The Gospel According to Matthew

Hartford International University for Religion and Peace

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June 2023

13-14-15

20-21-22

27-28-29

T/W/Th 9:00-12:00 EST

Course Description:

This class addresses the Gospel of Matthew: its compositional techniques, literary strategies, and editorial (redactional) concerns; soteriology (who is ‘saved’ and by what means), Christology (what image of Jesus does Matthew promote; what were other options), questions of whether the text could be/should be seen as supersessionist or antisemitic and of how to present the difficult materials (e.g., Matthew 23, “Woe to you, scribes and Pharisees; Matthew 27.25, the so-called “blood curse”); economic and political views; considerations of gender and sexuality; view of the body and of healing; view of nature; attitude toward Rome, etc. We will also attend to changes Matthew makes to Mark’s text, how much “history” we can derive from Matthew, and how the Gospel has been interpreted over time. Class discussion will include assessment of scholarly interpretations, practical theological implications in terms of pastoral care, chaplaincy, Jewish-Christian-Muslim relations, and additional concerns all participants bring to the discussion.

Course Objectives

1. Students will read the Gospel of Matthew.
2. Students will identify and address the major exegetical issues, including text-critical and translation issues, that emerge from a critical reading of the Gospels
3. Students will experiment with historical-critical, liberationist, post-colonial, personal-spiritual, pastoral, and other approaches;
4. Students will address how the Gospel functions for good news (*euangellion*) and how that good news can be deformed.

Method:   Class will meet in person and on-line (synchronous). Class time will be a combination of presentation and discussion.

Assignments

All students (For credit and audit) – Reading the Gospel and Class participation. Ideally, everyone will also do the reading and listening assignments.

For credit:

1. 35 points: Class participation both during class and posted to the website.
2. 5 points each: A 200-word (maximum) assessment of one article and one podcast on the website: four 200-word maximum reviews. Each review will be graded for both content and style. *Improvement from first to second review will be considered in the determination of the final percentage*. The review should summarize and critique one article and one podcast. These exercises are designed to help you to assess published and public materials and to write clearly.
3. 10 points: One class presentation on your original reading of a passage in the Gospel, which serves as the basis for your paper/project. Students are encouraged to share their work with me prior to the presentation in class. The presentation and discussion will be entirely on-line, so we can keep track of all comments.
4. 45 points: A paper or project designed for people who need to hear what you have to say: -- a homily or sermon (with notes); an academic article [mandatory for Ph.D. candidates]; a church, synagogue, mosque, assisted living, etc. newsletter; a lesson for adults, teens or children; a meditation guide/spiritual direction based on a passage, or anything that will be useful to your intended audience (50%). Artistic projects (installations, compositions, etc.) are also welcome. All paper and project topics/ideas must be cleared with Prof. Levine.
5. All students enrolled for credit must meet (by zoom or in person) with Prof. Levine to discuss goals for course and project/paper.

Reading and listening Assignments

1. Each class session will have readings and videos/podcasts.
2. Students are encouraged to read widely in Gospel commentaries, volumes on Matthew, and periodical literature.

Hartford Values for Collaborative Teaching and Learning

* Showing mutual appreciation and respect for others–modeling the privilege to learn from and partner with each other.
* Engaging in cross-disciplinary content and teaching
* Paying attention to the whole personhood of another – history, race, religion, knowledge, gender, and rank
* Demonstrating how to disagree respectfully and well
* Embodying mutuality – Learning to construct ideas and skills and experiences together

### Accessibility and Accommodations

For students who could benefit from writing assistance, or who ask for accommodations, please have the student contact Eamon Ormseth, the Student Services Coordinator (eormseth@hartfordinternational.edu).

### Plagiarism

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used, they must be acknowledged. Additionally, if students receive editorial help with their writing, they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined.

For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person’s work as one’s own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person’s work without proper use of quotation marks.

2. Plagiarism by paraphrase: (a) mere re-arrangement of another person’s works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person’s words, ideas, and information without acknowledging the original source from which you took them is also plagiarism.

See Part II of Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor’s permission, to include portions of previously submitted materials if properly referenced.

*MA, and PhD University Grading Scale*

A (95-100) Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+(87-89) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.

B (83-86) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B-(80-82) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+(77-79) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F (below 70) Unable to meet the basic requirements of the course.

* • Pleaae note: A+’s and C-’s are not part of the grading system.

*MAP Grading Scale*: High Pass (4.00), Pass (3.00), and Fail (0.00)

*Add/Drop:* It is recommended that you note the date by which students can drop the course without academic or financial penalty as listed in the Academic Calendar for the year. Please refer to the “Withdrawal from a course” policy.

Other Academic policies are listed at <https://www.hartfordinternational.edu/current-students/academics/academic-policies>.

*Pre-course work* --

To keep up with this intensive course, you are advised to start on the readings as soon as possible. Take notes, and then use the notes to review for discussion on the relevant days. However, the readings are also structured so that you should not feel burdened by overly heavy assignments each night.

You might also want to start listening to the podcasts.

As soon as the website is open, you are welcome, indeed encouraged, to post comments and questions.

The website will have separate places for all discussions, passage by passage.

Schedule is subject to change depending on interests of class.

Tuesday June 13: The Nativity materials -- Matthew 1-2: genealogy; conception of Jesus; Herod the Great; the Magi; fulfillment citations

* 1. Amy-Jill Levine, “The Gifts of the Gentiles,” in *Light of the World: A Beginner’s Guide to Advent* (Nashville: Abingdon, 2019), 111-139.
  2. Mark Allan Powell, “The Magi as Wise Men: An Adventure in Reader-Response Criticism,” *Catholic Biblical Quarterly* 62.3 (2000): 459-480.
  3. The Two Testaments Podcast: Introduction to Matthew with Dale C. Allison, Jr. (<https://thetwotestaments.substack.com/p/introduction-to-matthew#details>)
  4. The Two Testaments Podcast: Matthew 1-2 with Richard Hayes (<https://www.youtube.com/watch?v=EA3Gh_iD2X8>)

Wednesday June 14: Fighting the Devil-- Matthew 3-4: John the Baptizer; the temptation; more fulfillment citations, the call of the first disciples, Jesus and healing

* 1. The Two Testaments Podcast: Matthew 3-4 with Wayne Baxter (<https://www.youtube.com/watch?v=T6co4bjNxCc>)

Thursday June 15 : The Sermon on the Mount-- Matthew 5-7

* 1. Carolyn Osiek, “‘When you Pray, Go into Your ταμεΐον’ (Matthew 6:6): But Why?,” *Catholic Biblical Quarterly* 71.4 (2009): 723-40.
  2. The Two Testaments Podcast: Matthew 5-7 with Jonathan Pennington (<https://www.youtube.com/watch?v=qCwdmGdkI10>)
  3. Extra reading (Not required): Amy-Jill Levine, *Sermon the Mount: A Beginner’s Guide to the Kingdom of Heaven* (Nashville: Abingdon, 2020).

Weekend Reading/listening (June 16-19)

1. Missionary Instructions and Results – Matthew 10-12
   1. Craig S. Keener, “‘Brood of Vipers’ (Matthew 3.7; 12.34; 23.33),” *Journal for the Study of the New Testament* 28.1 (2005): 3-11.
   2. Warren Carter, ‘Jesus’ Healing Stories: Imperial Critique and Eschatological Anticipations in Matthew’s Gospel,” *Currents in Theology and Mission* 37.6 (2010): 488-496.
   3. Amy-Jill Levine, “Nowhere Among the Gentiles,” in *Difficult Words of Jesus: A Beginner’s Guide to His Most Perplexing Teachings* (Nashville: Abingdon, 2021), 75-100.
2. Parables – Matthew 13
   1. Ryan S. Schellenberg, “Kingdom as Contaminant? The Role of Repertoire in the Parables of the Mustard Seed and the Leaven,” *Catholic Biblical Quarterly* 71.3 (2009): 527-543.
3. The Two Testaments Podcast Matthew 8-11 with Jennine Brown

(<https://www.youtube.com/watch?v=E9esHf85lgg>)

Tuesday June 20: Healing and Teaching -- Matthew 8-9: Peter’s mother-in-law; the man with leprosy; the centurion and the slave; Isaiah 53 and Jesus; would-be disciples; stilling the storm; the Gadarene demon-possessed men; the paralytic and his associates; the call of Matthew; the hemorrhaging woman and the dead daughter; additional healings

* 1. Theodore W. Jennings, Jr., and Tat-Siong Benny Liew, “Mistaken Identities but Model Faith: Rereading the Centurion, The Chap, and the Christ in Matthew 8:5-13,” *Journal of Biblical Literature* 123/3 (2004): 467-94.
  2. D.B. Saddington, “The Centurion in Matthew 8:5-13: Consideration of the Proposal of Theodore W. Jennings, JR., and Tat-Siong Benny Liew,” *Journal of Biblical Literature* 125.1 (2006): 140-42.
  3. Elaine M. Wainwright, “ ‘Save Us! We Are Perishing!’: Reading Matthew 8:23-27 in the Face of Devastating Floods,” *Bible, Borders, Belonging(s): Engaging Readings from Oceania* (Atlanta : Society of Biblical Literature, 2014): 21-37.
  4. Cecelia Wassen, “The Jewishness of Jesus and Ritual Purity,” *Jewish Studies in the Nordic Countries Today; Scripta Instituti Donneriani Aboensis* 27 (2016): 11–36.
  5. Amy-Jill Levine, “A Bleeding Woman and a Dead Girl: The Importance of Women’s Bodies,” in *Signs and Wonders: A Beginner’s Guide to the Miracles of Jesus* (Nashville: Abingdon, 2022): 69-90.

Wednesday June 21: Matthew 14-15: the death of John the Baptizer; feeding of the 5,000; walking on water; tradition of the elders; Canaanite Woman and her demon-possessed daughter; feeding of the 4,000.

1. Amy-Jill Levine, "Matthew's Advice to a Divided Readership," in David E. Aune (ed.), *The Gospel of Matthew in Current Study*, Grand Rapids, MI: William B. Eerdmans, 2001.
2. Brian D. McPhee, “Walk, Don’t Run: Jesus’ Water Walking Is Unparalleled in Greco-Roman Mythology,” *Journal of Biblical Literature* 135.4 (2016): 763-777.
3. Matthew Erickson, “Embracing Discomfort,” *Word and World* 38.2 (2018): 210-18.
4. Love L. Sechrest, “Enemies, Romans, Pigs, and Dogs: Loving the Other in the Gospel of Matthew,” *Ex auditu* 31 (2015): 71-105.
   1. The Two Testaments Podcast Matthew 14:13–17:27 with Patrick Schreiner (<https://www.youtube.com/watch?v=5bvkVjO9j7g>)
   2. The Two Testaments Podcast Matthew 12:1-14:12 with Jordan Ryan

(<https://www.youtube.com/watch?v=jUbfIY53yDE>)

Thursday June 22: The Church -- Matthew 16-18: Peter’s confession; first passion prediction; taking up the cross; Transfiguration; demon-possessed boy and desperate father; Temple tax; temptations to greatness and stumbling blocks; instructions to the ekklesia; on forgiveness.

1. Jennifer Glancy, “Slaves and Slavery in the Matthean Parables,” *Journal of Biblical Literature* 119.1 (2000): 67-90.
2. Lorne R. Zelyck, “Matthew 18,1-14 and the Exposure and Sexual Abuse of Children in the Roman World,” *Biblica* 98.1 (2017): 37-54.

Weekend reading/listening (June 23-26)

1. Entering Jerusalem -- Matthew 21-22
2. Parables – Matthew 25
   1. Barbara E. Reid, “Violent Endings in Matthew’s Parables and Christian Nonviolence,” *Catholic Biblical Quarterly* 66.2 (2004): 237-55.

Tuesday June 27 – “Family Values” -- Matthew 19-20: divorce; little children; rich young man; laborers in the vineyard; the Jewish mother; healing two blind men; eunuchs for the kingdom;

* 1. J. David Hester, ‘Eunuchs and the Postgender Jesus: Matthew 19.12 and Transgressive Sexualities,” *Journal for the Study of the New Testament* 28.1 (2005): 13-40.
  2. Amy-Jill Levine, ‘Laborers in the Vineyard,” *In Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi* (New York: HarperOne, 2014).

Wednesday June 28 – Judgment and Invective– Matthew 23-26: anti-Pharisaic invective; lament over Jerusalem; the end of the age; lesson of the fig tree.

* + - * 1. John M. Hull, “Difficult Texts: Matthew 23:16-26 – Blindness as a Term of Abuse,” *Theology* 117.1 (2014): 34-36.
        2. Amy-Jill Levine, ‘Matthew's Portrayal of the Synagogue and its Leaders,’ in Donald Senior (ed.), *The Gospel of Matthew at the Crossroads of Early Christianity*. Bibliotheca Ephemeridum Theologicarum Lovaniensium 243 (Leuven: Peters, 2011), 177-193

Thursday June 29 – Passion and Resurrection -- Matthew 27-28

PAPER or PROJECT DUE