

Garrett-Evangelical Theological Seminary
Gospel of Mark (BIBNT651) - Online
SP2021

Feb 1 – May 12, 2021

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Office Hours: By appointment

Tuesdays and Thursday, 2:30-4:00pm (CST)

* **Course Description:**

This course invites participants to engage the familiar and yet bewildering narratives of the Gospel of Mark. We will familiarize ourselves with foundational issues and concepts that haunt Mark. While doing so, we will also critically and de/re-constructively parse Mark's narratives with socio-ethical perspectives, such as postcolonialism, gender and sexuality, ecojustice, and posthumanism. By doing so, participants will be able to construct their exegetical insight(s) in regards to Mark, producing a well-researched and socio-ethically sound exegetical paper.

* **Course Objectives and Learning Outcomes:**

Through reading, listening, discussing, reflecting, and writing, students – after successfully completing this course with a final course grade of B or above – will be able to:

- Identify fundamental concepts, historical contexts, and ideological issues and interpretations of the Gospel of Mark.
- Recognize select biblical criticisms and hermeneutics.
- Analyze select Markan passages with close reading method.
- Reflect upon the role of contexts and faith in influencing biblical interpretation. By doing so, this class seeks to assist the participants in evaluating contemporary appropriation(s) of the New Testament as a sacred text and/or as an ancient document.
- Synthesize a well-researched, socio-ethically sound exegetical paper.

* **Course Delivery Method(s):**

- Since this class is offered online, most of the materials and communication are delivered through email and Moodle.

* **Required Textbook:**

- Anderson, Janice Capel and Stephen D. Moore, eds. *Mark & Method: New Approaches in Biblical Studies*. **Second Edition**; Minneapolis: Fortress Press, 2008.

ISBN: 978-0800638511

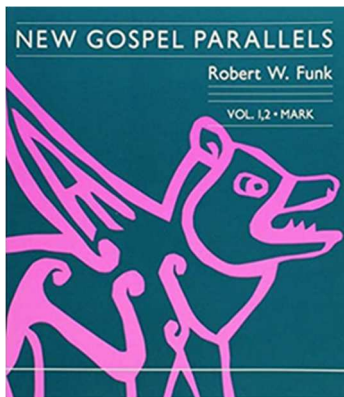
Amazon has varying prices.



- The Bible: a translation in your preferred language is highly recommended. If you are well-versed in Koine Greek, then please bring Greek New Testament (paper or digital).

* **Optional Textbook:**

- Robert W. Funk, *New Gospel Parallels: Vol.1 and 2: Mark* (Sonoma, CA: Polebridge Press, 1990).



• **Course Requirements and Assessments:**

! All assessments must be submitted on their corresponding due dates. Students have one week to submit late submissions from the due date. After that one week, no assessment will be accepted, and the grade for lateness or the lack of submission will be zero (0) grade/point. For those who need extra time, please consult with the instructor before the due date.

1) Attendance: 10%

- As we traverse this uncharted path of the pandemic, we will try to do our best to meet online (through Zoom) twice a week. If you are unable to join (internet connection, family care, institutional demands, and other reasons), please inform the instructor.
- You are allowed to have three absences, no questions asked. If you are going to be absent for more than this, then please inform the instructor.

--- Scaffolded Assessments (#2-#4) ---

- The following assessments are “scaffolded” or the earlier assessments act as foundation(s) for the later assessments/paper. In this regard, on-time submission is paramount. Late submission will incur grade deduction: one day (10%), two-three days (20%), and four days or more (failed).

2) Conceptual Framework/Thesis + Three Annotated Bibliographies: 40% - **due April 6, 2021**

- Please write a one-paragraph conceptual framework of your research interest. If you are able to produce a thesis, then one-two sentence thesis would suffice. (10%)

= Grading Rubric:

- > Concise and arguable conceptual framework that demonstrates student’s keen engagement with the chosen topic/biblical passage: 8-10%
- > Somewhat arguable conceptual framework: 5-7%
- > Incomprehensible conceptual framework: 0-4%

- Please choose three peer-reviewed, scholarly and substantial reading materials that are integral to your research. Then write an (descriptive+evaluative) annotated bibliography for each reading material: around 150 words, summarize the chosen text’s main argument, supporting arguments/evidence, and your critical take, such as “agree, disagree, connections, relevancy, accuracy, etc.” (10% per annotated bibliography).

= Grading Rubric:

- > Accurate and informative: 8-10%
- > Somewhat accurate and informative: 5-7%
- > Incomprehensible: 0-4%

---Examples of Annotated Bibliography---

From: <https://www.zondervan.com/p/biblical-theology/bibliography/>

Hasel, Gerhard. *New Testament Theology: Basic Issues in the Current Debate*. Grand Rapids: Eerdmans, 1978. (258 pp.)

Though written forty years ago, Hasel’s introduction is still a helpful guide to the history, theory, and methods of New Testament theology. After an opening chapter on the history and development of the discipline, Hasel discusses various methodologies for doing New Testament theology (his discussion of a Salvation History approach at the end is particularly helpful). Then in the final three chapters he considers various centers of New Testament theology (anthropology, Salvation History, and Covenant, to name a few), discusses the relationship between the Old and New Testaments, and finally shares his own “multiplex” approach. His

work is helpful for understanding the history of New Testament theology and some of the issues involved; however, his particular approach has not been influential in subsequent discussion.

Barr, James. [*The Concept of Biblical Theology: An Old Testament Perspective*](#). Minneapolis: Augsburg Fortress, 1999. (736 pp.)

While this large and somewhat unstructured book's main point is to critique virtually every aspect of biblical theology, it looks at the discipline from a wide variety of perspectives and helpfully seeks to find as many flaws in the endeavor as possible that serious students of biblical theology will need to grapple with. In particular, Barr advocates for granting more importance to a history-of-religions approach (coupled with historical criticism) that accounts for changes in Israelite religion over time rather than seeking a synchronic and never-changing Old Testament theology.

3) Weekly Reading Presentation: 10% (Choose from *Week Four* to *Ten*)

- Each student (or a group of students) will choose a week in which the student(s) will provide at least two questions or comments in regards to the readings. These questions are going to be discussed in small groups first then with the entire class.

= Grading Rubric:

- > Argumentative and insightful questions/comments: 40%
- > Active participation and facilitation of the questions/comments: 40%
- > On-time or presented on the week assigned/chosen: 20%

4) Research Paper Presentation: 10%

- Each student will make a ten-minute (max) presentation to the class. You could present by yourself or with one or two classmates. For team presentations, each student should speak for ten minutes—but no one, whether solo or in a team, should speak any longer than that (rehearse for length beforehand) so that we can fit all the presentations into the class session(s). Your presentation should be about your research paper.

= Grading Rubric:

- > Understandable and approachable: 8-10%
- > Somewhat understandable and approachable: 5-7%
- > Barely understandable: 0-4%

5) Research Paper: 20% - **due May 3, 2021 (Monday)**

- Please write a seven-page paper that should manifest the cumulative work you have done so far in this class. Please format it professionally (referencing, proofreading, and formatting – see Garrett's writing center).

= Grading Rubric:

- > Clear and strong thesis: 5%
- > Convincing supporting arguments/evidence: 10%
- > Grammar, syntax, and spelling: 5%
- > On-time submission: 5%

Grading Scale:

A:	93-100
A-:	90-92.9
B+:	87-89.9
B:	83-86.9
B-:	80-82.9
C+:	77-79.9
C:	73-76.9
C-:	70-72.9
D+:	67-69.9
D:	63-66.9
D-:	60-62.9
F:	below 60.9

*** Academic Policies:**

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

= Writing:

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

= Attendance and Class Participation:

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching and learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

= Academic Accommodations:

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

*** Course Schedule:**

Dates	Topics, Readings, and Assessments
Week 1: Feb 2-4	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Syllabus - Introducing the Gospel of Mark: Part One = Tracing the scholarships on Mark <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Anderson and Moore, "Introduction: The Lives of Mark." (textbook) - David Rhoads, "Social Criticism: Crossing Boundaries." (textbook)
Week 2: Feb 9-11	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Introducing the Gospel of Mark: Part Two = Synoptic Exercise with Mk 16 <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Elizabeth S. Malbon, "Narrative Criticism: How Does the Story Mean?" (textbook) - Robert M. Fowler, "Reader-Response Criticism." (textbook) - Brian K. Blount, "Is the Joke on Us? Mark's Irony, Mark's God, and Mark's Ending." In <i>The Ending of Mark and the Ends of God</i>. See below for the online link: https://books.google.com/books?id=4O5Nile61gkC&pg=PA15&source=gbs_toc_r&cad=3#v=onepage&q&f=false
Week 3: Feb 16-18	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Close Reading of Mark = Delving into the text with questions/inquiries = Please write your own outline of the Gospel of Mark. We will discuss your work/findings on Thursday. If you are willing, please write your outline in conversation with Powery's commentary.

	<p>* <u>Readings:</u> - Emerson B. Powery, “Mark” in <i>True to Our Native Land</i>.</p> <p>* <u>Optional:</u> - Adela Yarbro Collins, <i>Mark: A Commentary</i> (Hermeneia Series). Please use this commentary for detailed textual and historical analysis of Mark.</p>
We ek 4: Feb 23- 25	<p>* <u>Topics:</u> - Reading with Race and Ethnicity = The role of the subject(s), context(s), and the socio-political-ethical</p> <p>* <u>Readings:</u> - Abraham Smith, “Cultural Studies: Marking Mark” (textbook) - Byung-Mu Ahn, “Jesus and the Minjung in the Gospel of Mark” in <i>Voices from the Margin</i>. - Raquel A. St. Clair/Lettsome, “Discipleship and the Cross in Mark” in <i>Call and Consequences</i>.</p>
We ek 5: Ma r 2- 4	<p>* <u>Topics:</u> - Reading against the “Empire” – Part One = Discussion on empire-critical and postcolonial hermeneutics</p> <p>* <u>Readings:</u> - Adam Winn, “The Gospel of Mark: A Response to Imperial Propaganda” in <i>An Introduction to Empire in the New Testament</i>. - Tat-siong Benny Liew, “Postcolonial Criticism: Echoes of a Subaltern’s Contribution and Exclusion.” (textbook)</p>
We ek 6: Ma r 9- 11	<p>* <u>Topics:</u> - Reading against the “Empire” – Part Two = Exercise in parsing article/chapter</p> <p>* <u>Readings:</u> - Hans Leander, “Between Man and Brute” in <i>Discourses of Empire</i>. - Stephen D. Moore, “‘My Name is Legion, for We Are Many:’ Representing Empire in Mark” in <i>Empire and Apocalypse</i>.</p>
We ek 7: Ma r	<p>* <u>Topics:</u> - Reading against the “Empire” – Part Three = Once more, critiquing and decolonizing the self/body</p> <p>* <u>Readings:</u></p>

16-18	<ul style="list-style-type: none"> - Tat-siong Benny Liew, “Tyranny, Boundary, and Might: Colonial Mimicry in Mark’s Gospel” in <i>Journal for the Study of the New Testament</i> 73 (1999): 7-31. - Jin Young Choi, “The Consumed Body (Mark 7:24-30)” in <i>Postcolonial Discipleship of Embodiment</i>.
Week 8: Mar 23-25	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Reading with Gender and Sexuality – Part One = Empowering the woman/female/feminist/womanist <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Janice Capel Anderson, “Feminist Criticism: The Dancing Daughter.” (textbook) - Elizabeth S. Malbon, “Mark” in <i>Women’s Bible Commentary</i> (20th Anniversary Edition; 3rd edition). - Mitzi J. Smith, “Race, Gender, and the Politics of “Sass”: Reading Mark 7:24-30 Through a Womanist Lens of Intersectionality and Inter(con)textuality” in <i>Womanist Sass and Talk Back</i>.
<p>Spring Break March 29th to April 5th</p>	
Week 9: Apr 6-8	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Reading with Gender and Sexuality – Part Two = Non-progressively queering Mark <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Tat-siong Benny Liew, “Re-Mark-able Masculinities? Jesus, the Son of Man, or the (Sad) Sum of Manhood” in <i>New Testament Masculinities</i>. - Marcella Althaus-Reid, “Mark” in <i>The Queer Bible Commentary</i>.
Week 10: Apr 13-15	<p><u>* Topics:</u></p> <ul style="list-style-type: none"> - Reading with Ecojustice and Posthumanism = Deconstructing the anthropocentric self that reads Mark <p><u>* Readings:</u></p> <ul style="list-style-type: none"> - Stephen D. Moore, “Deconstructive Criticism: Turning Mark Inside-Out” (textbook) - Elain Wainwright, “Healing Ointment/Healing Bodies: Gift and Identification in an Ecofeminist Reading of Mark 14:3-9” in <i>Exploring Ecological Hermeneutics</i>. - Stephen D. Moore, “Why There Are No Humans or Animals in the Gospel of Mark” in <i>Mark as Story: Retrospect and Prospect</i>.

Wk s 11- 12: Apr 20- 22 & Apr 27- 29	* Topics: - Research Presentation Weeks
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* For graduating students, all requirements must be met by May 3, 2021.

* Spring 2021 extension deadline is June 9, 2021.

Select Bibliography:

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