

**Parables of Jesus
Online
NT 731Z**

Instructor of record: [John M. Blumenstein](#), Ph.D.
Elective: Three Credit Hours

Welcome to the course **Parables of Jesus**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient. I wish you well as you embark upon this exciting and fascinating study.

John M. Blumenstein



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All course materials must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

Note: There is a processing fee associated with Incompletes.

COURSE DESCRIPTION

This course covers the narrative parables as delivered by Jesus in the Synoptic Gospels (Matthew, Mark, Luke), with an emphasis upon the distinctive nature of parabolic speech.

COURSE PURPOSE

The purpose of this course is to explore the meaning of Jesus' parables in the Synoptic Gospels by addressing the following issues: history of interpretation, exegetical principles, and the relevance of the parables for the Church and society.

LEARNING OUTCOMES

The Seminary Mission Statement maintains: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian church."

More specifically, by the end of this course, the student should be able:

1. To introduce the parables so that the student can recognize their distinctive character as a vehicle for communication.
2. To enable the student to master basic principles for interpreting the parables.
3. To lead the student to apply the study of the parables to his/her ministry context.
4. To help the student to wrestle critically with basic methodological issues associated with the study of the parables.
5. To challenge the student to develop constructs of the material which are faithful to the parables in biblical context, conversant with scholarly literature, and appropriate to various settings.
6. To empower the student to do exegetical research on the parables and to synthesize and evaluate scholarly resources associated with the study of them.

COURSE GRADING CRITERIA AND SCALE

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.

C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.

D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

Erskine Seminary Grading Scale:

A	95-100	A-	93-94
B+	91-92	B	88-90
B-	86-87	C+	84-85
C	80-83	C-	78-79
D+	76-77	D	72-75
D-	70-71	F	0-69

FAQ's

1. It is strongly recommended that all assignments be submitted via electronic mail unless otherwise notified.
2. Please use Microsoft Word.
3. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning online classroom tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- Access to the Internet

RESOURCES

You may use Erskine Seminary's Virtual Bookstore at www.ecampus.com/erskine to order your textbooks for this course. Please click the "Shop by Course" link to see if the books required for this course are listed under the courses shown. If they are not available on ecampus, you may order them from other online book distributors.

REQUIRED READING

The Parables of Jesus, David Wenham, InterVarsity (see Bibliography for complete information)

Interpreting the Parables, Craig L. Blomberg, InterVarsity (see Bibliography for complete information)

RECOMMENDED READING

If We Do Not Cut the Parables Out of Their Frames, Birger Gerhardsson
Parable, K. R. Snodgrass
Poet and Peasant, Kenneth Bailey
Through Peasant Eyes, Kenneth Bailey

E-Lecture Outline

Defining the Parables
History of Interpretation
Exegetical Principles
Good Samaritan (Luke 10:25-37)
Rich Fool (Luke 12:13-21)
Lost Coin, Lost Sheep, Lost Son (Luke 15:1-32)
Rich Man and Lazarus (Luke 16:19-31)
Persistent Widow (Luke 18:1-8)
Pharisee and Tax Collector (Luke 18:9-14)
Unmerciful Servant (Matt. 18:21-35)
Workers in the Vineyard (Matt. 20:1-16)
Parabolic Sayings; Summary and Review

COURSE COMPONENTS

The purpose and objectives of this course will be achieved through five learning components.

The first is the **Lecture Component**. The student's own mastery of material is accomplished by listening to the e-lectures. The ability to do biblical study is determined directly by the student's competency in applying exegetical principles to the study of the parables.

The second is the **Reading Component**. The student will complete the reading of the assigned texts (Blomberg, Wenham), maintain a Reading Log, and prepare Reflection Memos. Students will build on the e-lectures by completing the required reading and Memos.

The third is the **Ministry Component**. The student will prepare a Ministry Plan based on the parables using a prescribed format. This component will challenge the student to organize and synthesize the material for use in a ministry setting.

The fourth is the **Exegesis Component**. The student will prepare an Exegesis Paper on a selected parable using a prescribed format. Drawing from the student's mastery of the content of the e-lectures and building upon the reading, the student will engage in original exegetical research by applying principles of interpretation to a particular parable.

The fifth is the **Collaborative Component**. The student will answer questions based on e-lectures. Weekly postings to the questions found on the discussion board will be required.

These five components will provide a well-rounded learning experience for the thoughtful student. **The total hourly commitment is expected to be approximately 120 hours per student for the course.**

Please note: Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by listening to the e-lectures, answer the questions, read the required texts and maintain a Reading Log, do the Reflection Memos, prepare the Ministry Plan, and write the Exegesis Paper. If you devote two hours per day to course assignments you can complete this course in approximately two months.

SUGGESTED STEPS TO COURSE COMPLETION

1. Listen to e-lectures seeking to gain a foundational knowledge and overview of the course. You might do this while driving in your car or working on a project around the house. Just listen for enjoyment and general understanding.
2. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp a deeper level of comprehension of the subject matter presented in the lectures. Also, have on hand a Bible, a Greek New Testament (for Greek students), and the documents entitled "Distribution Chart" and "Exegetical Principles."
3. Read the required texts for your course. Begin by reading any introductory sections (preface, introduction, foreword). Note the flow of the text and the subjects that will be covered. Read any background or biographical material that may be on a dust cover. Break your reading into manageable chunks. Avoid trying to read the textbook in one session or in protracted reading binges. Optimal learning takes place when reading is done in smaller segments with short breaks between reading sessions. Highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time. You may find that determining the book's

total number of pages and dividing by 30 will give you an ideal number of pages to read per day over a month thus providing smaller segments to read. If you wish to read the book at a faster rate, simply substitute a lower number in place of the 30-day figure used above.

4. Keep a Reading Log noting date, pages read, and time invested in each reading session. Review of this Log will enable you to determine whether or not you were maximizing your learning by reading in smaller segments with brief breaks of not more than one or two days between readings.
5. Using your reading notes, identify one issue or topic of importance or significance to you as you read your required text. Take this topic or theme and expand upon it in your Reflection Memo.
6. Begin preparing your Ministry Plan. The document "Distribution Chart" might prove helpful for deciding which parables to use. Consider sending a rough outline of the Plan to the professor in the early stages to ensure that you have understood the assignment correctly.
7. Begin preparing your Exegesis Paper. Review the third e-lecture, the one covering Exegetical Principles. Note that the Exegesis Paper format correlates with the document "Exegetical Principles." Apply those principles as appropriate to the exegesis of your selected parable and report on the results of your findings in accordance with the required format.

For all of your required papers, you may send me a rough outline or a rough draft before you send me the final copy. I will evaluate this rough draft on the basis of content, make suggestions to you, and send it back to you. This gives you an opportunity to get feedback on your work without a grade. Submitting a rough draft is not a requirement but it is an option if you so desire.

Grading for this course will be done and your work returned to you as soon as possible. Generally, if you have not received graded work back in two to three weeks, please contact me. Your course grade will be turned in at the end of the semester like all other Erskine courses.

You may submit your finished work to me by any means (mail, fax, e-mail), **but you must include a self-addressed, stamped envelope if you want it returned to you.**

ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening to and watching all e-lectures. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp a deeper level of comprehension of the subject matter presented in the lectures. Also, have on hand a Bible, a Greek New Testament (for Greek students), and the documents entitled "Exegetical Principles." Keep a

written log of the lectures for purposes of answering the questions found on the discussion board.

Completing this assignment will count 20% of your final course grade. The total estimated time required for successful completion of this assignment is 20 hours.

ASSIGNMENT TWO: Required Reading

Read the required texts. While you read keep a notepad (hard copy or electronic) handy to write down thoughts or ideas that come to your mind, comments or reactions, questions that are raised while reading, areas of confusion or insights that strike you as significant. When you are finished reading each book, use your notations to write a one page (minimum) "Reflection Memo." **Identify at least one key thought** or issue that made a significant impression on your thinking while reading the text. Expound upon and explore that one thought or issue. The one page Memo should be single-spaced with one inch margins all around. The main criteria for grading your Memo will be how cogently and succinctly you can react to what you have read. Some recommended starter phrases for your Memo are:

After I've had more time to think about it . . .

Now that I have read this book, it seems to me that . . .

What strikes me is that . . .

As I understand it . . .

Keep a written log of the lectures for purposes of maintaining the online journal.

Mail the professor electronic or hard copies of the Reading Log, the written notations made while reading, and the Reflection Memos. ***Be sure to include a self-addressed, stamped envelope for hard copies to be returned to you.***

Completing this assignment will count 20% of your final course grade. Total estimated time required for successful completion of this assignment: 25 hours.

ASSIGNMENT THREE: Ministry Plan

The student must prepare a 5-10 page Ministry Plan in which the parables are actually to be used in a ministry setting (preaching, teaching, counseling, evangelism, etc.). The Plan must adhere to the following format:

- Statement of ministry purpose and objectives
- Description of the ministry setting—location, facilities, people, etc.
- Identification of parables to be used and rationale for the selection
- Timetable—schedule of sermons, sessions, events, or whatever
- Brief synopsis of each sermon, session, event, or whatever

- Description of presentation methodology (preaching, teaching, counseling, evangelism, etc.)
- List of resources to be used

The following criteria will guide the evaluation of the Ministry Plan:

- Relevance to ministry setting
- Integration of course material
- Logical coherence
- Clarity, grammar, spelling
- Neatness and conformity to format.

The Ministry Plan will count as 30% of the final grade. Total estimated time required for successful completion of this assignment: 25 hours.

ASSIGNMENT FOUR: Exegesis

The student must choose one parable from the following list and prepare an Exegesis Paper on that parable (***if the parable appears in more than one Gospel, the student must choose only one of the accounts for the paper***):

- Wheat and Tares (Mt. 13:24-30; 36-43)
- Two Sons (Mt. 21:28-32)
- Wicked Tenants (Mt. 21:33-46; Mk. 12:1-12; Lk. 20:9-19)
- Wedding Banquet (Mt. 22:1-14; cf. Lk. 14:15-24, Great Banquet)
- Great Banquet (Lk. 14:15-24; cf. Mt. 22:1-14, Wedding Banquet)
- Ten Maidens (Mt. 25:1-13)
- Talents/Minas (Mt. 25:14-30; Lk. 19:11-27)
- Sheep and Goats (Mt. 25:31-46)
- Shrewd Manager (Lk. 16:1-15)

The Exegesis Paper should be 15-20 pages in length, double-spaced, and properly footnoted using Turabian's Manual for Writers, 6th edition. The Exegesis Paper must adhere to the following format:

- Title Page (include name of the parable and the scripture text)
- Initial Impressions
- English Translations
- Interpretative Frames and Clues
- Characters
- Structure
- Words and Expressions
- Context
- Synoptic Comparison
- Background
- Related OT and NT Passages
- Commentaries
- Summary of Meaning

- Relevance for Ministry
- Communication Barriers
- Preaching/Teaching Outline
- Bibliography (all resources consulted)

The Exegesis Paper is essentially a report on your findings related to the various exegetical tasks described in “Exegetical Principles.” Please be as concise as possible in each section of the paper, reporting whatever has proven helpful in your interpretation. ***Students who have completed the study of Greek are expected to include their own English translation of the parable and to demonstrate the use of appropriate Greek tools.***

The following criteria will guide the evaluation of the Exegesis Paper:

- Exegetical quality
- Contribution to ministry
- Adequacy of bibliography
- Clarity, grammar, spelling
- Neatness and conformity to format.

The Exegesis Paper will count as 20% of the final grade.

Total estimated time required for successful completion of this assignment: 40 hours.

ASSIGNMENT FIVE: Collaborative Learning

There is evidence to suggest that students who actively engage in online discussions earn higher scores than other students. Online discussions provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

In order to facilitate collaborative learning opportunities, students will respond **weekly** to the guided discussion question posted to the online classroom for this course. The questions will be posted by an Erskine Online Peer Mentor or the course professor. **Additionally**, students will respond to at least one fellow classmates’ discussion board posting. Your response should include feedback and interaction related to the weekly discussion question or responses. Participation in these online discussions should include thoughtful and perceptive comments related to the posting.

This requirement will count 10% of your final course grade.

Course Schedule

The following outline provides you with a schedule of assignments.

MODULE #1

All work for the first module should be completed four weeks from the semester start date.

Week	Lectures to View	Assignments Due
1	Lectures 1a – 2b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board • Begin reading textbooks <i>The Parables of Jesus</i> and <i>Interpreting the Parables</i> • Maintain Reading Log
2	Lectures 3a-4b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board • Continue reading textbooks <i>The Parables of Jesus</i> and <i>Interpreting the Parables</i> • Maintain Reading Log • Begin working on Assignment 2
3	Lectures 5a-6b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board • Continue reading textbooks <i>The Parables of Jesus</i> and <i>Interpreting the Parables</i> • Maintain Reading Log • Begin working on Assignment 2
4	Lectures 7a-8b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board • Finish reading textbooks <i>The Parables of Jesus</i> and <i>Interpreting the Parables</i> • Maintain Reading Log • Assignment 2 due

MODULE #2

All work for the second module should be completed eight weeks from the semester start date.

Week	Lectures to view	Assignments Due
5	Lectures 9a-10b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board

		<ul style="list-style-type: none"> • Begin working on Assignment 3
6	Lectures 11a-12b	<ul style="list-style-type: none"> • Take notes of e-lectures • Discussion board • Continue working on Assignment 3
7		<ul style="list-style-type: none"> • Discussion board • Continue working on Assignment 3
8		<ul style="list-style-type: none"> • Discussion board • Assignment 3 due

MODULE #3

All work for the third module should be completed thirteen weeks from the semester start date.

Week	Assignments Due
9	<ul style="list-style-type: none"> • Discussion board • Begin working on Assignment 4
10	<ul style="list-style-type: none"> • Discussion board • Begin working on Assignment 4
11	<ul style="list-style-type: none"> • Discussion board • Continue working on Assignment 4
12	<ul style="list-style-type: none"> • Discussion board • Use this week to complete all course work and assignments.
13	<ul style="list-style-type: none"> • Assignment 4 due • Use this week to complete all course work and assignments.

WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism. **Content found at an Internet web site is construed to be copyrighted material written and produced by another person.** Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be considered a violation of the seminary plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

<http://www.georgetown.edu/honor/plagiarism.html>

RELEVANT INSTITUTIONAL POLICIES

1. From the Seminary Catalog, "the grade of 'I' or incomplete is given at the discretion of the professor. A grade of "I" normally is given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing all course requirements. If a grade of "I" is given for a course the remaining course work must be submitted for grading prior to the final date established in the current Seminary Catalog. Otherwise, the grade of "I" automatically becomes a grade of "F." For further details, please read the current Seminary Catalog.
2. Any late assignment will be automatically reduced by one letter grade regardless of reason. *Please make this class a high priority and keep ahead of assignments in order to compensate for the exigencies of ministry.*
3. Inclusive Language Policy. The Seminary encourages all students to make use of language, in reference to human beings, that is inclusive rather than needlessly exclusive. It is the mark of a good communicator to build bridges rather than barriers; therefore, such language should be used in all written

work and oral presentations. The Seminary Catalog stands as an example of recommended usage.

4. Once you have completed, signed, and submitted a registration to the Registrar for this class, it is a BINDING CONTRACT, and business office billing will be based on this registration. If you decide not to take this class, a drop/add form must be completed, including securing the appropriate signatures. Failure to properly withdraw from the class will result in receiving a grade of "F" for the course and full tuition charges will apply. NO EXCEPTIONS WILL BE MADE TO THIS POLICY.

Plagiarism, defined as the representation of the words or ideas of another as one's own in any academic exercise, is a clear violation of the Erskine Seminary Honor Code as set forth in the [Student Handbook](#) and *Seminary Catalog*. It is also a clear violation of the will of God in regard to taking something that belongs to someone else without his/her permission. The penalty for an infraction of the plagiarism policy is severe and may potentially result in the permanent dismissal of a student from the seminary. If you have any questions concerning the appropriate use of referenced sources, please contact me prior to submitting your work for grading.

A BIBLIOGRAPHY FOR PARABLES OF JESUS

Prepared by

John M. Blumenstein, Ph.D.

Commentaries on the Synoptic Gospels

Matthew: D. A. **Carson** (The Expositors Bible Commentary); J. **Chrysostom** (Church Fathers); W. D. **Davies** (International Critical Commentary, 3 vols.); D. A. **Hagner** (Word Biblical Commentary, 2 vols.)
 Mark: H. A. **Anderson** (New Century Bible); R. A. **Guelich** & C. A. **Evans** (Word Biblical Commentary, 2 vols.); R. **Gundry**
 Luke: J. A. **Fitzmyer** (Anchor Bible, 2 vols.); F. L. **Godet**; I. H. **Marshall** (New International Greek Testament Commentary); J. **Nolland** (Word Biblical Commentary, 3 vols.)

Also, see J. **Calvin's** *New Testament Commentaries*.

Commentaries on the Parables

Bailey, K. E. *Poet and Peasant: A Literary Cultural Approach to the Parables in Luke & Through Peasant Eyes: More Lucan Parables, Their Culture and Style*. 2 vols. in 1. Eerdmans, 1976/1980. 238/187 pp. [A very helpful study drawing upon the author's firsthand study of Middle Eastern culture.]
Blomberg, C. L. *Interpreting the Parables*. InterVarsity, 1990. 334 pp. [Very helpful evangelical treatment which reviews history of interpretation, provides commentary, and supports a balanced allegorical approach.]
Bruce, A. B. *The Parabolic Teaching of Christ: A Systematic and Critical Study of the Parables of Our Lord*. A. C. Armstrong & Son, 1892. 515 pp. [19th century classic.]
Kistemaker, S. J. *The Parables of Jesus*. Baker, 1980. 301 pp.
Scott, B. B. *Hear Then the Parable: A Commentary on the Parables of Jesus*. Fortress, 1989. 465 pp. [Good literary and social analysis, heavily form-critical at times.]
Trench, R. C. *Notes on the Parables of Our Lord*. Revell, n.d. 393 pp.
Wenham, D. *The Parables of Jesus*. InterVarsity, 1989. 192 pp. [Excellent popular treatment which would serve well for small group study, Sunday School, etc.]

History of Interpretation

Black, M. "The Parables as Allegory." *Bulletin of the John Rylands University Library of Manchester* 42 (1960): 273-87. [Helpful treatment of the debate over whether parables are allegorical.]

- Kissinger, W. S.** *The Parables of Jesus: A History of Interpretation and Bibliography.* Scarecrow & ATLA, 1979. 439 pp. [Very detailed bibliography and history of interpretation.]
- Robinson, M. A.** "Spermolovgo": Did Paul Preach from Jesus' Parables?" *Biblica* 56 (1975): 231-40.
- Ryken, L.** *Words of Life: A Literary Introduction to the New Testament.* Baker, 1987. 182 pp. [Includes a very helpful discussion of allegory in relation to parable interpretation, esp. pp. 65-67.]
- Sider, J.** "Proportional Allegory in the Gospel Parables." *New Testament Studies* 31 (1985): 1-23.
- Mowry, L.** "Parable." *Interpreter's Dictionary of the Bible* 3:649-54.
- Snodgrass, K.** "Parable." In *Dictionary of Jesus and the Gospels*, pp. 591-601. Ed. J. B. Green et al. InterVarsity, 1992. 934 pp.
- Stanley, D. M.** "Pauline Allusions to the Sayings of Jesus." *Catholic Biblical Quarterly* 23 (1961): 26-39.
- Vanhoozer, K. J.** "A Lamp in the Labyrinth: The Hermeneutics of 'Aesthetic' Theology." *Trinity Journal* 8 (1987): 25-56. [Helpful analysis of modern hermeneutical approaches with a focus on the parables, pp. 48-49.]
- Wiles, M. F.** "Early Exegesis of the Parables [in the ante-Nicene Fathers]." *Scottish Journal of Theology* 11 (1958): 287-301.

Preaching/Teaching the Parables

- Bontrager, J. K.** "The Story Sermon as a Ministry to Children and Adults in the Light of Psychological Insight and New Testament Understanding of Parable." D.Min. Thesis. School of Theology at Claremont, 1977. 105 pp.
- Borsch, F. H.** *Many Things in Parables: Extravagant Stories of New Community.* Fortress, 1988. 176 pp. [Helpful treatment for communicating the parables today, emphasizing the element of surprise and challenge.]
- Bruner, F. D.** "A Tale of Two Sons: The Wastrel and the 'Presbyterian.'" *Christianity Today* 29 (4 Oct. 1985): 42-50. [An attempt to re-tell the parable in modern context.]
- Bryan, A. St. A.** "A Directed Study on the Teaching Techniques of Jesus of Nazareth." Paper submitted at Reformed Theological Seminary, Jackson, Miss., 1988. 25 pp. [Helpful summary of Jesus' own teaching method as a model for the Church.]
- Buttrick, G. A.** *The Parables of Jesus.* Baker, 1928. 274 pp.
- Capon, R. F.** *The Parables of Grace.* Eerdmans, 1988. 184 pp.
- _____. *The Parables of Judgment.* Eerdmans, 1989. 181 pp.
- _____. *The Parables of the Kingdom.* Eerdmans, 1985. 176 pp.
- Clowney, E.** Audio-taped Sermon on the Prodigal Son. Whitesides Pastors' Institute. Erskine Theological Seminary, 1988.
- Fee, G. D. and D. Stuart.** *How to Read the Bible for All Its Worth.* Zondervan, 1982. 237 pp. [see p. 133 for illustrations of re-creating the original effect of Jesus' preaching.]

- Hughs**, R. G. "Preaching the Parables." In *The Promise and Practice of Biblical Theology*, pp. ?. Ed. J. Reuman. Fortress, 1991. 232 pp.
- Kalas**, J. E. *Parables from the Backside: Bible Stories with a Twist*. Abingdon, 1992. 111 pp.
- Manson**, T. W. *The Teaching of Jesus*. Cambridge, 1935. 352 pp.
- Moule**, C. F. D. "The Use of Parables and Sayings as Illustrative Material in Early Church Catechesis." *Journal of Theological Studies* 3 (1952): 75-79.
- Perkins**, P. *Hearing the Parables of Jesus*. Paulist, 1981. ? pp.
- _____. *Jesus as Teacher*. Cambridge, 1990. 126 pp.
- Robinson**, H. Audio-taped Sermon on the Good Samaritan. Whitesides Pastors' Institute. Erskine Theological Seminary, 1990.
- Stein**, R. H. *The Method And Message of Jesus' Teachings*. Westminster/Knox, 1978. 202 pp.
- Thielicke**, H. *The Waiting Father: Sermons on the Parables of Jesus*. Trans. J. W. Doberstein. Harper, 1959. 192 pp.
- Thielman**, F. "Preaching the Parables." *Preaching* 8 (July-Aug. 1992): 27-31. [Helpful pointers on preaching the parables which can be applied to teaching also.]
- Wells**, D. "Prayer: Rebelling Against the Status Quo." *Christianity Today* 23 (1979): 1465. [On re-creating the original effect of Jesus' preaching in a modern context.]

Special Studies on the Parables

- Boucher**, M. I. *The Mysterious Parable: A Literary Study*. Catholic Biblical Association of America, 1977. 101 pp.
- _____. *The Parables*. New Testament Message 7. Glazier, 1981. 168 pp.
- Dodd**, C. H. *The Parables of the Kingdom*. Scribners, 1961. 176 pp. [Classic form-critical work.]
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[Excellent monumental work focussing upon Old Testament stories. Pratt avoids the fads of modern literary criticism, esp. the tendency toward *elevating* the aesthetic nature of texts. See **Vanhoozer** above under “History of Interpretation.”]