

NT 2023 Exegesis of Mark in English
Aug 14–18, 2017
MTWRF, 8:30–4:30
Louisville Presbyterian Theological Seminary
SCH-121
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Course Description

This course is on the narrative of Mark's Gospel, and particularly the manners in which the narrative seeks to bring readers to a particular conclusion about the identity of Jesus of Nazareth. As part of this general focus on the unfolding narrative of Mark's Gospel, this course will be organized around the varying perceptions of Jesus as his ministry proceeds from Galilee to Jerusalem. Other areas covered will be Second Temple Judaism, Mark's relationship to the other Gospels, Markan Christology, the kingdom of God and social justice, the Markan manuscript tradition, and the historical Jesus.

Course Objectives

Upon completion of this course, students will:

1. Have a basic knowledge of the narrative flow of Mark's Gospel. (MDiv SLO 1)
2. Have a better understanding of the socio-historical context of the Gospel. (MDiv SLO 1)
3. Have been introduced to the distinct presentation of Jesus in Mark's Gospel and the relationship between this presentation and those of the other Synoptic Gospels, as well as John's Gospel. (MDiv SLO 1)
4. Have a better understanding of the usefulness of Mark's Gospel in the quest for the historical Jesus. (MDiv SLO 1 and 3)
5. Have a clear understanding of the Markan portrayal of true power, particularly through Jesus' teachings on the kingdom of God and the Markan passion narrative. (MDiv SLO 4)

Bibliography

Required

Malbon, Elizabeth Struthers. *Mark's Jesus: Characterization as Narrative Christology*. Waco: Baylor University Press, 2009.

Moloney, Francis J. *The Gospel of Mark: A Commentary*. Grand Rapids: Baker Academic, 2002.

and one (1) of the following, which the student may choose for his or her first critical review:

Blount, Brian K., and Gary W. Charles. *Preaching Mark in Two Voices*. Louisville: Westminster John Knox, 2002.

Cone, James H. *The Cross and the Lynching Tree*. Maryknoll: Orbis, 2011.

Kok, Michael. *The Gospel on the Margins: The Reception of Mark in the Second Century*.

Minneapolis: Fortress, 2015.

Le Donne, Anthony. *Near Christianity: How Journeys along Jewish-Christian Borders Saved My Faith in God*. Grand Rapids: Zondervan, 2016.

Oden, Thomas C. *The African Memory of Mark: Reassessing Early Church Tradition*. Downers Grove: IVP Academic, 2011.

Reinhartz, Adele, et al. "Jew and Judean: A Forum on Politics and Historiography in the Translation of Ancient Texts." *Marginalia* (26 August 2014): <http://marginalia.lareviewofbooks.org/jew-judean-forum/>.

Rhoads, David, Joanna Dewey, and Donal Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. 3d ed. Minneapolis: Fortress, 2012.

Recommended

Anderson, Janice Capel, and Stephen D. Moore. *Mark & Method: New Approaches in Biblical Studies*. Minneapolis: Fortress, 1992.

Fleer, David, and Dave Bland, eds. *Preaching Mark's Unsettling Messiah*. St Louis: Chalice, 4 2006.

Garrett, Susan R. *The Temptations of Jesus in Mark's Gospel*. Grand Rapids: Eerdmans, 1998.

Keith, Chris. *Jesus against the Scribal Elite: The Origins of the Conflict*. Grand Rapids: Baker Academic, 2014.

Course Requirements

The course will proceed on a co-learning model of lecture, discussion, and student-led presentation, whereby the instructor will expect a high degree of participation from the students. Requirements for the class include confirmation of all reading assignments (10%), attendance (10%), a critical book review (30%) and a research paper (50% total).

Pre-Class Assignments

Each student should read the entirety of the Gospel of Mark.

Each student should read the introduction of Francis J. Moloney, *The Gospel of Mark* (pp.1–24) and the entirety of his or her choice of book for the critical book review. Please note that prior to class, only the reading of the book is to be confirmed. The book review will be due during the first week of class. Further instructions are below.

It is highly recommended that students also begin reading Elizabeth Struthers Malbon, *Mark's Jesus*, which will be the subject of a second critical review due one month after the course has ended.

Assignments and Requirements

**All assignments should be submitted via CAMS.

1. Reading Confirmation

Before the beginning of the course on August 14, each student is required to confirm completion of the pre-class assigned reading (Gospel of Mark, Moloney

introduction, and all of chosen book for the critical review). On or before September 18, each student is required to confirm completion of reading Malbon.

2. Attendance and Active Participation

Each student is expected to participate in the class discussions to the best of his or her ability.

3. Two Critical Book Reviews

Each student is required to write two critical book reviews.

The first review is of a book of the student's choice from the above list (i.e., not Moloney or Malbon). The written review should be between 1,000 and 2,000 words (put word total on cover sheet). Students should summarize the book briefly (no more than one page), state what you agreed and/or disagreed with *and why*, and finish by noting at least three things you learned from the book that you did not know before. Please note that the agreement/disagreement section should focus on how the author engaged particular themes or texts in the Gospel of Mark.

Completion of the reading for the book is due prior to class, and the student should bring a completed first draft of this review to class on Thursday, Aug 17 and be prepared to present their review to the class. This structure is purposeful. Students should revise their review in light of in-class discussions on the Gospel of Mark. The student will then have the opportunity to revise their review again after their class presentation. A final draft of the book review is due Aug 25. It is highly recommended that the student relate the critical book review to the topic of their research essay, though it is not required.

The second review is of Malbon's *Mark's Jesus*. The written review should be between 1,000 and 2,000 words (put word total on cover sheet). The format of this book review should mimic the format of the first review. This second review is due one month after the final day of class (September 18).

4. Research Essay

Each student is required to submit a research essay of 3,000 to 4,000 words (put word total on cover sheet). The essay is due one month after the final day of class (September 18). The student may choose any topic he or she desires. It is highly recommended that the student use the first critical book review to find a topic he or she would like to write on, but it is not required. Possible topics include the kingdom of God in the Gospel of Mark, the role of women in the Gospel of Mark, whether the Gospel of Matthew (or Luke or John) knew the Gospel of Mark, the role of demons and the demonic in the Gospel of Mark, or the portrayal of suffering, violence, and power in the Gospel of Mark. If the student would prefer another topic, please propose one to Dr Keith, but do not write your essay on a topic that has not been approved.

Grading Scale:

A+ NOT USED	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93 and above	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-76	D- = 60-62
			F = 59 and below

Late Work Policy

All work is due by 11:59pm on the due date assigned. Except under extenuating circumstances, no late work will be accepted. If you do have extenuating circumstances, please bring them to the professor's attention as soon as possible.

Course Schedule*Day 1*

The Prologue, the Temptation, and Galilee

Primary Source Reading: Mark 1:1–3:35

Secondary Source Reading: Moloney 27–84

Day 2

The Kingdom of God, the Decapolis, and Nazareth

Primary Source Reading: Mark 4:1–6:56

Secondary Source Reading: Moloney 85–136

Day 3

The Jewish Leadership, Caesarea Philippi, and the Transfiguration

Primary Source Reading: Mark 7:1–9:50

Second Source Reading: Moloney 136–92

Day 4

Judea, Jericho, Jerusalem

Primary Source Reading: Mark 10:1–12:44

Secondary Source Reading: Moloney 192–248

Presentation of Critical Reviews

Day 5

The Fig Tree, the Last Supper, the Crucifixion, and the Empty Tomb

Primary Source Reading: Mark 13:1–16:8

Secondary Source Reading: Moloney 248–354

Other Issues: The Ending, the Shorter Ending, and the Longer Ending; Mark, the Synoptics, and John; Mark and the Historical Jesus

Primary Source Reading: Mark 16:9–20

Policy Statements

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

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. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013.

The Chicago Manual of Style. 16th ed. Chicago: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned

absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.