

Gospels and Acts (NT 1313)
Spring 2019 • Louisville Seminary
Schlegel Hall 122

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Purpose:

The New Testament is a central and generative document of Christian faith and of western culture, but it poses significant interpretive challenges because the world and worldview presumed by its authors and first readers were vastly different from our own. This course will offer students a broad orientation to historical, literary, and theological issues raised by critical interpretation of the New Testament, and nurture skills for using it as a source for understanding early Christianity and for theological reflection.

Intended Major Learning Outcomes:

Upon completion of the course, each student will be able to:

1. Demonstrate familiarity with the content, organization, and distinctive features of each of the canonical Gospels and the Book of Acts.
2. Analyze and exposit passages from the Gospels and Acts, taking into consideration at least three perspectives: historical, literary (including knowledge of forms and functions), and theological.
3. Competently use major tools for exegetical study of the Gospels and Acts, including print or digital concordances, lexicons, Bible dictionaries, a synopsis [parallel renderings] of the four Gospels, journal articles, monographs, and commentaries.
4. Reflect critically on competing paradigms for the authority of the Bible and its relationship to other sources of authority (such as tradition, secular knowledge, and experience), and on the past and present social impact of this diversity of views.

Relationship to Student Learning Outcomes (SLO):

The primary SLOs for this course are as follows:

1. SLO 1 for the MAR degree program: *Students will be able to interpret Scripture critically and imaginatively*
2. SLO 1 for the MDiv degree program: *Students will gain knowledge and understanding of the Bible, and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts.*

Textbooks:

The textbooks required for this course are:

1. One of the following English study Bibles: *The HarperCollins Study Bible*, *The New Oxford Annotated Bible*, or *The New Interpreter's Study Bible*.
2. Brown, Raymond E. *An Introduction to the New Testament: The Abridged Edition (The Anchor Yale Bible Reference Library)*. Edited and Abridged by Marion L. Soards. New Haven. Yale University Press. 2016. **ISBN: 9780300173123.**
3. Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded Edition. Grand Rapids, Mich.: Baker Academic, 2010. **ISBN: 0801046408.**
4. Johnson, Luke Timothy. *Jesus and the Gospels. Chantilly: The Great Courses*. 2004. *NOTE: This is an audiobook with an accompanying PDF guide. Instructions for purchasing it will be emailed to students enrolled in the course.*
5. Throckmorton, Jr., Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels (New Revised Standard Version)*. 5th revised edition. Nashville: Thomas Nelson, 1992. **ISBN: 0840774842.**

Format of Class Sessions:

Class sessions will be a mix of presentation by the instructor, discussion of methods, and in-class training and research exercises. A number of lectures will be delivered via audiobook (item #4 in the book list above; note that a printed guide accompanies the audiobook). Students should come to each class session having read or listened to all materials assigned for that day. Short quizzes (6 or fewer questions) on the audio lectures will be given regularly.

Course requirements:

1. **Attendance and timely arrival.** Regular attendance is expected, and roll will be taken. You should be ready to begin class at 8:30 am. More than two absences or repeated tardiness for any reason will result in a grade penalty, except under highly unusual circumstances. Before each class session you are to read all the assigned readings and listen to the audio lectures for that session. Come prepared to engage! **Attendance and timely arrival will count for 10% of the final grade.**
2. **Quizzes.** Students must complete 15 out of 19 short quizzes on the audio lectures assigned for the course. The quizzes will be given in an online format in class, allowing for instant grading and feedback. There will be no opportunity to make up any missed quiz, except under highly unusual circumstances and by prior arrangement with the professor. Rather, any missed quizzes will count toward the 4 allowed "skips." If a student takes more than 15 of the 19 quizzes, the 1-4 lowest grades will be dropped.

The average quiz grade ([= total points achieved in top 15 quizzes]/15) will count for 30% of the final grade.

3. **Homework exercises.** There are three assigned homework exercises, due on **March 24, April 2, and April 21**. Each will count for 5%, for a total of 15% of the final grade.
4. **In-class exercises.** In many class sessions, there will be small group exercises designed to teach exegetical skills, introduce secondary resources, and encourage you to ponder the driving questions of the course. For these exercises, you will work with a group of 3 to 4 other students; your group will hand in one set of notes or reflections (when required). Grades will be assigned based on evidence of serious effort, and all group members will receive the same grade for each assignment. **Cumulatively these exercises will count for 15% of the final grade.**
5. **Exegesis paper.** An exegesis paper on any of the following texts: Mark 8:14-21; Luke 13:10-17; John 6:1-14; Acts 8:26-40. The papers should be about 5-6 pages in length (maximum of 2100 words, not counting endnotes and bibliography). **The paper will be worth 25% of the final grade. Paper is due at 5:00 p.m. on Friday, May 15, 2020.**
6. **Bible content test.** At the beginning of the course you will take a test to assess your knowledge of the Gospels and Acts. At the end of the course you will be asked to take a similar test. These tests will help both instructor and student to evaluate the student's learning needs and progress. Each will be taken in an online test format outside of class and will require about one hour. **Completion of both tests will be worth 5% of the final grade (regardless of the score received).**

Summary of requirements and contribution to final grade:

Attendance and timely arrival:	10%
Quizzes:	30%
Homework exercises:	15%
In-class exercises:	15%
Exegesis paper:	25%
<u>Pre- and post-tests:</u>	<u>5%</u>
TOTAL	100%

Schedule, Topics, and Readings:

1. **Thursday, February 6 – Orientation to the course.**
 - a. Preparation:
 - i. Read Garrett, "Introduction: Reading the New Testament" (on CAMS)
 - ii. Review the syllabus carefully
 - b. Special topics and activities:
 - i. Review the format and goals of the course

- ii. Practice the online quiz format
- iii. Exercise: Reading as a historical critic (Mark 14:53-65)

2. Tuesday, February 11 – Starting point and a road not taken

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lectures 1 & 2
 - ii. Read Luke Timothy Johnson, *The Real Jesus*, 81-104 (on CAMS)
- b. Special topics and activities
 - i. What the Gospels can—and cannot—teach us about Jesus
 - ii. The resurrection experience and the earliest church
 - iii. **Quiz #1** (on Johnson, *Jesus and the Gospels*, lectures 1 & 2)

3. Thursday, February 13 – The Social and symbolic world of early Judaism and Christianity

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lectures 3 & 4
 - ii. Read Brown, *Introduction*, 18-32
 - iii. Read Garrett, “Satan and the Powers.” (Online: <http://www.baylor.edu/content/services/document.php/106706.pdf>)
- b. Special topics and activities
 - i. **Quiz #2** (on Johnson, *Jesus and the Gospels*, lectures 3 & 4)
 - ii. Exercise: Apocalyptic symbolism “uncovered”

4. Tuesday, February 18 – Before there was a New Testament

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lectures 5 & 6
- b. Special topics and activities
 - i. **Quiz #3** (on Johnson, *Jesus and the Gospels*, lectures 5 & 6)
 - ii. Exercise: Introduction to using a Gospel parallels

5. Thursday, February 20 – Gospel composition

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lectures 7 & 8
 - ii. Read Brown, *Introduction*, 33-43
- b. Special topics and activities
 - i. **Quiz #4** (on Johnson, *Jesus and the Gospels*, lectures 7 & 8)
 - ii. Exercise: Genres within a genre

6. Tuesday, February 25 – Narratives of the New Testament

- a. Preparation
 - i. Read the article “Narratives of the New Testament” (on CAMS)
- b. Special topics and activities:
 - i. Exercise: Caps for Sale (or, The Exegete’s Many Hats)

7. Thursday, February 27 – Mark: Apocalyptic and Irony

- a. Preparation
 - i. Read Mark from beginning to end
 - ii. Read Brown, *Introduction*, 44-57. Study the summary and outline on p. 45.
 - iii. Listen to Johnson, *Jesus and the Gospels*, lecture 9
 - iv. Read Gorman, *Elements of Biblical Exegesis*, chap. 3
- b. Special topics and activities
 - i. Quiz #5 (on Johnson, *Jesus and the Gospels*, lecture 9)
 - ii. Exercise: Surveying a text (the first element in exegesis)

8. Tuesday, March 3 – Mark: Good News in Mystery

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 10
 - ii. Read Gorman, *Elements of Biblical Exegesis*, chap. 4
 - iii. Read “Exegesis of Mark 12:13-17” (= sample paper #1, on CAMS)
- b. Special topics and activities
 - i. Quiz #6 (on Johnson, *Jesus and the Gospels*, lecture 10)
 - ii. Using Bible dictionaries
 - iii. Exercise: Contextual analysis (the second element in exegesis)

9. Thursday, March 5 – Mark: Teacher and Disciples

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 11
 - ii. Read Gorman, *Elements of Biblical Exegesis*, chap. 5
- b. Special topics and activities
 - i. Quiz #7 (on Johnson, *Jesus and the Gospels*, lecture 11)
 - ii. Exercise: Formal analysis (the third element in exegesis)

10. Tuesday, March 10 – Mark: Passion and Death

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 12
 - ii. Read Gorman, *Elements of Biblical Exegesis*, chap. 6
- b. Special topics and activities
 - i. Quiz #8 (on Johnson, *Jesus and the Gospels*, lecture 12)
 - ii. Introduction to tools for word studies, and explanation of homework assignment on the use of “day” in John 9:4 (due in class on March 24)
 - iii. Exercise: Detailed analysis (the fourth element in exegesis)

11. Thursday, March 12 – Mark from an African American Perspective

- a. Preparation
 - i. Read Emerson B. Powery, “The Gospel of Mark,” in Blount et al., *True to Our Native Land*, 121-57 (on CAMS)
 - ii. Read Blount and Charles, *Preaching Mark in Two Voices*, 1-40.

Tuesday, March 17 and Thursday, March 19 – Research and Study Week (NO CLASS)

12. Tuesday, March 24 – Excursus: Christians’ use of the Bible to justify competing worldviews

- a. Preparation:
 - i. Read Garrett, “The Bible and the Culture Wars” (on CAMS)
 - ii. Read Willick, “Interview with James Davison Hunter” (on CAMS)
 - iii. Read chapter 9 of *Uncle Tom’s Cabin*, by Harriet Beecher Stowe. Available online at <http://utc.iath.virginia.edu/uncletom/utfihbsa9t.html>.
- b. Special topics and activities
 - i. Exercise: Discussion of John and Mary Bird’s conversation about the Bible and slavery (from *Uncle Tom’s Cabin*, by Harriet Beecher Stowe)

****Due in class: Homework assignment #1, on use of ‘day’ in John 9:4****

13. Thursday, March 26 – Matthew: The Synagogue Down the Street

- a. Preparation
 - i. Read Matthew from beginning to end
 - ii. Read Brown, *Introduction*, 58-74. Study the summary and outline on p. 59.
 - iii. Listen to Johnson, *Jesus and the Gospels*, lecture 13
 - iv. Recommended: Read Johnson, “The New Testament’s Anti-Jewish Slander and the Conventions of Ancient Polemic” (on CAMS).
- b. Special topics and activities
 - i. **Quiz # 9** (on Johnson, *Jesus and the Gospels*, lecture 13)
 - ii. Exercise: Who were the Pharisees?

14. Tuesday, March 31 – Matthew: The Messiah of Israel

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 14
- b. Special topics and activities
 - i. **Quiz #10** (on Johnson, *Jesus and the Gospels*, lecture 14)
 - ii. Exercise: Job description for the Messiah?

15. Thursday, April 2 – Matthew: Jesus and Torah

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 15
 - ii. Read Allison, *The Sermon on the Mount*, 1-26. Homework assignment #2: Prepare a brief summary of this article and bring to class, to hand in. Do not exceed 350 words, and note that you may work with others on this assignment.
- b. Special topics and activities
 - i. **Quiz #11** (on Johnson, *Jesus and the Gospels*, lecture 15)
 - ii. Exercise: How can we (CAN we) “be perfect?”

16. Tuesday, April 7 – Matthew: Teacher and Lord

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 16
 - ii. Read Gorman, *Elements of Biblical Exegesis*, chap. 7
- b. Special topics and activities
 - i. **Quiz #12** (on Johnson, *Jesus and the Gospels*, lecture 16)
 - ii. Exercise: Synthesis (the fifth element in exegesis)

17. Thursday, April 9 – Happy Easter! (NO CLASS)**18. Tuesday, April 14 – Luke-Acts: The Prophetic Gospel**

- a. Preparation
 - i. Read Brown, *Introduction*, 75-115. Study the summaries and outlines on pp. 76-77 and 99.
 - ii. Listen to Johnson, *Jesus and the Gospels*, lecture 17
- b. Special topics and activities
 - i. **Quiz #13** (on Johnson, *Jesus and the Gospels*, lecture 17)
 - ii. Exercise: Which commentaries should I use?

19. Thursday, April 16 – Luke: God’s Prophet and the People

- a. Preparation
 - i. Read Luke from beginning to end.
 - ii. Listen to Johnson, *Jesus and the Gospels*, lectures 18 & 19
 - iii. Read “Exegesis of Luke 4:31-37” (= sample paper #2, on CAMS)
- b. Special topics and activities
 - i. **Quiz #14** (on Johnson, *Jesus and the Gospels*, lectures 18 & 19)
 - ii. Exercise: The use of “Q” in Luke’s Gospel

20. Tuesday, April 21 – Luke from Feminist and Womanist Perspectives

- a. Preparation
 - i. Read Raquel St. Clair, “Womanist Biblical Interpretation,” in *True to Our Native Land*, 54-62 (on CAMS)
 - ii. Read *one* of the following
 - 1. Crowder, “Luke” (on CAMS)
 - 2. D’Angelo, “Women in Luke-Acts” (on CAMS)
- Homework assignment #3: Prepare a brief summary of what you see as distinctive about your chosen article’s approach to Luke’s Gospel. This will be handed in. The length should not exceed 250 words.**
- b. Special topics and activities
 - i. Introduction to resources for feminist and womanist biblical interpretation

21. Thursday, April 23 – Acts of the Apostles: The Prophet’s Movement

- a. Preparation
 - i. Read Acts from beginning to end.
 - ii. Listen to Johnson, *Jesus and the Gospels*, lecture 20
- b. Special topics and activities
 - i. **Quiz #15** (on Johnson, *Jesus and the Gospels*, lecture 20)
 - ii. Exercise: Stephen’s speech (It’s not as boring as you think)

22. Tuesday, April 28 – John: Context of Conflict

- a. Preparation
 - i. Read John from beginning to end
 - ii. Listen to Johnson, *Jesus and the Gospels*, lecture 21
 - iii. Read Brown, *Introduction*, 116-32. Study the summary and outline on pp. 117-18.
 - iv. Read Gorman, *Elements of Biblical Exegesis*, chap. 8
- b. Special topics and activities
 - i. **Quiz #16** (on Johnson, *Jesus and the Gospels*, lecture 21)
 - ii. Exercise: Reflection (the sixth element in exegesis)

23. Thursday, April 30 – John: Jesus as the Man from Heaven

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 22
 - ii. Read Gorman, *Elements of Biblical Exegesis*, chap. 9
- b. Special topics and activities
 - i. **Quiz #17** (on Johnson, *Jesus and the Gospels*, lecture 22)
 - ii. Exercise: Expansion and refinement (the seventh element in exegesis)

24. Tuesday, May 5 – John: Jesus as Obedient Son

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 23
 - ii. Read Lee, “Exegesis of John 14:1-7” (= sample paper #3, on CAMS)
- b. Special topics and activities
 - i. **Quiz #18** (on Johnson, *Jesus and the Gospels*, lecture 23)
 - ii. Exercise: Identifying “what worked” in sample paper #3

25. Thursday, May 7 - John: Witness to the Truth

- a. Preparation
 - i. Listen to Johnson, *Jesus and the Gospels*, lecture 24
- b. Special topics and activities
 - i. **Quiz #19** (on Johnson, *Jesus and the Gospels*, lecture 24)
 - ii. Retrospective on the course

Appendix A: Course Policies

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site on "Inclusive and Expansive Language" ([give correct URL]).

Academic Honesty

All work turned in to the professor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others (including other students as well as online sources) must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Failure to credit sources (whether intentional or due to oversight) constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

Perfect or near-perfect attendance is expected, and roll will be taken. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class prior to the session. Whether excused or unexcused, more than two absences will affect the “attendance and timeliness” component of the student’s grade, and more than four absences may result in a low or failing grade in the course.

To avoid distracting your instructor and other students, please be on time for an 8:30 a.m. start, and do not get up and leave the classroom during lectures unless it is an emergency. If you need to leave the room, you may do so if the class is meeting in small groups.

Policy on Late Papers and Exams, and on Incompletes

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar’s office.

Policy on Use of Electronic Devices in Class

All cell phones should be silenced during class (if you are waiting for an important call, you should let the instructor know ahead of time). During class do not let your computer or device become a distraction to you, your peers, or the instructor. Keep your focus on the course.

Appendix B: Bibliography

Study Bibles

1. Attridge, Harold W., and Wayne A. Meeks, eds. *The HarperCollins Study Bible: New Revised Standard Version, Including the Apocraphal/Deuterocanonical Books with Concordance*. Fully revised and updated ; 1st ed. San Francisco, Calif: HarperSanFrancisco, 2006. **Book on reserve in Reference Room (Ref. BS 191.5 .A1 2006 C35).**
2. Coogan, Michael David, Marc Zvi Brettler, Carol A Newsom, and PHEME PERKINS. *The New Oxford Annotated Bible with the Apocrypha*, 2018. **Book on reserve in Reference Room (Ref. BS 191.5 .A1 2018 O94).**
3. Harrelson, Walter J., ed. *The New Interpreter’s Study Bible: New Revised Standard Version with the Apocrypha*. Nashville: Abingdon Press, 2003. **Book on reserve in Reference Room (BS 191.5 .A1 2003 N49).**
4. Throckmorton, Burton Hamilton, ed. *Gospel Parallels: A Comparison of the Synoptic Gospels: With Alternative Readings from the Manuscripts and Noncanonical Parallels*. 5th ed. Nashville: T. Nelson, 1992. **Book on reserve in Reference Room (Ref. BS 2560 .T48 1992).**

Dictionaries, Commentaries, and Other Reference Works

5. Blount, Brian K., Cain Hope Felder, Clarice Jannette Martin, and Emerson B. Powery, eds. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress Press, 2007. **Book on Reserve in Reference Room (Ref. BS 2341.52 .T78 2007).**
6. Freedman, David Noel, Allen C. Myers, and Astrid B. Beck, eds. *Eerdmans Dictionary of the Bible*. Grand Rapids, Mich: W.B. Eerdmans, 2000. **Book on Reserve in Reference Room (Ref. BS 440 .E44 2000).**
7. Gaventa, Beverly Roberts, and David L. Petersen, eds. *The New Interpreter's Bible One-Volume Commentary*. Nashville: Abingdon Press, 2010. **Book on Reserve in Reference Room (Ref. BS 491.3 .N48 2010).**
8. Rogerson, J. W., and Judith Lieu, eds. *The Oxford Handbook of Biblical Studies*. Oxford ; New York: Oxford University Press, 2008. **Book on Reserve in Reference Room (Ref. BS 511.3 .O94 2006).**

Articles, Monographs, and Textbooks

9. Allison, Dale C. *The Sermon on the Mount: Inspiring the Moral Imagination*. Companions to the New Testament. New York: Crossroad Pub, 1999. Pp. 1-26. **On CAMS.**
10. Blount, Brian K., and Gary W. Charles. *Preaching Mark in Two Voices*. 1st ed. Louisville, Kentucky: Westminster John Knox Press, 2002. Pp. 1-40. **On CAMS.**
11. Brown, Raymond E., and Marion L. Soards. *An Introduction to the New Testament*. Abridged edition. The Anchor Yale Bible Reference Library. New Haven: Yale University Press, 2016. **Book on Reserve at Circulation Desk.**
12. Crowder, Stephanie Buckhanon. "Luke." In *True to Our Native Land: An African American New Testament Commentary*, 158–85. Minneapolis: Fortress Press, 2007. **On CAMS.**
13. D'Angelo, Mary Rose. "Women in Luke-Acts: A Redactional View." In *Journal of Biblical Literature* 109 (1990): 441–61. **On CAMS.**
14. Garrett, Susan R. "The Bible and the Culture Wars." Manuscript on CAMS.
15. Garrett, Susan R. "Reading the New Testament." Manuscript on CAMS.
16. Garrett, Susan R. "Narratives of the New Testament." In *The New Interpreter's Bible One-Volume Commentary*. Nashville: Abingdon Press, 2010. Pp. 967-69. **On CAMS.**

17. Garrett, Susan R. "Satan and the Powers." In *Apocalyptic Vision*. Issue of *Christian Reflection*. The Center for Christian Ethics at Baylor University, 2010. Pp. 29-36. Available online: <http://www.baylor.edu/content/services/document.php/106706.pdf>.
18. Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Grand Rapids, Mich.: Baker Academic, 2010. **Book on Reserve at Circulation Desk.**
19. Johnson, Luke Timothy. *Jesus and the Gospels*. An Audible Audiobook. The Great Courses, 2013. **Should be purchased. One CD copy on reserve at Circulation Desk.**
20. Johnson, Luke Timothy. "The New Testament's Anti-Jewish Slander and the Conventions of Ancient Polemic." *Journal of Biblical Literature* 108, no. 3 (1989): 419–41. **On CAMS.**
21. Johnson, Luke Timothy. *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels*. 1st ed. San Francisco: HarperSanFrancisco, 1996. Pp. 81-104. **On CAMS.**
22. Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis, MN: Fortress Press, 2010. **On reserve at Circulation Desk.**
23. Powery, Emerson B. "The Gospel of Mark." In *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress Press, 2007. Pp. 121-57. **On CAMS.**
24. St. Clair, Raquel. "Womanist Biblical Interpretation." In *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress Press, 2007. Pp. 54-62. **On CAMS.**
25. Willick, Jason. "The Weekend Interview with James Davison Hunter: The Man Who Discovered 'Culture Wars.'" *Wall Street Journal*. May 26, 2018, Eastern edition. **On CAMS.**