

Course Syllabus

Course Description: The course aims at facilitating students to interpret the parables of Jesus through the study of the allegorical features in them. 本課程目的在於透過研究比喻的寓意促進學生解釋耶穌的比喻。

Learning Outcome:

1. Students can demonstrate how to interpret parables with explicit and implicit allegorical features. 學生能展現如何解釋有明顯及隱含寓意特色的比喻。
2. Students can make use of their understanding of parables for the preparation of sermon, Sunday class lesson, and Bible study material. 學生對比喻的明白能應用於預備講章、主日學、或研經上。

Course Syllabus:

Lessons	Date	Topic & Content	Assignments & Deadline	√
1	Sept 6	Introduction引言: Theories about studying parables有關比喻的理論		
2	Sept 13	Allegorical Spectrum 寓意頻譜: Explicit and implicit allegories in parables 比喻的明顯與隱含寓意		
3	Sept 20	Interpreting Parables解釋比喻: Hermeneutic guideline in handling parables with allegorical feature 寓意比喻的釋經指引	Luke 6:46-49 (Matt 7:24-27); Matt 5:13 (Mark 9:50; Luke 14:34-35); Luke 13:18-19 (Matt 13:31-32; Mark 4:30-32); Luke 7:31-35 (Matt 11:16-19)	
4	Sept 27	Parables with the Least Allegory最少隱含的比喻: Two Builders, Salt, Mustard Seed, and Market Children	Luke 12:35-38; 14:7-11, 25-33 Interpretation due 交釋經	

5	Oct 4	Parables with Explicit Allegorical Points明顯寓意重點的比喻: Watchful Servants, Dinner Guests, and Warring King	Luke 8:4-8, 11-15 (Matt 13:1-9, 18-23; Mark 4:1-9, 13-20); Matt 13:24-30, 36-43; 21:28-32	
6	Oct 11	Parables with Explicit Allegorical Stories明顯寓意故事的比喻: Seed/Sower, Wheat & Weed, and Two Sons	Luke 5:33-39 (Matt 9:14-17; Mark 2: 18-22); Matt 15:10-20 (Luke 6:37-42; 7:15-23) Title and outline due 交題目和大綱	
7	Oct 18	Parables with Implicit Analogy 隱含類比的比喻: Bridegroom, Wine and Wineskins, and Blind Guide	Matt 18:21-35; 25:31-46; 20:1-16; Luke 7:40-50	
8	Oct 25	Parables with Mixed Explicit and Implicit Allegories混合明顯和隱含寓意的比喻: Unforgiving Servant, Sheep & Goats, and Wages Parables with Implicit Medium Allegory 中度隱含寓意的比喻: Two Debtors	Luke 11:5-8; 15:3-10; 18:9-14	
9	Nov 1	Parables with Implicitly Simple Drama隱含簡單故事的比喻: Friend at Midnight, Lost Sheep, and Pharisee & Tax Collector	Luke 10:25-37; 15:11-32; Luke 20:9-19 (Matt 21:33-46; Mark 12:1-12)	
10	Nov 8	Parables with Implicitly Complex Drama隱含戲劇性故事的比喻: Good Samaritan, Prodigal Son, Wicked Tenants	Luke 16:19-31; 13:6-9; 14:12-24	
11	Nov 15	Parables with Implicit Drama Major隱含極戲劇性故事的比喻: Richman and Lazarus, Barren Fig Tree, and Big Feast		
12	Nov 29	Class Presentation 課堂演講/報告	Class paper due交文章 Reading due 交閱讀紀錄	

Course Components & Assessments:

1. Scriptural Readings 閱讀聖經(10%):
Finish Scriptural reading before each lesson. Put a check mark on the table to indicate the completion of reading. It is due on Nov 29, 2019. 在上課前閱讀經文，並在格上以√表示完成。於11月29日上課時交。
2. Interpretation 釋經(30%):
Pick two parables (one with explicit allegorical feature while the other with implicit allegorical feature) for interpretation. Please follow the instruction of the assignment sheet from the class. It is due on September 27, 2019. 選兩個比喻做釋經（一個要有明顯寓意而另一比喻要有隱含寓意），請參考功課的指示完成，9月27日交。
3. Title and Outline 題目和大綱(10%):
Use one of the parables from previous assignment and develop it into a topic of your paper. Submit a title and an outline for your class paper. It is due on Oct 11, 2019. 用上一功課的其中一個比喻建立文章的題目，並與大綱於10月11日交。
4. Class Paper 文章(30%):
Write a class paper that is related to one of the parables of Jesus. Students are recommended to follow the guideline attached for paper writing. The word limit for undergraduate students is 4000 words. The word limit for postgraduate students is 5000 words. Paper is due on Nov 29, 2019. 寫一篇與耶穌比喻有關的文章，可參考功課的指引。字數：學士 4000字；後學士 5000字。11月29日交。
5. Class Presentation 課堂演講/報告(20%):
Present your paper in front of the class in 10 minutes. Students can use a creative way to do the presentation for helping others to understand the meaning of the parable. It can be a short sermon, a portion of Sunday class lesson, Bible study content, a song, a picture, or even a drama. Class presentation will be held on Nov 29, 2019. 在課堂用10分鐘演講你的文章。形式可具創意，例如：講章、主日學、查經、歌、畫、或戲劇等。日期：11月29日。

Required Readings:

Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. 2nd ed. Grand Rapids, MI: Eerdmans, 2018.

[Or 斯洛德格拉斯。主耶穌的比喻。加州：美國麥種傳道會，2013。]

Bible

Recommended Readings:

Blomberg, Craig L. *Interpreting the Parables*. Downers Grove, IL: InterVarsity, 1990.

- Gower, Ralph. *The New Manners and Customs of Bible Times*. Chicago: Moody, 1987.
- Hunter, Archibald Macbride. *Interpreting the Parables*. Philadelphia: Westminster, 1961.
- Jeremias, Joachim. *Rediscovering the Parables*. London: SCM, 1966.
- Dictionary of Jesus and the Gospels*. Edited by Joel B. Green and Scot McKnight. Downers Grove, IL: IVP, 1992.
- Dictionary of New Testament Background*. Edited by Craig A. Evans and Stanley E. Porter. Downers Grove, IL: IVP, 2000.
- Levine, Amy-Jill. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*. Sydney, Australia: HarperOne, 2014.
- Matthews, Victor H. *The Cultural World of the Bible*. 4th ed. Grand Rapids: Baker, 2015.
- Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids: Zondervan, 1984.
- Sider, John W. *Interpreting the Parables: A Hermeneutical Guide to Their Meaning*. Grand Rapids: Zondervan, 1995.
- Stein, Robert H. *An Introduction to the Parables of Jesus*. Philadelphia, PA: Westminster Press, 1981.
- The Archaeological Encyclopedia of the Holy Land*. Edited by Abraham Negev. New York: Prentice Hall, 1990.
- The Challenge of Jesus' Parables*. Edited by Richard N. Longenecker. Grand Rapids: Eerdmans, 2000.
- The ESV Archaeology Study Bible*. Wheaton, IL: Crossway, 2017.
- The World of the New Testament: Cultural, Social, and Historical Contexts*. Edited by Joel B. Green and Lee Martin McDonald. Grand Rapids: Baker, 2013.
- Witherington, Ben III. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Eugene, OR: Cascade, 2009.
- Wong, Suk Kwan. *Allegorical Spectrum of the Parables of Jesus*. Eugene, OR: Wipf, 2017.

Academic Honesty and Plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

請參考香港中文大學對學生作業的學術誠信要求。

Feedback and Recommendation:

Students are welcomed to give feedback during the class or through email.

如學生對本課程有任何回饋或意見，可於課堂內或以電郵向老師表達。

Contact:

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