

NT 2023 EXEGESIS OF MARK

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*Louisville Presbyterian Theological Seminary
Louisville, Kentucky*

The main purpose of this exegesis course is to read the Greek text of the Gospel according to Mark carefully and with discernment. While a direct encounter with the text of the Gospel will set the itinerary for our work, we will explore critical issues in the interpretation of Luke and survey prominent scholarly literature all along the way. In addition to basic matters of translation and historical-critical understanding of the text, we will reflect upon theological issues as these arise from our encounter with the Gospel.

Course Requirements

1. Regular attendance, preparation, and participation.
2. Preparation of two exegetical working paper (3 single-spaced pages maximum). For each class session one student or more will prepare a paper on a portion of the text under consideration. Guidelines for these papers are given in the additional handout, "Guidelines for Exegetical Working Papers." These papers are to be reproduced and distributed to the class at the session *preceding* the discussion of the passage.
3. For each discussion session, students should read the pertinent portion of Daniel J. Harrington's *What Are They Saying About Mark?* They should then compose two to three incisive questions related to the Gospel according to Mark and its interpretation.
4. Finally, each student will engage in original exegesis in order to produce a double-spaced typewritten paper of approximately 3000-4500 words, not including title page and bibliography.
For matters of form consult K. L. Turabian, *A Manual for Writers*. Due: Dec. 11.

Grading

1. Attendance and preparation for the class, as indicated by cogent participation in the sessions, will account for 20% of the course credit.
2. The two brief exegetical working papers will account for 40% of the course credit.
3. The original research presented in the final paper will account for 40% of the course credit.

Books

Each student is required to have and read the appropriate materials in the following:

1. The Gospel according to Mark in a Greek New Testament--preferably the Nestle-Aland 27th edition. Or, if you want to use a Greek Gospel Parallels that will be fine.
2. Harrington, Daniel J. *What Are They Saying About Mark?* New York: Paulist, 2004.
3. France, R. T. *The Gospel of Mark: A Commentary on the Greek Text.* New International Greek Testament Commentary. Grand Rapids, MI: Eerdmans, 2002.

SCHEDULE

For each exegetical class session students should read the assigned portions of Mark in Greek and the relevant portions of France's commentary. For the discussion sessions students should read the assigned materials in Harrington.

Other reading is encouraged but not required: E.g., study other commentaries—those by C. A. Evans, J. Gnailka, R. H. Gundry, R. Guelich, M. Hooker, W. Lane, D. Lührmann, J. Marcus, R. Pesch, E. Schweizer, V. Taylor, and A. Yarbrow Collins are outstanding; consult G. Kittel and G. Friedrich, eds., *Theological Dictionary of the New Testament* or H. Balz and G. Schneider, eds., *Exegetical Dictionary of the New Testament* on important words in the passages; read important journal articles and monographs referred to in the bibliographies of the commentaries you are using or that you locate through *New Testament Abstracts*. Furthermore, see what the ecclesiastical parents, Luther, Calvin, and Wesley had to say about the passage; read and reflect upon the passage in relation to the whole of Mark and in conjunction with other pertinent ancient literature.

September 10	Orientation to the Work
September 15	Mark, The Synoptic Problem, and Exegesis Assignment: • Read Mark in English; • France, 1-45.
September 17	Consideration of "Critical Issues" of Interpretation Assignment: • Harrington, 1-9, 69-89.
September 22	Mark 1:1-45 -- The beginning of the Gospel ...

September 24	Mark 1:1-45 -- The beginning of the Gospel ...
September 29	Mark 2:1-3:35 -- Controversy discourses
October 1	Mark 2:1-3:35 -- Controversy discourses
October 6	Literary Studies Assignment: • Harrington, 10-28.
October 8	Mark 4:1-34 -- Parables
October 13	Mark 4:35-5:43 -- Who then is this ...?
October 15	Mark 6:1-29; 7:1-37 -- He came to his own country ...
October 20	Mark 6:30-56; 8:1-21 -- Loaves and Fishes
October 22	No Class
November 3	Theological Studies Assignment: • Harrington, 29-48.
November 5	Mark 8:22-10:52 -- Being Disciples to the Crucified One
November 10	Mark 8:22-10:52 -- Being Disciples to the Crucified One
November 12	Mark 11:1-33 -- Not the season for figs ...
November 17	Mark 12:1-44 -- The stone which the builders rejected ...
November 19	Historical Studies Assignment: • Harrington, 49-68.
November 24, 26	No Class
December 1	Mark 13:1-37 -- The Apocalyptic Discourse
December 3	Mark 14:1-15:47 -- The Passion Narrative
December 8	Mark 14:1-15:47 -- The Passion Narrative
December 10	Mark 16:1-8 & Longer Texts -- Endings
December 11	Papers are due.

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GUIDELINES FOR EXEGETICAL WORKING PAPERS

Greek Exegesis

During the semester, each student will write two exegetical working papers, not to exceed three pages in length. These papers will serve as a basis for initiating class discussion on the texts with which they deal. Each student will be asked to provide enough copies of his/her paper for all members of the class; the result will be that all of us will end up with a working exegetical notebook on Mark.

Structure and Content

Sensitive exegesis must examine large structural patterns of narrative units as well as matters of textual detail within individual pericopes. Furthermore, it is useful to maintain a distinction between what a text says and what it means, even if that distinction finally collapses under hermeneutical scrutiny. The following guidelines are designed to take these concerns into account and to give some directions that will make our exegetical efforts into a useful enterprise for all. Each working paper should follow the following format:

1. *Outline of the passage.* Not just a listing of the contents (“and then...and then...”). Try to sketch an outline which lays bare something about the structure and function of the text. How are its parts related to one another and how do they work? The outline should cover the entire span of material assigned in the syllabus for the class session.
2. *Key exegetical issues.* Try to identify the major exegetical problems in the passage. Do not labor over every jot and tittle (for example, minor text-critical issues); labor over only those matters that materially affect the interpretation of the text. Seek to identify the crucial particulars of the text which either demand interpretation or facilitate it. Having identified them, briefly enumerate possible resolutions to the problems.
3. *Significance of the passage.* Here you have scope for theological reflection and originality. What are the important questions (theological, pastoral, personal) raised for you by the passage? How might the text be used (or misused) in preaching? Students with an interest in the history of theological interpretation or in the history of the influence of the text might want to include here some reflections on how the text has been read and applied by brothers and sisters who have preceded us in the faith (Patristic period, Reformation, etc.).
4. *Discussion questions.* Formulate three incisive questions about the text which might be used to initiate and guide class discussion.

5. *Bibliographic data.* When you find secondary material that is helpful to you in reading the text, please share your bibliographical information (full citations, please) with the rest of us.

Assignment Dates and Grading

Papers are to be distributed to the class at the class session preceding the discussion. Please observe this procedure scrupulously — for the sake of all.

Possible grades: A – F including + and -.

Policy on Inclusive Language:

In speech and in written assignments, it is the policy of the school to avoid divisive terms that reinforce stereotypes or are pejorative. Do not use language that leaves out part of the population, perpetuates stereotyping, or diminishes importance. Do not use male pronouns (such as “men”) to refer to a group that includes females as well. Consult the Academic Support Center for additional guidance if necessary. See:

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors 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 must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center and should make use of the available resources at an early date, since violations of seminary policy on academic honesty can lead to a failing grade for the course.