

NT 602: The Gospel according to Mark

Spring, 2008

Tuesdays, 4:15-7:00 pm, April 1–June 10

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I. DESCRIPTION OF THE COURSE

An exegetical and expositional study of the Gospel of Mark

II. OBJECTIVES OF THE COURSE

- A. To provide the student with a solid grasp of the introductory issues related to the Gospel of Mark, including literary genre, narrative themes and theology, purpose, and introductory issues like authorship, historical context and occasion.
- B. To provide the student with a good grasp of the narrative and theological purpose of the Gospels with special reference to Mark's Gospel
- C. To encourage the student to develop and apply sound exegetical principles in the study of individual passages in Mark's Gospel, with the goal of determining the author's intended meaning.
- D. To encourage the student to develop the ability to solve exegetical problems in Mark's Gospel and more generally in the narrative literature of the New Testament.
- E. To encourage the student to develop the skills to contextualize historically conditioned texts, finding application from them for contemporary contexts.
- F. To provide the student with an opportunity to better understand God's plan and purpose in the world and in his/her life through a devotional as well as exegetical study of the Gospel of Mark.

III. TEXTBOOKS

Required Texts

- At least two good English translations of the Gospel of Mark.
- Draft Manuscript, *The Gospel of Mark in The Expositor's Bible Commentary* (Revised edition) by Walter Wessel and Mark Strauss.
- David Garland, *The Gospel of Mark in the NIV Application Commentary*.
- Outline notes will be available on Blackboard

Some other important commentaries on Mark

For students without Greek

- Edwards, James R. *The Gospel According to Mark*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2001.
- Hooker, Morna D. *The Gospel According to Saint Mark*. Black's New Testament Commentary. Peabody, Mass: Hendrickson, 1991.
- James A. Brooks, *Mark*. New American Commentary. B & H. Publishing, 1991.

For Greek students

- France, R.T. *The Gospel of Mark: a Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2002.
- Guelich, Robert A. *Mark 1:-8:26*. Word Biblical Commentary. Dallas: Word, 1989.
- Evans, Craig A. *Mark 8:27-16:20*. Word Biblical Commentary. Nashville: Thomas Nelson Publishers, 2001.

IV. COURSE REQUIREMENTS

A. Reading

Readings from Mark's Gospel and the two commentaries will be assigned each week. The student will be expected to carefully read the passage several times, seeking to follow Mark's narrative and theological presentation and consulting the commentary to address issues of exegesis and application. Students who have had Greek are encouraged to use it.

B. Expository Passage Summaries

Each student will develop a set of expository summaries for select passages in Mark's Gospel. The purpose of these summaries is: (1) to encourage you to accurately analyze narrative literature, and (2) to begin to prepare you to teach this gospel in the ministry context to which you are called. See the course schedule for passages assigned and due dates.

There is a worksheet in this syllabus to follow for each outline, which should be one or two pages long and should follow the following format:

1. Summarize the Literary Context. You should here summarize the narrative leading up to your passage. Identify how this passage functions in its narrative context in Mark's Gospel.

2. Identify a thesis statement or "big idea." Every sermon or study should have one central idea running through and this idea should be drawn from the text under study. Read carefully through the biblical passage and seek to determine the main idea, or thesis statement. Each thesis statement should contain a *subject* (the subject should answer the question, "What is the passage talking about?" – its topic) and a *complement* (how that point is developed in the passage; the complement should answer the question, "What is the passage saying about the subject?"). The complement tells what the passage says about the main idea. To reach the complement, turn the subject into an appropriate question. The complement should answer this question. If this idea is unclear to you, consult Haddon Robinson, *Biblical Preaching* (Grand Rapids: Baker, 1980). Make the big idea one sentence, with the subject and complement clearly marked.

3. Develop an exegetical outline. Outline your passage by following the author's progress of thought. A good outline usually has from 2-5 points, though it is possible to have more. *It is crucial (1) that you draw your points from the text*

itself, not from any preconceived ideas you might have (you are trying to follow the author's thought in the passage); and (2) that each point in your outline relates directly to your thesis statement. If it does not, then you may have mis-identified the main idea of the passage, or you may not have correctly set the limits of your passage. Be sure to *cite verses in your outline and to use a numbered or lettered format.*

4. Identify one or two key exegetical questions that arise from the passage. Using the commentaries and your own study of the context, identify one or two key exegetical questions or problems that arise from the passage. Write out a brief summary of the problem and the most likely solution. Be sure to identify the key arguments in support of this solution. This problem and solution should be clear and concise. Two or three paragraphs is sufficient.

5. Identify at least one key application of the passage for Christians today. How does this passage apply to Christians today? Consult the Garland commentary for help here. This should be brief, only a paragraph or two long.

E. Exam

There will be one final exam covering course lecture material and readings.

F. Research Paper

Each student will write one 10-20 page research paper. This should cover either a major theological theme in Mark's Gospel or a key exegetical or theological problem. Suggestions for themes or problems will be provided by the professor throughout the course of the quarter.

The paper should be written in Turabian style and you must cite all sources used. Be sure to use at least 4 commentaries and 4 journal articles. Cite them correctly. Grammar, style and spelling will be at least 1/3 of the paper's grade.

V. GRADING FOR CLASS

Value of Assignments		Grade Scale					
Expositional Summaries	40%	96-100	A	77-79	C+	60-62	D-
Final Exam	25%	92-95	A-	73-76	C	below 60	F
Research Paper	25%	88-91	B+	70-72	C-		
Attendance	10%	84-87	B	67-69	D+		
		80-83	B-	63-66	D		

VI. COURSE SCHEDULE

<i>Date</i>	<i>Topic</i>	<i>Due</i>
1/April 1	Introduction to Class Introduction to Mark Mark 1:1-13	Expositional summary for 1:9-11 in class
2/ April 8	Mark 1:14-2:22	Expositional summaries for 1:14-20; 1:40-45; 2:1-12; 2:13-17
3/April 15	Mark 2:23-4:34	Expositional summaries for 2:23-28; 3:20-35; 4:1-20
4/April 22	Mark 4:35-6:13	Expositional summaries for 4:35-41; 5:1-20; 6:1-6a; 6:6b-13 Research Paper topic due
5/April 29	Mark 6:14-8:30	Expositional summaries for 6:30-44; 7:24-30; 7:31-37; 8:27-30
May 6	Reading Week	
6/ May 13	Mark 8:31-10:52	Expositional summaries for 8:31-33; 9:2-8; 10:17-31; 10:46-52 Outline & Bibliography of Research Paper due
7/May 20	Mark 11:1-12:44	Expositional summaries for 11:1-11; 11:12-25; 12:1-12; 12:13-17
8/May 27	Mark 13:1-14:52	Expositional summaries for 13:1-37; 14:3-9; 14:22-26; 14:32-42
9/ June 3	Mark 14:53-16:8 The Longer Ending	Expositional summaries for 14:53-65; 15:1-15; 15:21-32; 16:1-8 Research Paper due
10/June 10	Final Exam	

All dates and assignments are tentative and may be changed at the discretion of the professor, according to the development of the course material. Be alert in class for any announcements of changes.

Please note the following Bethel policy:

There will be no extensions for work in this class except for extenuating circumstances, family emergencies or medical reasons. An incomplete contract must be drawn up and dated prior to the end of class.

DISABILITIES. Any student who because of a disability may require some special arrangements to meet course requirements should contact the instructor of the Access Coordinator for Bethel Office of Disability Services by the second week of class to discuss reasonable accommodations. Please see the Student Handbook, p. 22.

Expositional Summary

Passage _____

1. Literary Context (Summarize the narrative leading up to your passage. What is Mark's narrative purpose in including this passage here.)

2. The Big Idea. This should contain the **subject** (the concept being discussed) and the **complement** (how the subject is developed) and should be one sentence long. Underline the subject to identify it.

3. Exegetical Outline of the Passage (number or letter each points and subpoints)

4. Identify one or two key exegetical question that arises from the passage. Summarize the issue and state the most likely solution (cite commentaries).

5. Key application(s) for today