

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS

BIE 713 EXPOSITION OF MARK'S GOSPEL

Spring 2012

2 semester hours – Tuesdays, 2:30 – 5:10pm

Prerequisite: BIE 505 Hermeneutics

Dr. Perkins (perkins@twu.ca)

604-888-7592 (wk); 604-574-0366 (hm).

Please note that Dr. Perkins will be away Tuesday, January 24, 2012.

Course Description: the student will survey the content and unique emphases of Mark's Gospel with reference to the literary and historical dimensions of his narrative. Developing a basic interpretative strategy for a gospel, including the element of application, will be emphasized, as the student becomes familiar with the genre, purpose and general theological framework of Mark and his composition.

Course Objectives: as a result of this course the student will be able to:

- a. demonstrate a clear understanding of the principles of New Testament Exposition as these apply to gospel narrative;
- b. discern and explain how matters of history, literary art, semantic structure, and theological truth integrate to make the story live and function and why they must be considered in the interpretive process;
- c. apply these methods to the Gospel of Mark so that the content becomes useful for teaching, preaching and counseling applications;
- d. explain the primary themes of Mark's Gospel and his primary intentions, relating these to contemporary issues of Christian life, particularly the nature of discipleship and principles of ministry leadership;
- e. develop some understanding of the general debates relating to our understanding of this Gospel and how it relates to the other New Testament Gospels and developments in the early church.

Course Texts:

Edwards, James. The Gospel According to Mark. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2002.

Gray, Timothy. The Temple in the Gospel of Mark. A Study in its Narrative Role. Grand Rapids, MI: Baker Academic, 2008.

Rhoads, David, Dewey, Joanna & Donald Michie. Mark as Story. An Introduction to the Narrative of a Gospel. Minneapolis: Fortress Press, 1999, Second Edition.

Supplementary Reading: (on reserve in the library)

Dwyer, Timothy. The Motif of Wonder in the Gospel of Mark. Sheffield: Sheffield Academic Press, 1996.

Garland, David. Mark. New International Version Application Commentary. Grand Rapids: Zondervans, 1996.

Garrett, Susan. The Temptations of Jesus. Grand Rapids, MI: Eerdmans, 1998.

Juel, Donald H. The Gospel of Mark. Nashville: Abingdon Press, 1999 (Interpreting Biblical Texts)

Marshall, Christopher. Faith as a Theme in Mark's Narrative (Cambridge University Press, 1989)

Telford, W. (ed.) The Interpretation of Mark. Edinburgh: T. & T. Clark Ltd., 1995.

Significant bibliographical resources related to Mark's Gospel are indicated in all of these publications.

Course Assignments:

1. Every session the student will be responsible to have done the necessary reading and considered the question(s) which has (have) been assigned. **It is the student's responsibility to come to class prepared for discussion and presentation of creative and critical evaluation.**
2. The student will read through Mark's Gospel completely at least twice during the course. This reading will be done each time at one sitting, using a different translation and preferably using a text which does not have chapter and verse divisions. A reading report will be **submitted on March 20** (5 - 6 typed pages, not including bibliography and title page) in which the student reflects how this reading shapes his or her understanding of Mark's purpose. This assignment is worth 30% of the final grade. The submission will indicate the translation used in the reading. *One example of such a translation is provided in the text by Rhoads, Dewey and Michie.*

Reading and Reflection Due: March 20/12

In this assignment the student will consider two aspects particularly:

- i. **what does Jesus mean by ‘the kingdom of God’?**
- ii. **how does this definition of the kingdom frame the nature of discipleship?**

4. Term project. Select a healing or exorcism story from Mark’s Gospel. Complete a narrative analysis as outlined in Rhoads, pages 154-159. As you do the analysis, demonstrate how this section of Mark defines the interplay between faith, discipleship and physical or psychological healing. In the last two pages demonstrate how the results of your study have significance today for your understanding as a counselor of the role of faith in the healing process.

The paper will be 15 pages in length (typed, double-spaced, 12 point), will include an outline which incorporates a specific thesis statement, will follow Turabian format, and will indicate in the bibliography interaction with five major resources on Mark’s Gospel and minimally five articles from key New Testament exegetical and biblical theology journals that informed your interpretation. This term project is worth 70% of the final grade. **It is due March 27/12.**

All assignments can be submitted by email directly to the professor (perkins@twu.ca).

Grading Summary:

One Reading of Mark and Reports	30%	March 20
Term Paper	70%	March 27

A+ = 97% +	B+ = 85-89%	C+ = 70-74%	F = 0-59%
A = 93-96%	B = 80-84%	C = 65-69%	
A- = 90-92%	B- = 75-79%	C- = 60-64%	

Plagiarism will be treated seriously and when detected will result in a substantial penalty in final grade, including F.

In the event of deteriorating conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980AM), CKWX (1130AM), MAX (850 AM), PRAISE (106.5 FM), and KARI (550 AM) by 6:30am and an announcement will be placed on the University’s switchboard (604-888-7511) and website (<http://www.twu.ca/conditions>). The first announcement regarding a closure will cover the period up to 1:00pm only. If classes are to be cancelled beyond 1:00pm, this decision will be announced by the same means before 11:00am that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University’s switchboard and website after 3:00pm that day.

Course Schedule:

January 10 - Session # 1: Introduction to the course - rationale

- a. Orientation to the Gospel of Mark:
 - i. brief history of exposition
 - ii. definition of a Gospel

- b. The Markan context
- c. Definition of Biblical Exposition - What are we trying to do?
- d. Definition of “narrative” and its appropriate interpretation – the place of the author, text, reader. The nature of rhetoric and the art of persuasion.

Assignment:

Reading: Rhoads. 1 – 8
Edwards. 1-22
Gray. 1-23

Written: **What would you regard as the key features of the audience that Mark is addressing?
At this point what do you consider to be the primary purpose of Mark’s Gospel.**

January 17. Session # 2. Mark’s Prologue

Discussion of Mark 1:1-13 – Concept of a prologue

- a. options for translation;
- b. the significance of the OT references
- c. why Mark begins in this way.

John the Baptist: 1:4-8

- a. Who is the hero of Mark's narrative and how does Mark use the information in this section to characterize him?
- b. What is the role of John the Baptist in this and other sections of Mark where he is mentioned?

Jesus’ baptism: 1:9-11

- a. Who are the characters involved in this pericope? How does this help us understand the worldview of Mark, his hero, and his audience?
- b. What does Jesus’ baptism signify?

Struggle with Satan: 1:12-13

- a. How does this brief section function in the story? Why is it so short in comparison to the Matthean and Lukan accounts? What is Mark's emphasis in this story?
- b. Given the primary characters involved in 9-13, what does this tell us about the ‘setting’ of the entire story which Mark is narrating?

Assignment (for next session):

Reading: Rhoads. 9-38.
Gray. 24-45
Edwards. 23-42.

Written: **In what ways does the prologue help us understand the purpose of Mark's Gospel?
What is the significance of the term ‘Lord’ in Mark 1: 3?**

No class Tuesday, January 24.

January 31 - Session #3: Mark 1:14-3:6

- Announcement of the Kingdom and the Calling of Disciples: 1:14-20
- In what sense is Jesus' proclamation in vs. 15 establishing the primary theme or key idea of Mark's Gospel?
 - What is the connection between Jesus' proclamation and the calling of disciples in 16-20? How does Jesus' concept of discipleship compare with other teacher-follower models in first century Judaism and the Hellenistic world?
- Authority in teaching, exorcism, and healing - Galilean success. 1:21-39
- How does Mark characterize the authority of Jesus? Why is this such an important theme?
 - What are the various options for the translation of 1:44-45? Is this part of the so-called 'messianic secret'?
- Confrontation and Conflict begins: 2:1-3:6
- What does the title 'son of man' signify?
 - How does the arrangement of the stories in this section heighten the conflict?
 - What is the fundamental issue which drives this conflict?

Assignment:

- Reading: Rhoads. 39-62
Gray. 46-60
Edwards. 43-105

- Written: **When Jesus "calls" these four men to follow him, what is he doing?**
What does Jesus mean by the term 'kingdom' in verse 15?
What do the conflicts in chapters 2-3 say about the nature of Jesus' messianic role?

February 7 - Session #4: Mystery and Revelation 3:7 - 4:34

- Appointment of the twelve: 3:7-19
- What is the significance of 'twelve'? What does the term 'apostle' mean? What does the choice of apostles signal in terms of Jesus' understanding of the long term consequences of his mission?
- Misunderstandings: 3:20-35.
- What does this section tell us about the impact of Jesus' ministry?
 - Mark's theology of the Spirit emerges here. How would you summarize that theology?
- Parables: 4:1-34
- What is the relationship between parables and the 'mystery of the kingdom'?
 - How do parables relate to Jesus' prophetic function?

Assignments:

Reading: Rhoads. 73-97
Edwards. 110-146

Written: **Define the literary form 'parable'. Why does Jesus use parables?**
How do the parables function as part of Mark's narrative?

February 14 - Session #5: The Authority of Jesus: 4:35 - 6:30

Four great miracles: 4:35 - 5:43

a. Jesus' power over nature, evil, death and disease.

The problem at Nazareth - 6:1-6 - problem of faithlessness

The mission of the twelve - 6:7-13, 30

a. what does this mission of the twelve tell us about Jesus' ultimate mission?

b. why is it focused entirely upon Israel?

The execution of John the Baptist - 6:14-29

a. why does Mark set this flashback into the narrative at this point?

b. who does Herod think Jesus is? Why?

Assignments:

Reading: Rhoads. 98-115
Edwards. 147-175

Written: **What role do the miracles in 4:35-6:6 play in Mark's narrative?**
What is happening in Nazareth in 6:1-6?
What characterization of the disciples emerges in this section?

February 21 - Session #6: Disciples and Unbelief: 6:31 - 8:26

Apostolic Mission and feeding of the multitudes: 6:30-56.

a. How do John and Herod function as types/antitypes of Jesus?

b. How does the feeding of the 5000 and Herod's birthday feast relate?

Clean/Unclean Controversy and Gentile Mission: 7:1-8:10

a. What are the implications for the Christian understanding of the law based upon the controversy with the Pharisees in 7:1-23?

b. What does this section reveal about the role of the Gentiles in Jesus' mission?

Disciples' Unbelief: 8:11-26

a. What role does the theme of belief/unbelief play in Mark's narrative? (cf. Marshall, pages 174ff)

b. How does Jesus' criticism of the disciples relate back to 4:10-12?

Assignments:

Reading: Rhoads. 116-136
Juel. 167-192
Edwards. 176-232

Written: **How does the story of Herod and John's execution contribute to Mark's narrative?**
How do the two feeding miracles relate to each other and to the story of Herod's birthday feast?
How does 7:1-20 prepare for the activity of Jesus in Gentile territory?

February 28 – No class – Interterm Week

March 6 - Session #7: The Way of the Cross: The Pattern of Discipleship 8:27-10:52

Meaning of Messiahship and the definition of Discipleship. 8:27-9:13.
a. What is the connection between the confession of Peter and the announcement of the Son of Man's death?
b. What does this section tell us about the identity of the Messiah and the Son of Man?
c. What function does the transfiguration play in Jesus' personal understanding of his ministry?

Predictions of Death and Definitions of Leadership 9:14-10:52
a. What is the significance of Jesus' role as prophet? Can we consider any of his actions prophetic symbolism?
b. Mark uses the term 'the way' a number of times in this section. Are there canonical linkages which Mark seeks to make by using this expression?

Assignments:

Reading: Rhoads. 137-159.
Edwards. 249-331

Written: **Define the interplay between Jesus' prophecies of his impending death and the disciples' preoccupation with greatness.**
How is the metaphor of 'servant/slave' functioning in chapter 10 as part of Jesus' definition of leadership?

March 13 - Session #8: Jesus and Jerusalem: 11:1 - 12:44

Jesus enters Jerusalem 11:1-11

a. In what sense is this entry into Jerusalem 'triumphal'?

Jesus and the Temple 11:12-33

a. Does Jesus identify himself with the temple? What does he see as the future of the temple?
b. How do Jesus' comments on prayer in 11:20-25 fit this narrative?

Rejection and Judgment 12:1-12

- a. To what extent does this parable outline Jesus' eschatological mindset and prepare for chapter 13?
- b. What is the function of the quotation from Psalm 118:22-23?

Attempts to trick Jesus. 12:13-44.

- a. How are we to understand this opposition which Jesus faces at this point? Is Mark's casting of this 'anti-semitism'?

Assignment:

Reading: Edwards. 332-382
Gray. 61-93

Written: **The temple is a potent symbol of Judaism. How do Jesus' actions in 11:12ff define his authority and mission?**

Does Jesus prophesy the removal or replacement of the temple in Mark 11?

March 20 - Session #9: The Future of Jerusalem 13:1-37

Destruction of the Temple 13:1-4

- a. This is Jesus' longest discourse in Mark. What does this tell us about its importance in Mark's perspective?
- b. How are we to understand the structure of this discourse?

Persecution and discipleship 13:5-23

- a. What are the key principles which should guide our exegesis of this section?

The Son of Man comes 13:24-37.

- a. What is 'apocalyptic' and are there features in this chapter which would lead us to classify it as 'apocalyptic'?
- b. How is Jesus' rejection as Messiah linked with the message in 13?

Assignments:

Reading: Edwards. 383-409
Gray. 94-155

Written: **What is the function of chapter 13 in Mark's total narrative?**

What vision for the future of the church does Jesus provide in Mark 13?

March 27- Session #10. Mark 14

Plot and Preparations 14:1-16

- a. How does your understanding of Passover ritual illuminate Jesus' actions in this chapter?
- b. Why does Mark stress so much Jesus' foreknowledge of the preparations for the Passover?

Last Supper 14:17-25

- a. Themes of covenant and sacrifice run through this section. How do these ideas tie into Mark's theology of the cross?
- b. What does Jesus seem to discuss the covenant idea so infrequently?

Denial 14:26-31

- a. How does this tie into the theme of the Disciples' unbelief?

Gethsemane 14:32-42

- a. In what ways does Mark's description of the Gethsemane experience reflect elements introduced in the prologue?

Assignment:

Reading: Edwards. 410-452
Gray. 156-170

Written:

**What is the meaning of the Gethsemane incident for Mark's plot?
Define the term 'irony'. Suggest how it may be displayed in 14-15 and why this is an effective literary device for Mark to use.**

April 3 - Session # 11: Trial and Crucifixion 14:43-15.

The arrest of Jesus 14:43-52

- a. What motivation would Judas have for his actions?

Sanhedrin Trial 14:53-65

- b. In what sense does the verdict of this trial integrate with Mark's theme of unbelief?
- c. What is the significance in Mark's presentation of Jesus' confession?

Peter's 'trial' 14:66-72

- a. How does Peter's action present a foil to the trial and response of Jesus?

Before Pilate 15:1-15

- a. Why are the Roman authorities involved in this trial?
- b. How does the Roman involvement assist Mark's presentation?

Sentencing and Crucifixion 15:16-32

- a. What does crucifixion signify in first century Palestine?
- b. What ironies emerge in this text?
- c. What OT passages are used to understand this event? Why?

Death and burial 15:33-47

- a. What is the meaning of the Centurion's statement in vs.39?
- b. To what extent had Jesus' prophetic message penetrated the upper classes of Judaism?

Assignments:

Reading: Edwards. 453-497
Gray. 171-197

Written: **What is the role of the crucifixion in Mark's narrative and how does Mark prepare his reader for this surprising event?
How does the shift to language of 'kingship' in chapter 15 affect our understanding of this section of Mark's Gospel.**

April 11 (Make-up class) – Session #12 Resurrection and Conclusion Mark 16.

Empty Tomb 16:1-8

- a. What does the appearance of the angel signify about this event?
- b. What does the women's fear signify?

The ending of the Gospel 16:9-20

- a. What arguments are presented for and against the originality of this material?
- b. Why is there such stress in this section upon the theme of the disciples' unbelief?

Conclusion:

Mark's Message
Major Themes
Contemporary Application
Evaluation of Method
Mark's Structure or Plot.

Assignments:

Reading. Edwards. 497-512.
Gray. 198 – 200.

Written: **Where do you think Mark intended to end his Gospel? Why?
Define in two or three paragraphs Mark's essential plot.**

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called "I forgot my password." When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses. Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List. Counselling students are expected to purchase the APA Publications Manual. More information found at the following website.

<http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>. CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to

complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link:

www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.