

Study Sheet for Exam #1

Digging Up Jesus

Exam #1
Thursday, May 4, 2017
Bring a "green" book

There will be four sections on Exam #1, covering text analysis skills, definitions, short essays, and one cumulative essay on a larger theme that we've addressed in the course thus far. The questions will be drawn from this list, which is itself drawn from class prep questions on the course readings and our in-class work. Exam #1 is worth 15 points, or 15% of your grade.

Text Analysis

There are two text analysis (or exegetical) skills to practice for this exam. In each case, plan to write ½-page short essay to defend your identifications. One of these will be chosen for the exam, and it will count for 1 to 2 points:

- Be able to identify the earliest gospel in a synoptic array on the basis of the criteria of historicity
- Be able to distinguish the later Christian interpolations in Josephus' *Jewish Antiquities* 18.3.3

Definitions

Provide a concise, comprehensive and accurate *one-sentence definition* of each term. Then expand your definition with 2-3 sentences discussing significant and relevant information about the term. Demonstrate comprehension and control of the course readings and lectures/discussions. There will likely be 2-3 of these terms on the exam, counting for ½ to 1 point each:

- | | | |
|-------------------|------------------|-------------------------|
| • Christ of faith | • Q | • Two-Source Hypothesis |
| • mythicism | •agrapha | • canon |
| • gnosticism | • infancy gospel | • stratigraphy |

Short Identifications

Prepare to write ½ - ⅔ of a page in your green book for each of these types of questions. There will likely be 3 or 4 of these questions on the exam, counting for 1-2 points each.

- the basic storyline of Jesus' life in the Gospel of Mark
- the two 19th century directions that historical Jesus studies took and how Wrede and Schweitzer each challenged their results

- describe specifically how Käsemann challenged his teacher Bultmann and what the assumptions of the second quest were
- the key Roman sources on the historical Jesus (names, dates, contents, usefulness)
- the key Jewish sources on the historical Jesus or his world (names, dates, contents, usefulness)
- the written sources behind the four gospels (list them) and discuss the following three as evidence for the historical Jesus: Q, L, and SQ (names, dates, contents, usefulness)
- Paul as a source for the historical Jesus
- gnostic teaching in the *Gospel of Thomas* and its reliability as a source for the historical Jesus
- compare how archaeologists excavate a site to how biblical scholars analyze a gospel for evidence of a particular historical person or event

Essay

There will be one essay on the first exam (4-5 pages). It is cumulative of several days of reading and discussion, and so will require you to draw together the material in a creative way. It will be worth 4 to 6 points.

- Compare the mythicist argument and conclusions with the methods and conclusions of the "questers." Introduce the mythicists argument. Then discuss Reimarus, Strauss, Wrede, Schweitzer and one scholar of your choice from the third quest. As you develop each new paragraph, be sure that you're not only discussing that scholar's approach and conclusions, but also comparing their views to the mythicists. It will not be enough to summarize the in-class presentations; be sure to show evidence of the readings as well.

See the back for the grading rubric

Grading Rubric

This exam is worth 15 points, or 15% of your quarter grade. Each question will have a point value assigned to it, so you can judge how important it is relative to the entire exam and spend your time accordingly. Each answer will get a letter grade and a fractional number (that letter grade applied to the point value of the question).

Each of your answers will be assessed against the following rubric. The columns correspond to letter grades (from D/F to A, left to right), and the rows correspond to the outcomes the professor is looking for.

	Unacceptable	Marginal	Acceptable	Exemplary
Accuracy	The content is inaccurate.	Most of the information is inaccurate.	Some information is accurate	Information is accurate.
Comprehensiveness of answers	Answers don't even cover the basic information from class.	Answers don't go beyond basic information discussed in class.	Answers go a little beyond basics from class discussion.	Answers move well beyond basic definitions, flesh out ideas appropriately.
Integration of Readings	Answers don't demonstrate any evidence of course readings.	Very few of the course readings are integrated, or primary texts are ignored.	Some of the course readings are integrated.	Answers demonstrate comprehension and integration of readings, especially primary texts (no direct quotes or scriptural citations are needed; focus on content).
Clarity of writing (not handwriting, but expression)	Poor writing style (grammar, syntax) obscures your points completely.	Poor writing style makes it hard to identify your ideas.	Ideas are clear, but writing style could improve.	Excellent sentence construction and clear thoughts.