoming Roman* (Cambridge: Cambridge University Press, 1998).

Wright, N. T., Michael Bird, *The New Testament in Its World* (Grand Rapids: Zondervan, 2019).

PS: Feel free to consult my books on Mark and Luke if you need to read Chinese. See them on my public Facebook.

https://www.facebook.com/drsamtsang/photos_albums

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic

Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services

offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.