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## NT 614 Exegesis of the Gospel of Mark

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**EXEGESIS OF THE GOSPEL of MARK**  
Emerson B. Powery (Ph.D.), Visiting Professor  
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**NT 614/Spring 2004**  
WED 1-3:45/M 306  
Office: AD 403 (858-2169)

**TEXTS:**

1. Greek New Testament (preferably, a *Nestle/Aland* 26<sup>th</sup> or 27<sup>th</sup> or a *UBS* 3<sup>rd</sup> or 4<sup>th</sup> edition)
2. Horsley, Richard A. *Hearing the Whole Story: The Politics of Plot in Mark's Gospel*. Louisville, KY: Westminster John Knox Press, 2001.
3. Witherington III, Ben. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids, MI: Wm. B. Eerdmans, 2001.

*Recommended Studies*

4. Anderson, Janice Capel and Stephen D. Moore, eds. *Mark & Method: New Approaches in Biblical Studies*. Minneapolis, MN: Fortress Press, 1992.
5. Blount, Brian K. *Go Preach! Mark's Kingdom Message and the Black Church Today*. Maryknoll, NY: Orbis Books, 1998.
6. Telford, W. R. *The Theology of the Gospel of Mark*. Cambridge University Press, 1999.

*Suggested Studies*

7. Metzger, Bruce. *A Textual Commentary on the Greek New Testament*. Second Edition. Deutsche Bibelgesellschaft/United Bible Societies, 1994.

**CATALOG DESCRIPTION:**

An exegetical study of the Gospel of Mark, with careful attention given to social, rhetorical, literary and theological dimensions and implications of the text. Prerequisite: NT(IBS) 510 or 511; NT 520; and NT 500 or 501/502 or equivalent. (May be taken by students in M.A. programs not requiring Greek by special arrangement with the professor.)

**I. COURSE OBJECTIVES**

*This course seeks to:*

1. Acquaint the student with the central concerns of the Gospel of Mark.
2. Enhance the student's exegetical skills.
3. Discuss the relationship of key theological ideas in the Gospel of Mark with other books within the NT.
4. Apply a variety of 20<sup>th</sup> century methodological approaches to the Gospel.
5. Understand the Gospel of Mark within its socio-historical, literary, and canonical contexts.
6. Gain sensitivity for the appropriation of the Gospel in other contexts.
7. Articulate the importance of one's own presuppositions in the task of interpretation.

8. Differentiate between critical and homiletical/devotional commentaries and studies of the Gospel of Mark.
9. Evaluate critically the usefulness of secondary literature in the study of the Gospel.
10. Use Greek-based language tools to identify grammatical constructions (i.e., with regard to sentence structure and use of clauses).
11. Use Greek-based language tools to engage in syntactical analyses (i.e., with regard to verbal aspect, mood, and voice; use of the genitive and dative cases).
12. Apply close-reading skills and socio-cultural sensitivities to the text of Mark.
13. Evaluate the faithfulness of one's own interpretations, as well as those of others.
14. Propose meaningful ways in which the Gospel of Mark may be read within the horizons of the contemporary church and world.

## II. RESPONSIBILITIES OF STUDENTS

- |                                       |                          |
|---------------------------------------|--------------------------|
| A. Attendance                         | D. Seminar Paper         |
| B. Reading                            | E. Class Presentation(s) |
| C. Translations (in and out of class) | F. Examinations          |

## III. EVALUATION

- |                                 |  |     |           |
|---------------------------------|--|-----|-----------|
| A. <i>Evaluation Activities</i> |  |     |           |
| 1.                              | Research Paper (10-12 pages)   | 30% | (150pts.) |
| 2.                              | Final Examination  | 30% | (150pts.) |
| 3.                              | Seminar Presentation   | 20% | (100pts.) |
| 4.                              | Seminar Response   | 10% | ( 50pts.) |
| 5.                              | Attendance, Participation, and Discussion<br>(Class assignments, translations, etc.) | 10% | ( 50pts.) |
|                                 |  |     | 500pts.   |

- B. *Grading Scale*
- |    |         |
|----|---------|
| A= | 500-450 |
| B= | 449-400 |
| C= | 399-350 |

- C. Assignments
1. **Research Paper:** the paper is an exegetical essay, due May 12th, on a topic to be chosen in consultation with the instructor. It may, but need not be, a development of the seminar presentation.
  2. **Seminar Presentations:** each student will be responsible for one seminar presentation, related to the *secondary reading selections* for the course, which are designed to stimulate and foster class discussion of a specific topic related to the interpretation of the Gospel of Mark. E.g., What is the major thesis of the reading? What supporting evidence does the author use to substantiate his/her claims? Is the thesis supported by the evidence in the

Gospel of Mark? Why or why not? Are there other related directions this project could have taken?

Such presentations should be typed (4-5 pages) and must be distributed to respondents no later than two days before the presentation. Attach a copy to me on the Monday prior to your presentation date. Presenters should also provide copies for other members of the seminar on the day of the presentation.

3. **Seminar Responses:** each student will be responsible for one seminar response, which is designed to offer *critical reflections on the presentation* and generate questions to initiate the discussion. E.g., What of significance did the presenter omit from the secondary reading? Did the presenter grasp the essential thesis of the assignment? What would you like for the presenter to explain further? **It should *not* be a presentation on the topic at hand, but a response to the presentation.**

## VI. TOPICS TO BE COVERED

- A. Introduction to the Course
- B. Verse by verse grammatical and exegetical study of the Gospel of Mark. We will attempt to translate more than 400 of the 678 verses in the Gospel of Mark. To accomplish that goal, we will need to prepare approximately 35 verses *per week*.
- C. In-class discussions on recent scholarly research into topics relevant to Mark.
- D. Exegetical Papers Due: May 12th
- E. Final Exam: May 20th
- F. TENTATIVE SCHEDULE (see below)

Date	Translation	Reading Assignment	Other Assignment
2/11	Mark 1:1-15	Witherington, 65-82	Read the Whole Gospel [300-500 word essay]
2/18	Mark 1:16-2:12	Witherington, 83-117	<i>Essay Due</i>  Organize Presentations
2/25	Mark 2:13-3:19	Witherington, 118-152	<i>Presentation #1</i> Horsley, 27-52 P: _____ R: _____
3/3	Mark 3:20-4:20 Mark 4:35-41	Witherington, 153-177 Mark 4:21-34 [English]	<i>Presentation #2</i> Horsley, 53-78 P: _____ R: _____
<i>March 4-5, Theta Phi Lectures, Dr. Luke Timothy Johnson</i>			
3/10	Mark 5:1-34	Witherington, 178-190	<i>Presentation #3</i> Horsley, 79-98 P: _____ R: _____

<b>3/17</b>	Mark 5:35-6:6 Mark 7:1-30	Witherington, 191-237 Mark 6:7-56; 7:31-8:21 [English]	<i>Presentation #4</i> Horsley, 99-120 P: _____ R: _____
<b>3/24</b>	Mark 8:22-9:10 Mark 10:1-12	Witherington, 238-300 Mark 9:11-50; 10:13-52 [English]	<i>Presentation #5</i> Horsley, 177-202 P: _____ R: _____
<b>3/31</b>	<b>Spring Reading Week at Asbury</b>		
<b>4/7</b>	Mark 11:1-25	Witherington, 301-317 Mark 11:26-33 [English]	<i>Presentation #6</i> Horsley, 121-148 P: _____ R: _____
<b>4/14</b>	Mark 12:1-37	Witherington, 318-335 Mark 12:38-44 [English]	<i>Presentation #7</i> Horsley, 149-176 P: _____ R: _____
<b>4/21</b>	Mark 13:1-37	Witherington, 336-358	<i>Presentation #8</i> Powery's "The Spirit and Political Dissent" P: _____ R: _____
<b>4/28</b>	Mark 14:12-31 Mark 15:1-15	Witherington, 359-410 Mark 14:1-11, 32-72 Mark 15:16-32, 42-47 [English]	<i>Presentation #9</i> Horsley, 203-230 P: _____ R: _____
<b>5/5</b>	Mark 15:33-41 Mark 16:1-8; 9-20	Witherington, 411-442	<i>Presentation #10</i> Horsley, 231-253 P: _____ R: _____

**5/12** Papers Due; Summarize Projects

**Exegetical Papers Due: May 12<sup>th</sup>**

**Final Examination: Thursday, May 20<sup>th</sup>, 1-3 p.m.**

VIII. **OFFICE HOURS:**

*By Appointment* (set up via e-mail: Emerson\_Powery@asburyseminary.edu)

IX. **READING LIST**

**Blount, Brian.** *Go Preach! Mark's Kingdom Message and the Black Church Today.* Maryknoll, NY: Orbis, 1998.

\_\_\_\_\_. *Cultural Hermeneutics.* Maryknoll, NY: Orbis, 1995.

**Brooks and Winbery.** *Syntax of New Testament Greek.* Lanham, MD: University Press of America, 1979.

**Danker, Bauer, Arndt, and Gingrich.** *A Greek-English Lexicon of the New Testament and Other Early Christian Literature.* Third Edition. Chicago, IL: Chicago University Press, 2000.

**Hooker, Morna.** *The Gospel According to Saint Mark.* Peabody, MA: Hendrickson, 1991.

**Keener, Craig.** *The Spirit in the Gospels and Acts: Divine Purity and Power.* Peabody, MA: Hendrickson, 1997.

**Marcus, Joel.** *Mark: Volume I.* Anchor Bible. New York, NY: Doubleday, 2001.

**Martin, Ralph.** *Mark: Evangelist and Theologian.* Grand Rapids, MI: Zondervan, 1972.

**Myers, Ched.** *Binding the Strong Man.* Maryknoll, NY: Orbis Books, 1988.

**Powery, Emerson.** *Jesus Reads Scripture.* Leiden: E. J. Brill Publishers, 2003.

**Tolbert, Mary Ann.** "Mark." In *Women's Bible Commentary.* Expanded Edition. Edited by Carol A. Newsome and Sharon H. Ringe. Louisville, KY: Westminster John Knox Press, 1998; 350-362.

\_\_\_\_\_. *Sowing the Gospel: Mark's World in Literary-Historical Perspective.* Minneapolis: Fortress Press, 1989.

### **“Reading the Whole Gospel” Assignment**

This assignment requires an imaginative effort on your part. Try to imagine that you know nothing about Jesus. This is difficult, but crucial for this assignment. Begin at Mark 1 and, in one sitting, read through the entire Gospel. [It should take between 1½ to 2 hours.]. As you read, note what impressions you form of its central character, Jesus. What is he like? What does he spend his time doing? How does he speak? How do others, in the story, react to him? How do you react to him? What is the author attempting to convey to readers? Now, in a 300-500 word paper, choose a few specific aspects of Mark’s Jesus that you deem either surprising or central. Support your points with specific citations from Mark.