

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BNT 634A

Course Name: Exposition of Mark

Semester and Year: SP 2023

Instructor: Jonathan Numada, PhD

Contact Information:

Jonathan.Numada@twu.ca

Office Hours: Tues, Wed, 9am to 3pm.

My office is on the second floor in the Fosmark
Northwest wing. Feel free to drop by but your best bet
might be scheduling an appointment.

Co-requisites or Pre-requisites: BIB 505

Semester Hours: 3

Meeting Times: Thursdays, 2:30pm to 5:10pm

Semester Dates: Jan 10 to April 14

Meeting Space: Fosmark Deckroom

Course Website: learn.twu.ca

Course Description

Old Testament linkages, the function of a Gospel, and literary issues will receive particular attention. Application of the results of exegesis to contemporary issues will be considered. Interaction with commentary and theological literature is required. The student will study Mark's Gospel in detail, and apply sound hermeneutical procedures to discern the essential theological contribution.

Course Learning Outcomes

Knowledge and its Application

- Demonstrate skills in using Narrative criticism and historical-cultural research for biblical exegesis.
- Demonstrate understanding of Gospel studies.
- Demonstrate comfort in using analytical methods for interpreting the biblical text.

Cognitive Complexity

- Demonstrate the ability to use commentary and reference resources without being dependent on them when interpreting the text.
- Demonstrate the ability to independently identify and appropriately respond to points of ambiguity in the New Testament.
- Demonstrate an ability to write about an author's contextual intent and engage others in interpreting biblical texts.

- Make theological observations from the text and draw conclusions that are appropriate for personal life or ministry.

Inter-and intra-personal Wellness

- Demonstrate increased professional capacity and autonomy in the collaborative task of biblical interpretation.
- Display superior organizational and time management skills.
- Demonstrate academic and personal integrity.

Aesthetic Expression and Interpretation

- Describe how close attention to the plot lines of a Gospel promotes greater appreciation for the unity of an author's message.
- Demonstrate a growing appreciation of how synchronic exegetical skills can deepen one's access to the world of the New Testament.
- Experience the literary devices and strategies used by biblical authors as they sought to address pressing human issues that still pertain to our time.

Social Responsibility and Global Engagement

- Demonstrate the ability to analyze, appraise and evaluate the text to contextualize and adapt its theology for diverse ministry contexts, be they local or global.

Spiritual Formation

- Demonstrate a holistic awareness of the theology of Mark, and the Synoptic Gospels more generally, and its relevance for personal spiritual life.
- Demonstrate an ability to use Scripture to promote the spiritual well-being of others.
- Demonstrate an ability to debate historical, literary, and cultural issues related to the Bible while exemplifying a Christian ethic in pursuit of truth, reconciliation, compassion, and hope.

Leadership

- Demonstrate integrity and humility in all matters.
- Demonstrate collaborative skills and an ability to debate and successfully resolve interpretive issues when engaging in theological dialogue.

Late Assignment Policy

The instructor will generally accept late assignments, provided the delay in submission is not unreasonable. Late assignments lacking a valid reason for being late (i.e., a family emergency such as a child's major illness) will be penalized -5% for each day late, with weekends counting as 1 day. In the event that an extension is needed please contact the instructor immediately via email.

Required Texts and Materials

*As a seminar course, students will be required to read assigned articles and chapters BEFORE meetings and come prepared to discuss the material. Readings from sources outside the assigned textbooks will be posted to Moodle at learn.twu.ca or shared via email.

Edwards, James R. *The Gospel According to Mark*. Grand Rapids: Eerdmans, 2001. (Included in Logos)

Rhoads, David, Joanna Dewey, and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. Third Edition. Minneapolis: Fortress Press, 2012.

- Supplementary Readings (listed below) will be posted to Moodle.

Attending Via Live-Stream (LS section)

Live-Stream students participate in the same class sessions as on-campus students via a Zoom link that will be posted on Moodle. Zoom links, Class handouts, PowerPoints, readings, and other materials will be posted to the course website at learn.twu.ca.

Course Activities/Requirements

The course has short assignments leading to one Term Project. Try to use the Reading Reflection Paper, Character Study, and Cultural-Historical Paper as the foundation for your term project by choosing topics that can act as building blocks for your Term Project.

Participation (20%)

“Classroom” participation is gauged by the degree to which a participant engages in the in-class discussion. ACTS students come from diverse educational, socio-economic, and theological backgrounds. Since we will not all agree on every matter or consider each issue to be of equal importance, it is vital that all participants be intentional about modelling civility, empathy, and reasoned discourse when participating in group discussions.

Assignment 1: Book Review (20%)

The student must write a book review of Rhoads and Michie. The book review must describe the major ideas presented in the book and evaluate the strengths and limitations of its approach to interpreting Mark. The review should be 8 pages.

Due: Jan 28

Assignment 3: Cultural-Historical Paper (30%)

Select a cultural or historical issue from Mark’s Gospel that is important to you. Research its background and explain how it is important for understanding Mark’s Gospel. Also explain how this influences our use of Mark in discipleship or mission in the present day. Examples of possible historical issues may include:

1. The theology of Pharisaism or other Jewish parties mentioned in Mark
2. How Mark’s perspective on healing or exorcism compares with Matthew and Luke
3. The social status of women in light of Mark’s teaching
4. Farming and Landownership
5. Taxation
6. the Historical Jesus

This assignment should be 12 pages long (not including bibliography or title page).

Due: March 4

Term Project: Narrative Analysis Paper (30%)

Perform a narrative analysis as outlined in Rhoads and Michie, pages 154–59 (Appendix 2). You have two choices:

Choice 1 A Healing Story	Choice 2 Mark 10:35–46
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 ministry.	As you do the analysis, demonstrate how this section of Mark defines the interplay between discipleship and leadership within the Christian community. In the last two pages demonstrate how the results of your study have significance today for your understanding of leadership within the church or parachurch organizations.

This paper must include a clear hypothesis and thesis statement. It must include explicit and clear documentation using Scripture references and adequate footnotes. You should show use of the commentaries, Rhoads and Michie, and independent reflection. You may also use your ideas from Assignment #2 above to help you better analyze your passage. It should be in Turabian format, with a title page and bibliography on pages separate from the essay itself. The paper should be 15 pages (12-point font in New Times Roman, double-spaced).

Due: April 6

Course Evaluation

Assignment	Due Date	Percentage
Book Review	Jan 28	20%
Cultural-Historical Paper	March 4	30%
Term Project: Narrative Analysis Paper	April 6	30%
Participation		20%

Grading System

Letter Grade	Percentage	Grade Point
A+	97–100	4.30
A	93–96	4.00
A-	90–92	3.70
B+	87–89	3.30
B	83–86	3.00
B-	80–82	2.70
C+	77–79	2.30
C	73–76	2.00
C-	70–72	1.70
F	Below 70	0.00

Course Outline

**Note: There will be no class during Independent Study Week (Feb 20 to 24)

Session 1 (Jan 12)

Topic	Reading	Supplementary Reading
Orientation to the Gospel of Mark <ul style="list-style-type: none">Brief History of ExpositionThe Markan ContextHistorical-Grammatical InterpretationThe Nature of Rhetoric and the Art of Persuasion	Commentary: Introduction	

Session 2: Mark and the Historical Jesus (Jan 19)

Topic	Reading	Supplementary Reading
Mark and the Historical Jesus <ul style="list-style-type: none">The Synoptic ProblemForm CriticismTradition HistoryRedaction Criticism"Criteria of Authenticity"		Eddy & Beilby, "Quest for the Historical Jesus," 9–54. McKnight, "Why the Authentic Jesus is of No Use for the Church," 173–85.

Session 3: Introduction, Proclamation, and Conflict (Jan 26)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">Mark 1:1–13: Concept of a PrologueMark 1:4–8: John the BaptistMark 1:9–11: Jesus' BaptismMark 1:12–13: Struggle with SatanMark 1:14–20: Announcement of the Kingdom and Calling of Disciples?Mark 1:21–39: Authority in Teaching, Exorcism, and Healing2:1–3:6: Confrontation and Conflict Begin	Commentary 1:1–3:6	Smalley, "Redaction Criticism," 181–95. Due: Book Review (on Jan 28)

Session 4: Mystery and Revelation (Feb 2)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">Mark 3:7–19: Appointment of the TwelveMark 3:20–35: MisunderstandingsMark 4:1–34: Parables	Commentary 3:7–4:41	

Session 5: The Authority of Jesus (Feb 9)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">Mark 4:35–5:43: Four Great MiraclesMark 6:1–6: Problem at NazarethMark 6:7–13, 30: Mission of the TwelveExecution of John the Baptist: Mark 6:14–29	Commentary 4:35–6:29	Milinovich, "Parable of the Storm," 88–98.

Session 6: Disciples and Unbelief (Feb 16)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">Mark 6:30–56: Apostolic Mission and Feeding the MultitudesMark 7:1–8:10: Clean/Unclean Controversy and the Gentile MissionMark 8:11–26: Disciple's Unbelief	Commentary 6:30–8:26	Sanders, <i>Jesus and Judaism</i> , 174–210.

Session 7: The Way of the Cross and The Pattern of Discipleship (March 2)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 8:27–9:13: Meaning of Messiahship and the Definition of Discipleship• Mark 9:14–10:52: Predictions of Death and Definitions of Leadership	Commentary 8:27–10:52	Bird, “Crucifixion of Jesus,” 23–36. <u>Due:</u> Historical-Cultural Paper (March 4)

Session 8: Jesus and Jerusalem (March 9)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 11:1–11: Jesus enters Jerusalem• Mark 11:12–33: Jesus and the Temple• Mark 12:1–12: Rejection and Judgment• Mark 12:13–44: Attempts to Trick Jesus	Commentary 11:1–12:44	Marcus, “No More Zealots,” 22–30.

Session 9: The Future of Jerusalem (March 16)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 13:1–4: The Destruction of the Temple• Mark 13:5–23: Persecution and Discipleship• Mark 13:24–37: When the Son of Man Comes	Commentary 13:1–13:37	Perkins, “Let the Reader Understand,” 95–104.

Session 10: The Betrayal of Jesus (March 23)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 14:1–16: Plot and Preparations• Mark 14:17–25: The Last Supper• Mark 14:26–31: Denial• Mark 14:32–42: Gethsemane• Mark 14:43–52: Arrest of Jesus• Mark 14:66–72: Peter’s ‘Trial’	Commentary 14:1–14:72	Evans, “Jesus’ Action,” 237–70.

Session 11: Trial, Crucifixion, Resurrection (March 30)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 15:1–15: Before Pilate• Mark 15:16–32: Sentencing and Crucifixion	Commentary 15:1–32	

Session 12: Trial, Crucifixion, Resurrection (April 6)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none">• Mark 15:33–47: Death and Burial• Mark 16:1–8: The Empty Tomb• Mark 16:9–20: The End of the Gospel• Conclusion:<ol style="list-style-type: none">a. Mark’s Messageb. Major Themesc. Contemporary Applicationd. Evaluation of Methode. Mark’s Structure and Plot	Commentary 15:33–16:20	<u>Due:</u> Term Project

Course Policies/Statements

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined on the website at

<https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

LAND ACKNOWLEDGEMENT

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

We acknowledge that Trinity Western University, Richmond campus is located on the traditional ancestral unceded territory of the Musqueam people.

We acknowledge that Trinity Western University, Laurentian Leadership Centre in Ottawa is located on the traditional ancestral unceded territory of the Algonquin people.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

FINAL EXAMINATIONS

Click here and type or use the following excerpt from the *Academic Calendar* below.

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.”
[2020-2021 Academic Calendar](#).

LATE ASSIGNMENTS POLICY

Click here to enter text.

PROGRAM GRADE SUBMISSION POLICY

Click here to enter text.

TWU WRITING CENTRE

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit www1.twu.ca/writingcentre. For more information, visit <https://www.twu.ca/writing-centre> or contact writingcentre@twu.ca .