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NT 511 The Gospel of Mark

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ASBURY THEOLOGICAL SEMINARY
Department of Inductive Biblical Studies¹

NT(IBS)511
Mark

David L. Thompson
Spring 2004

I. General Description

This is a basic course in Inductive Bible Studies. The primary purpose is to enable the student to begin developing an inductive approach to Bible study, especially in the areas of observation and interpretation. Parts of the Gospel of Mark are used to demonstrate and to practice a methodical approach that can be used in other biblical books. Some of the main themes of the gospel are highlighted in the process. It intends, by study of Mark's Gospel, to foster Bible study which values orderly procedure, direct personal contact with the text, analysis of relations which hold between text units, and recognition of the book as the crucial context for interpretation.

Prerequisites: NT500 or NT501—either completed or taken concurrently with this course. (May be taken by students in M.A. programs not requiring Greek by special arrangement with the professor.)

The English Bible will serve as the text of entry for the study, with emphasis also on appropriate use of the Greek New Testament and “original language” skills and tools for interpreting the book of Mark.

II. Course Objectives

- A. Methodology. By the end of the course the student should be able evidentially and contextually to:
1. Interpret the book-of-Mark-as-a-whole and any of its parts in light of the whole, using both the vernacular and New Testament Greek text and tools;
 2. Evaluate and apply passages thus interpreted.
- B. Content. The student shall be able to:
1. Think through the contents of the Gospel of Mark studied in the course without recourse to the printed text, identifying strategic passages and delineating major themes;
 2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Gospel of Mark;
 3. Use a general knowledge of the historical and religious background of the Gospel of Mark in the interpretation of this book.
- C. Attitude. The student should desire and intend to:
1. Apply the inductive method to other biblical books;

¹At numerous points this syllabus reflects the collective wisdom of past and present members of the Inductive Biblical Studies Department of Asbury Theological Seminary. Particular appreciation is expressed to the late Dr. George A. Turner and to Dr. Robert A. Traina, Professors Emeriti of English Bible, and to Dr. David Bauer and Dr. Joseph Dongell, current members of the Department. Specifically the material in Appendix IV is adapted from material of Professor Dongell, and is used by permission.

2. Make the Gospel of Mark the object of life-long study;
3. Use the Gospel of Mark as a resource for preaching, teaching and living.

D. Institutional Concerns. The student will be able to discuss the contribution of the Gospel of Mark to the issues of:

1. A Wesleyan concept of the gospel;
2. The global, historical character of the church;
3. The multi-ethnic, cross-cultural nature of ministry.

III. COURSE TEXTS & RESOURCES

A. Required Texts

A number of these students will already have purchased in connection with text requirements of NT500 or NT501. Take special care to notice the ***options*** for some required resources. (M.A. students without required New Testament Greek, select 2.b and 3.b or 3.c below among the options at those points.)

1. ENGLISH BIBLE. Revised Standard Version. Any edition that gives an uncluttered text, without paragraph titles or other interpretive comments is recommended. Similar formatted editions of the NASB, NRSV, and NIV are also acceptable.
2. GREEK NEW TESTAMENT.
Either a) Nestle-Aland Novum Testamentum Graece, 27th rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 1993;
Or b) J. D. Douglas (ed.). The New Greek-English Interlinear New Testament. Wheaton, IL: Tyndale Publishers, 1993, or its equivalent.
3. LEXICON AND CONCORDANCE.
Either a) Danker, Frederick W. A Greek-English Lexicon of the New Testament and Other Early Christian Literature. 3rd ed. Revised. Chicago: University of Chicago Press, 2000.
And b) a concordance that allows you to track original language words, either a regular Concordance of the Greek New Testament, or an "Englishman's" concordance (BSTW, 55) or, less preferably, an analytical concordance (e.g., Strongs, Youngs).
Or c) Bible Works 5. Software for Biblical Exegesis and Research. Distributed by Hermeneutika and incorporates allowable lexical information and concordance search capabilities.
4. METHOD INTRO. Bible Study That Works. Revised edition. Evangel Press, 1994. Thompson, David L (=BSTW). This non-technical book will give us a quick overview of the terrain we will explore more precisely throughout the semester.
5. CONTEMPORARY, CRITICAL COMMENTARY. Purchase one of the following.
 - Edwards, James R. The Gospel According to Mark. The Pillar New Testament Commentary. Eerdmans, 2002.
 - Lane, Willliam. The Gospel According to Mark. New International Commentary on the New Testament. Eerdmans, 1974.
 - Hooker, Morna D. The Gospel According to Mark. Black's New Testament Commentary. Hendrickson, 1991.

- The Word Biblical Commentary volumes 34A and 34B on Mark by Robert Guelick and Craig Evans, considered as a set.

6. BIBLIOGRAPHIC RESOURCE. Bauer, David R. (ed.). Annotated Biblical Resources for Ministry. Hendrickson, 2003

B. Resources in Media Center

In my “Lectures Folder” in First Class, PowerPoint Lectures, you will find a “Mark” folder. In this folder you can find

- Hermeneutics Modules. These are written “lectures” on all the basic aspects of method and hermeneutics we will cover in class. They are all there as of the opening of class.
- Mark Studies. Selected studies I have done on the gospel of Mark as a whole and on various units in Mark will be found there. Some units not assigned for class work will be there during the whole class. Other units assigned for student work will not be in the folder until well after the class has done its own work on the text.
- Powerpoint Slides. Copies of all the Power point overheads/slides we use in class are also here. **IF YOU PRINT POWERPOINT SLIDES BE SURE TO MARK “PURE BLACK & WHITE” IN THE PRINT DIALOGUE BOX** in order to avoid pools of ink on your paper or the media center floor (It is not a pretty sight.).

IV. COURSE PROCEDURES

A. Inductive Study of Mark

The most important part of the course will be the student’s own independent, direct studies of the Gospel of Mark, due at class time and on the dates assigned.

A word about “**independent.**” It is understood that these lessons are primarily to be notes of the student’s own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works (e.g., concordance, atlas, Bible dictionary in some cases) during the course of study and to more interpretive works only after considerable interpretive study of one’s own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. When secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism. **Plagiarism** will certainly lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

Students from cultures where extensive, undocumented use of secondary sources is acceptable should give particular notice to this aspect of North American scholarly expectations.

Independent here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of this course. It is assumed that all work submitted for this course is the student's own work, done specifically for NT(IBS)511, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

Group consultation. In early stages of the course where group consultation is encouraged, students should still aim to participate in these consultations as independent contributors. Group participants will not simply reproduce and submit each other's work as their own.

B. Format

To facilitate handling by SPO personnel and also by my office, the following information will appear in upper right corner, plain, title page,²

1. SPO number (main info needed by SPO)
2. Student's name (please print, large "font")
3. Lesson numeral and page number (IV-1, IV-2)
4. Date due/Date completed, in that order, e.g., "Due Feb 21/ Done Feb 19."

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted.

C. Evaluation and Feedback

1. Lessons. All lessons are due to be completed at class time as assigned for credit review. Selected lessons will be graded for written feedback.
2. Classroom instruction and interaction. Main source.
3. Peer consultation. Group work will be encouraged on several lessons to make insights and instruction from colleagues available.

D. Grade Components. (See Seminarian: The Catalog Edition for grade values.)

1. Lessons. Selected lessons will be graded. These lessons will follow earlier experience and feedback on the skills used in the lesson to be graded. Lessons not graded will be reviewed, often given feedback, and will be graded on Credit/No credit basis. Paper evaluated as "No credit" will be returned with clear directions for "rewrite" to bring the work up to standard for credit.

a. Lessons I-IV	10%	c. Lessons IX-XII	30%
b. Lessons V-VIII	20%	d. Lessons XIII-XIV	40%
2. Class attendance and completion of lessons. See "course requirements" below.
3. Late work. Work submitted or completed late may be accepted for credit but will not be given a letter grade, except in cases of emergency or by special arrangement with the professor.

E. Criteria for Excellence.

²**The placement (upper right corner) and order (SPO 3 then name) are important for SPO handling.** The plain title page is important for privacy. Do not use a title sheet with you name centered down in the middle of the page. Do not simply put your name on the first page of your lesson work.

1. Induction. Base conclusions on the concrete evidence of the text. Reason inferentially.
2. Accuracy. Observe accurately. Draw valid inferences from the text. Give references.
3. Originality. Take a fresh approach to the material, using your own words and finding new ways of expressing biblical truth.
4. Depth. Probe beneath the surface of the text to find those truths which are not self-evident as well as those that are.
5. Organization. Systematize your findings so as to correlate similar ones and so as to indicate logical progression, relative importance and the intended interrelation of your ideas.
6. Relative Thoroughness. Be as complete as possible within the time limits.
7. Clarity. Try to express your thoughts in an unambiguous way.
For further specifics of these and other criteria for excellence, see Appendixes.
8. Presentation. Present materials so that, even though they are “rough draft” versions, their organization is clear and understandable.

F. Course Requirements

1. Completion and submission of assignments and lessons in writing as assigned. At least 80% of the lessons must be completed to earn credit in the course, including the final two lessons.
2. Punctual attendance at all classes for the entire class. One absence without penalty is allowed. Every absence beyond that will cancel credit for a lesson, unless provisions are made for make up work. The final session cannot be missed without penalty or make up.
3. Responsible handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class. This implies student initiative in asking questions and seeking help.

V. **INDUCTIVE STUDIES IN THE GOSPEL OF MARK:
Lessons in Methodical Bible Study Theory and Practice**

Suggestions for doing the lessons:

1. *Always begin by direct analysis of the biblical text. Do **not**, in **any** lesson, turn first to secondary sources of any sort, including the notes in a “study Bible.” Interpretive resources will be well used in due time.*
2. *Read through an entire assignment before beginning it.*
3. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*
4. *Review the “Suggestions” sheets often (Appendixes)*
5. *Aim at producing “revised study notes” not polished works of art. Easily readable, well organized material is a must. But invest major time in analysis and research rather than artistic production. Computer generated charts are a particularly common “black whole” for precious time.*
6. *Instructions for new task lessons will be distributed as the course progresses.*

GROUP ONE: LESSONS I – IV 10%

To establish the base of your accountability for the course and to acquaint you with the contours of what we are about, read the Syllabus, I-VI and look through the Appendixes.

LESSON II. METHOD OVERVIEW

Due February 16

1. Read Bible Study That Works, revised edition. Write a critical interaction (not rehearsal of content) with this work. Emphasize questions, critique (strengths & weaknesses), and reflections on the material. Length: 500 words for the body of the interaction, excluding headings, et. al.
2. Look through Robert Traina's Methodical Bible Study on reserve at the library. Note especially his sample of detailed observation and asking detailed interpretive questions, and his following comments upon the example, pp. 111-135. Note this resource and come back to it when we do detailed observation, interpretation below. List things you learned from this consultation of Traina and append this list, with a separate heading, to your critical interaction with BSTW.

LESSON III SURVEY OF THE BOOK AS A WHOLE, part one

Due February 23.

1. Orientation. Read the Gospel of Mark through quickly in one sitting. If possible have it read out loud, continuously in a group, hearing it as an overall story and making notes about emphases and movement. Then do numbers 2-9.
2. Specific Materials.
 - Give brief (2-5 word), descriptive (not interpretive) titles to each paragraph.
 - Then group the paragraphs into segments (units of about 3-6 paragraphs) and give similar titles to these segments.
 - Group the segments into major book divisions, and give similar brief, descriptive titles to these divisions.
 - Finally give a title to the Book of Mark as a whole.
 - Present these findings in chart form.
3. General Materials. In terms of Robert Traina's "materials for effecting structure" (Methodical Bible Study, pp. 55-59; see reserve shelf), make a preliminary judgment as to the predominant sort of material used to structure the book of Mark.
4. Genre. If you were to describe "gospel" genre on the basis of this preliminary study of Mark, what would you list as its chief characteristics and goals?

[Reflection on historic, global character of the Church]³

LESSON IV. SURVEY OF THE BOOK AS A WHOLE, part two.

Due March 01

5. Structure. Locate the main units and sub-units in the book, and identify the major structural relationships operative in the book as a whole (See App. I:5-9; BSTW 36-43; MBS 36-67).
6. Interpretive questions. Ask a few interpretive questions regarding each major structural relationship observed. Use the sample questions in Appendix III as a guide, but tailor/adapt these questions both to the specific materials here in Mark (See App. I:10-12;

³ Bracketed notations of this sort are for the information of the Academic Committee's reviewer, to note points where matters of general institutional concern are brought to the surface in ways appropriate to this course.

- Appendix III; BSTW 44-49). (**Do not try to answer these now**. We will work toward an answer to them by studying the book itself over the semester. These questions will guide us in that process.)
7. Strategic passages. Based on your structural observations, identify key verses and strategic passages (single verses, paragraphs at most) which provide insight into the book as a whole (App. I:13).
 8. Discourse context. Gather any evidence which might identify the writer(s), the implied readers, the reasons for composing the work as it is, etc. Note: proceed inductively here with regard to “critical” matters also. Do not consult various “introductions” to the book. Work inductively from the Gospel itself (App. I:14). See what you can, but do not make this a major point of your study now.
 9. Chart. Present a summary of your findings in a single page chart form to use as a first page of your work. Revise the chart begun above now to indicate not only content (segment level up) but also major, book level structure on the chart.

GROUP TWO: LESSONS V – VIII. 20%

LESSON V. MARK 2:1-3:6. SEGMENT SURVEY Due March 08
[Cross-cultural, multi-ethnic nature of the Church and world]

LESSON VI. MARK 4:1-34. SEGMENT SURVEY AND GENERAL INTERPRETATION

LESSON VII. MARK 4:10-12. DETAILED INTERPRETATION OF STRATEGIC
PASSAGE Due March 22

READING WEEK MARCH 29 - APRIL 2, 2004
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LESSON VIII. MARK 4:35-5:43 SEGMENT SURVEY Due April 05
[Cross-cultural, multi-ethnic nature of the Church and world]

GROUP THREE: LESSONS IX - XII. 30%

LESSON IX. MARK 8:31-10:52. SECTION SURVEY Due April 12
[Wesleyan concept of gospel]

LESSON X MARK 8:31-9:1. DETAILED INTERPRETATION OF STRATEGIC
PASSAGE. Due April 19
[Wesleyan concept of gospel]

LESSON XI MARK 11:1-12:44 SECTION SURVEY & INTERPRETATION Due April 26

LESSON XII MARK 10:41-45. DETAILED INTERPRETATION
and EVALUATION OF STRATEGIC PASSAGE. Due May 06
[Wesleyan concept of gospel; global, cross-cultural, multi-ethnic church and mission]

GROUP FOUR: LESSONS XIII - XIV. 40%

LESSON XIII. MARK 14:1-16:8/20 SECTION SURVEY.

Due May 13

1. Survey the section, 14.1-16.8, using semester instruction and handouts as guides. Place major emphasis on this survey.
2. ***Briefly*** analyze the addition(s) 16.9-20.
3. On the basis of these analyses and other observations you may make, reflect on the possible significance of these verses for one's understanding of the 14.1-16.8/20 unit and for meaning of the book as a whole.

LESSON XIV. MARK 15:33-39. DETAILED INTERPRETATION
OF STRATEGIC PASSAGE

Due 6:15 P.M., Monday, May 19

1. Interpret this passage, following the suggestions for detailed observation and interpretation taught throughout the semester and written in hand outs.
2. Select two or three questions which you think are most important to understanding the passage and deal with them thoroughly.
3. Briefly evaluate and apply your findings, following instructions in class.

VI. Select Bibliography

See Bauer, Annotated Biblical Resources for Ministry, for Biblical Theology and commentaries on the whole Bible; for NT commentaries; for other works on Mark and for exegetical method.

In addition, note particularly:

A. GOSPEL OF MARK (ESPECIALLY RECOMMENDED FOR THIS CLASS)

- Anderson, Hugh. The Gospel of Mark. The New Century Bible Commentary. Eerdmans, 1976.
Cole, R. Alan. Mark. Revised edition. Tyndale New Testament Commentaries. Eerdmans, 1989.
Edwards, James R. The Gospel According to Mark. The Pillar New Testament Commentary. Eerdmans, 2002.
Evans, Craig. Mark 8:27-16:20. vol. 34B Word Biblical Commentary. Word, 1997.
Guelick, Robert A. Mark 1-8:26. vol. 34A Word Biblical Commentary. Word, 1989.
Gundry, Robert H. Mark: A Commentary on His Apology for the Cross.
Hooker, Morna D. The Gospel According to Mark. Black's New Testament Commentary. Hendrickson, 1991.
Mann, C. S. Mark. The Anchor Bible. Doubleday, 1986.
Williamson, Lemar. Mark. Interpretation. John Knox, 1983.

B. CULTURAL, HISTORICAL CONTEXT, recent works

- de Silva, David. Honor, Patronage, Kinship & Purity: Unlocking New Testament Culture. InterVarsity Press, 2000.
Hanson, K. C. & Douglas E. Oakman, Palestine in the Time of Jesus: Social Structures and Social Conflicts. Minneapolis: Fortress Press, 1998.
Horsley, Richard A. Hearing the Whole Story: The Politics of Plot in Mark's Gospel. Louisville: Westminster John Knox Press, 2001. 296 pp.

Pritchard, James B. The Harper Collins Concise Atlas of the Bible. HarperSanFrancisco, 1991. 151 pp.

Theissen, Gerd. The Shadow of the Galilean. Fortress, 1986.

C. WORD STUDY RESOURCES

Concordances and Indexes

† Alsop, John., ed. An Index to the Revised Bauer-Arndt-Gingrich Greek Lexicon. Zondervan, 1979. Ref PA 881 .R38 1979

† Kohlenberger, John R., III, and Edward Goodrick, eds. The NIV Exhaustive concordance. Zondervan, 1990. [Keyed to Strong's concordance.]

† Kohlenberger, John R., III, Edward Goodrick, and James A. Swanson, eds. The Greek-English Concordance of the New Testament. Zondervan, 1993.

† Strong, James. Exhaustive Concordance of the Bible. Repr. Abingdon, 1973. Ref BS 425 .S8 [Worthless as a dictionary/lexicon, but useful as a concordance and key to several other study resources which are “keyed” to Strong’s word identification numbers.]

† Wigram, George V. The Englishman’s Greek Concordance and Lexicon of the New Testament. Hendrickson, 1995. Keyed to Strong's, the Bauer-Arndt-Gingrich Greek Lexicon, Thayer's Greek-English Lexicon, and TDNT.

† Wigram, George V. The Englishman's Hebrew Concordance of the Old Testament. Hendrickson, 1995. Keyed to Strong's and Brown-Driver-Briggs Lexicon.

† Young, Robert. Analytical Concordance of the Bible. Revised edition. Reprint. Hendrickson, 1984.

Wordbooks and other Resources

Balz, Horst and Gerhard Schneider, eds. Exegetical Dictionary of the New Testament. 3 vols. Eerdmans, 1991.

Barclay, William. New Testament Words. S.C.M., 1964.

† Brown, Colin, ed. New International Dictionary of New Testament Theology. 3 vols. Zondervan, 1975-78. Ref BS 2397 .N48

Kittel, Gerhard, ed. Theological Dictionary of the New Testament. 10 vols. Eerdmans, 1958. Ref PA 881 .K513

Spicq, Celsas. Theological Lexicon of the New Testament. 3 vols. Hendrickson, 1994.

Trench, Richard. Synonyms of the New Testament. 1880. Reprint. Eerdmans, 1953. BS2385 .T7 1953

Turner, Nigel. Christian Words. Attic Press, 1980. Ref PA 881 .T87 1980

Vincent, Marvin R. Word Studies in the New Testament. 4 vols. Scribners, 1900. Ref BS 2385 .V5

† Vine, W. E. An Expository Dictionary of New Testament Words. Revell, 1966. Ref PA 881 .V75 1966

† Winter, Ralph D. and Roberta H. Winter, eds. The Word Study New Testament. Wheaton, IL: Tyndale House Publishers.

† Particularly helpful for students with limited competence in biblical languages.

†Zodhiates, Spiros, ed. The Complete Word Study New Testament, King James Version.
Chattanooga: AMG Publishers, 1993.

D. BIBLIOGRAPHIES FOR BIBLICAL AND THEOLOGICAL STUDIES

Barker, Kenneth L. and Bruce K. Waltke. Bibliography for Old Testament Exegesis and Exposition. Ed. Roy B. Zuck. Dallas Theological Seminary, 1975.

Bauer, David R. (ed.). Biblical Resources for Ministry. Revised edition. Evangel Press, 1995.

Childs, Brevard S. Old Testament Books for Pastor and Teacher. Westminster, 1977.

Moo, Douglas, ed. An Annotated Bibliography on the Bible and the Church. Compiled for the Alumni Association of Trinity Evangelical Divinity School, 1986.

Scholer, David M. A Basic Bibliographic Guide for New Testament Exegesis. Second edition. Eerdmans, 1973.