

**NT 622/722—GOSPEL OF MARK**  
**SPRING 2021**  
**WEDNESDAY, JANUARY 20<sup>TH</sup> THROUGH TUESDAY, MAY 4<sup>TH</sup>**

**COURSE:** NT 622 Gospel of Mark (English language credit)  
NT 722 Gospel of Mark (Greek language credit)

**COURSE INSTRUCTOR:** Dr. Thomas Lyons

**CONTACT INFORMATION:** Mobile: (281) 451-8665  
E-mail: [thomas.lyons@nyack.edu](mailto:thomas.lyons@nyack.edu)

**APPOINTMENT INFORMATION/OFFICE HOURS:**

Open office hours (by telephone or video chat using Google Hangouts) as requested and needed.

**TEXTS:** REQUIRED (for both NT622 and NT722 students)

1. Garland, David E. *A Theology of Mark's Gospel: Good News about Jesus the Messiah, the Son of God (Biblical Theology of the New Testament Series)*. Grand Rapids: Zondervan, 2015. 651p. ISBN: 9780310270881. *This resource provides an excellent treatment of the major elements and theology of Mark's Gospel.* [GARLAND]
2. Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament*. 2nd ed. Oxford University Press, 2017. ISBN: 9780190461850. *Articles and study notes are written from a Jewish perspective of the New Testament and are useful for critical discussions emerging from a different perspective. Students should already have this text from NT503.* [JANT]
3. Rhoads, David, et al. *Mark as Story: An Introduction to the Narrative of a Gospel*. 3<sup>rd</sup> edition. Minneapolis, MN: Fortress Press, 2012. 191 p. ISBN:0800631609. *Excellent study of Mark that is sensitive to the dynamic of biblical narrative.* [RHOADS]
4. Strauss, Mark L. *Mark*. Zondervan Exegetical Commentary. Grand Rapids: Zondervan, 2014. 747p. ISBN: 9780310243588. *This newer series focuses on the needs of evangelical practitioners who need information and insight in a usable format without being overly technical or geared toward scholars not working in practical ministry contexts. Recent historical and interpretive and interpretive issues are included, along with explanations of Greek words that impact meaning.* [STRAUSS]

REQUIRED (for NT722 students)

1. Decker, Rodney J. *Mark 1-8: A Handbook on the Greek Text (Baylor Handbook on the Greek New Testament)*. Baylor University Press, 2014. ISBN: 9781481302388.
2. Decker, Rodney J. *Mark 9-16: A Handbook on the Greek Text (Baylor Handbook on the Greek New Testament)*. Baylor University Press, 2014. ISBN: 9781481302395.
3. At least one Greek Text, either UBS5 or NA28, in either print or electronic access in Accordance, Logos, Bibleworks, etc. Either:
  - a. Aland, Barbara, Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini, and Bruce M. Metzger. *UBS 5th Revised Greek New Testament Reader's Edition*. German Bible Society, 2014. ISBN: 9783438051684

**OR**

  - b. Nestle, Eberhard, and Erwin Nestle. *Novum Testamentum Graece*. Edited by Kurt Aland, Barbara Aland, Johannes Karavidopoulos, Carlo M. Martini, and Bruce M. Metzger. 28th Revised Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012. ISBN: 9781619700307

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### RECOMMENDED (for both NT622 and NT722 students)

1. Aland, Kurt. *Synopsis of the Four Gospels: English Edition, Revised Standard Version*. New York, NY.: American Bible Society, 2010. Standard exegetical tool for Synoptic studies. Check out free internet parallel sources as well (esp. if you need to carefully allocate finances).
2. Mulholland, Dewey. *Mark's Story of Jesus, Messiah for all Nations*. Eugene, OR: Wipf & Stock, 1999. 215 p. ISBN: 1579102514. Very readable smaller commentary that provides many provocative insights.
3. Pennington, Jonathan T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Forward by Richard Bauckham. Grand Rapids: Baker Academic, 2012. 268 p. ISBN: 9780801039379. Excellent introduction to the interpretive issues in gospel narratives.
4. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. Edited by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald, and The University of Chicago Press Editorial Staff. 9th ed. Chicago: University of Chicago Press, 2018. ISBN: 9780226430577
5. Witherington, Ben. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids: William B. Eerdmans, 2001. 463 p. ISBN: 9780802845030.

### RECOMMENDED (for NT722 students)

1. Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. ISBN: 9780310218951.
2. R.T. France, *The Gospel of Mark* (The New International Greek Testament Commentary). Grand Rapids: William B. Eerdmans, 2002. ISBN: 9720802824462.

### COURSE DESCRIPTION

A literary and historical approach acquaints students with the tools and skills needed for exegesis of the Gospels. Attention to the theology of Mark enables the student to transfer its teaching to ministry.

Student Learning Goals At the completion of this course the student will demonstrate:	Program Goals	Nyack Core Goals	Assignments &/or Assessments Used
Skill in identifying and evaluating key assumptions, hypotheses, and probative evidence re: the history, theology, community and content of Mark's Gospel.  <b>Focus: Foundational Knowledge</b>	M.Div./MPS 2; MABL/MABS 2.  Critical Thinking	1	Class Discussions  Course Readings
Growing competency in analyzing biblical narrative texts and drawing conclusions about meaning using a variety of exegetical methods appropriate to the Synoptic Gospels.  <b>Focus: Analysis and Application of Method</b>	M.Div./MPS 2; MABL/MABS 2.  IL Standard 2 Critical Thinking Written Skills	1, 2, 3	Class Discussions  Final Exegesis Project  Use of Bible Software*
An ability to clearly articulate the relationship between exegesis and a congregation's theology, worship, evangelism and discipleship.  <b>Focus: Personal and Social Transformation</b>	M.Div./MPS 1; MABL/MABS 1.  Critical Thinking	1, 4, 5	Class Discussions
Growing competency in analyzing and making judgments about the meaning of biblical texts using a variety of tools and media.	Technology Critical Thinking  IL Standard 1	1, 4	Use of Bible Software*  Final Exegesis Project

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<b>Focus: Learning How to Learn for Teaching and Preaching</b>			
*Accordance Bible software has been adopted by ATS. If you have access to other electronic software you may use it throughout the course. Just be sure that it is of quality and useful for exegetical purposes.			
<b><i>In addition to the specific learning goals for this course all students are expected to show a working knowledge of the following.</i></b>			
<b>Information Literacy.</b> Students throughout this class are required to conduct information searches to support their assignments, in addition to gathering alternative information based on each of the weekly topics and assignments.			
<b>Use of Technology.</b> Students are expected to use, manage, understand and assess one of the current software available for biblical languages.			
<b>Evidence of Critical Learning.</b> Students throughout this class are required to conduct information searches to support their assignments, in addition to gathering alternative information based on each of the weekly topics and assignments.			
<b>Proficiency in Written Communication.</b> Students are required to present all assignments using a graduate level of critical analysis, support arguments with scholarly sources, submitting work free of grammar and spelling errors, and using the Turabian format correctly.			

### COURSE WEEK:

The course week runs from Wednesday at 12:01 AM ET through Tuesday at 11:55 PM ET. As a general rule, all assignments for a particular week are due by 11:55 PM ET of the Tuesday that ends that particular week. If the due date for an assignment is different than that, it will be noted in the assignment.

### COURSE REQUIREMENTS & GRADING

1. **Reading Reports (25%):** Assigned reading is listed in the course schedule. In addition, students are expected to read the chapters covered each lesson in Mark. Submit the percentage of the reading completed each week to the appropriate dropbox. Please write estimated percentage read (e.g. 100%, 95%, 80%) within the space provided in the dropbox. Do NOT upload a separate word document!

**Tip:** Do not read a commentary word for word like a regular textbook. When submitting reading reports, if you follow the suggested procedure below you will satisfy the reading requirement. The key is to be critically selective and consider what is necessary for your educational and ministerial needs. Work smarter, not harder.

- **First:** Peruse the assigned reading section to get an overview of the chapter's contents. Strauss organizes the material according to literary context, the main idea, translation, structure of the text, exegetical outline, verse by verse explanation of the text, and a discussion of the theology of a passage for application.
  - **Second:** Read in-depth those issues and passages that interest you, that are essential for understanding the Gospel, and/or directly impact your ministry
  - **Finally,** the goal is to grasp Strauss' overall position for each section so that you can revisit these ideas in depth when you have more time or are preparing a sermon/bible study. This commentary is a valuable resource for your library.
2. **Online Discussion Forum (25%).** Discussion of assigned articles will be held weekly unless stated otherwise. You are expected to participate fully by posting:
    - An initial, thoughtful response to the stated prompt by Friday evenings. Your initial post should consist of at least two paragraphs/ten complete sentences. At the end of each post, it is advisable to include a concluding summary of your position on the topic that demonstrates an understanding of the theological and practical relevance of the issues discussed for your ministry context.
    - Additionally, by the end of the week, you should provide reflective interaction with other students that explores their responses and the issue raised as fully as possible. You should respond at minimum to at least two other students and responses should consist of at least one paragraph/five sentences each.

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- *It is imperative that this forum be a safe place to express diverse perspectives in a healthy, respectful manner. Your responses to other posts should be charitable, edifying and exploratory. All discussion posts and responses to the same should be in keeping with the guidelines mentioned above under “Netiquette.”*
  - *Students taking NT722 may have additional Greek-focused aspects to their weekly discussion prompts*
3. **Critical Review of and Response to an Academic Article (15%):** The Critical Review will interact with an academic article (from a designated list) and provide both a summary and critique of the assumptions, thesis, content, argument and conclusions within that work. The Critical Review will offer (1) positive, constructive suggestions how the work might be improved or expanded and (2) questions for further research raised by the work, and will meet the following criteria:
- 2-3 pages in length
  - 12-point Times New Roman font, double-spaced
  - 1-inch margins (top, bottom, left, right)
  - Page Numbers on the top right of each page
  - Parenthetical references to page numbers with the Final Paper.
  - Conformance to the Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*.<sup>1</sup>
  - For additional guidance, please see the course document “Guidelines for Writing and Responding to Research Papers and Articles”
4. **Final Paper (35%).** The Final Paper may explore a topic with greater practical and/or pastoral applications or one of significant theological or exegetical import. Either option should demonstrate extensive, substantive, thoughtful engagement with and exegesis/exposition of the text of Mark and other sources. ***You should engage with at least eight (8) sources, including but not limited to journal articles, commentaries, monographs, etc.*** NT 744 students should include appropriate exegetical interaction with the Greek texts underlying the Scriptures they address. The Final Paper will meet the following criteria:
- 8-10 pages in length
  - 12-point Times New Roman or equivalent font, double-spaced
  - 1-inch margins (top, bottom, left, right)
  - Page Numbers on the top right of each page
  - Footnotes that conform to Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*.
  - *Please pay special attention to the requirements regarding style and formatting (Times New Roman, 12-point font, double-spacing, page numbering, etc.) as well the requirements for (1) stating your claim and/or original research question, (2) stating your reasons supporting your claim/answer, and (3) interacting with eight (8) sources.* It should be clear to your reader what you are arguing for, why you are arguing for it, and what evidence your argument is based on. *Also, I expect you to make full use of the spelling and grammar-checking capabilities of your word-processing software and free add-ons like Grammarly, etc. In other words, please do a spell and grammar check of your document before submitting it into the Dropbox.* If you have any questions for me about this assignment, please let me know.
  - For additional guidance, please see the course document “Guidelines for Writing and Responding to Research Papers and Articles”

### ASSESSMENT RESULTS

Alliance Theological Seminary may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

### GRADING COMPOSITION AND SCALE:

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<sup>1</sup> Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*, ed. Wayne C. Booth et al., 9th ed. (Chicago: University of Chicago Press, 2018).

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Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Discussion Posts and Responses ..... 25%
- Final Paper (Draft Outline and Final Paper)..... 35%
- Critical Review and Response ..... 15%
- Reading Percentage Reports ..... 25%

“**A**” level work indicates **outstanding** performance in all aspects of the assignment/course.

“**B**” level work indicates **high** achievement in some aspects of the assignment/course.

“**C**” level work indicates **average** work—a basic understanding of the material and/or performance of the work required.

“**D**” to “**F**” level work is **inadequate** in many or all areas.

The grading theory for this class is based on the concept that a grade of C represents average student work. The work of the student must justify either a higher or lower grade. As a graduate student, you are expected to demonstrate an above average understanding of the material and perform at an above average level in all of your work. Work that is marked by thoroughness, clarity of thought and expression, and mastery of detail will be graded as a B. Outstanding work which is marked by all of the characteristics of “B” work *as well as* originality of thought and creativity will be graded as an A. Inferior work which is deficient in content, sloppy, marked by poor grammar, or which is lacking in required elements of the assignment will be graded as a D. Work which is unacceptable in quality or fails to meet minimum standards of the assignment will be graded as an F.

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	68-69%	63-67%	60-62%	0-59%

**CARNEGIE UNIT ACCOUNTABILITY:**

**The Carnegie Unit** - This course must be and is accountable to a professional academic standard Known as the Carnegie Unit. This impacts types and amounts of reading, “seat time” (instructional time), and outside work assigned. Ninety hours of homework is required for a 3-credit course. Accreditors and the US Dept. of Education have set these standards so as to assure that students receive a fair education. Here are the estimated homework hours for this course, by category:

<b>Carnegie Unit Breakdown</b>	
<b>Course:</b>	
Credit for Standard Seat Hours	3
Assignments	Homework Hours
I. Required Reading	68.23
II. Studying for exams/quizzes	0
III. Research for writing	20.00
IV. Writing assignments	12.00
V. Other assignments	2
Total Homework Hours	100.23

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**Total Carnegie Unit Hours**

**147.23**

**COURSE OUTLINE AND CALENDAR**

**Pre-Course Assignment (Jan 13-19)**

**Preliminary Investigation: Literary and Historical Context**

1. **Read** carefully through the entire Gospel of Mark in one setting (see course handout).
2. **Watch:** [“The Gospel of Mark”](#) by the Bible Project (5:35 min) for a brief overview.
3. **Watch:** [“The Gospel of Mark”](#) by Professor Paula Gooder (24 min.) if you did not do so in NT 503 Reading the New Testament. *You may wish to refresh your memory.*
4. **Reread Mark** and discover everything you can (implied or stated about the recipients, the purpose, and special emphases/concerns from the text itself). *Hint: Repetitions are ancient clues as to importance. Note especially the frequency of any unusual words and where they occur in Mark.*
5. **Work out an annotated outline of the whole book** (to be revised upon further study) that organizes your key observations. *Hint: Note self-contained stories/events, shifts in settings and characters, and change of topics. Be particularly attentive to how each pericope (self-contained unit) prepares for what follows. Not graded, but an important preliminary step.*
6. Once you feel at home in this Gospel, you will be prepared to critically engage the course readings. *Note: You should become so familiar with the biblical book you are investigating that it feels like a pair of your favorite slippers.*

NOTE: Keep an open mind, suspending any judgment of what you think you know about Mark, and courageously follow Mark’s textual clues wherever they may lead. **\*Do not overlook this critical first step in the exegetical process!**

**Course Outline and Due Dates**

**Week 1  
01/19-01/25**

*Introductory Issues*

*Critical Issues I: The Gospel Genre and Historiography*

**Objective:** To introduce students to (1) the fundamental meaning of “gospel,” and (2) the basic method of investigating the gospel message in its historical and social contexts.

**Required Readings:**

- GARLAND, §§1.1 “Orientation”, pp. 41-47.
- GARLAND, §§1.2.4 “The Genre of Mark,” pp. 85-89.
- GARLAND, §§2.1 “General Outline of Mark,” pp. 99–101.
- STRAUSS, “Introduction to Mark,” pp. 17-50.
- RHOADS, “Preface”, pp. xi-xiv.
- RHOADS, “Introduction,” pp. 1-8.

**Recommended Readings:**

- J. Pennington, *Reading the Gospels Wisely*, pp. 1-49 (Chaps. 1-3).
- Dewey, Joanna. “The Gospel of Mark as an Oral/Aural Narrative: Implications for Preaching.” *Currents in Theology and Mission* 44, no. 4 (2017): 7-10.

**Videos:**

- Power Point Presentation by Dr. Lyons (Critical Issues I: What Is Gospel? The Interpretive Imperative of the Hebrew Scriptures.)
- [“What is the Gospel?”](#) by N.T. Wright (13:15)
- [“Jesus and the Eyewitnesses”](#) by Richard Bauckham (10:27)

**Assignment:**

1. Discussion: What Is Gospel? The challenge of faithful analogy. *Be sure to submit your first post by Friday p.m. to encourage a rich group discussion.*
2. Submit Reading Report to the appropriate drop box for Week 1

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<p><b>Week 2</b> 01/26–02/01</p> <p><i>Critical Issues II: Authorship, Dating, and Circumstance</i></p>	<p><b>Objective:</b> To investigate the theological and methodological issues that arise from Mark’s choice to preserve the Petrine tradition in written form</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• GARLAND, §§1.1.1 “Authorship,” pp. 47-66.</li> <li>• GARLAND, §§1.2.2 “Providence and Date,” pp. 67-82.</li> <li>• GARLAND, §§1.2.6 “The Reception of Mark,” pp. 94-98.</li> <li>• RHOADS, “The Narrator”, pp. 39-62.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• J. Pennington, <i>Reading the Gospels Wisely</i>, pp. 50-107 (Chaps. 4-5).</li> <li>• Daniel Patte, “Contextual Reading of Mark and North Atlantic Scholarship,” in <i>Mark, Texts &amp; Contexts</i>, 197-213.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Critical Issues I: History vs. Theology)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion: History vs. Theology? Finding the balance in the ongoing theological conversation</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 3</b> 02/02–02/08</p> <p><i>Critical Issues III: Special Hermeneutical Concerns</i></p>	<p><b>Objective:</b> To differentiate ways of approaching the interpretive process (i.e., “behind,” “within,” and “in front of” the text), and to examine how the evangelist-narrator structures his Gospel for meaning.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• GARLAND, §§1.2.3 “The Priority of Mark,” pp. 82-84.</li> <li>• GARLAND, §§1.2.5 “Markan Style,” pp. 89-94.</li> <li>• RHOADS, “Settings,” pp. 65-72.</li> <li>• RHOADS, “The Plot,” pp. 73-98.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• J. Pennington, <i>Reading the Gospels Wisely</i>, pp. 108-165 (Chaps. 6-8).</li> <li>• D. Mulholland, <i>Mark’s Story of Jesus, Messiah for all Nations</i>, “Introduction,” pp. 1-7.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Critical Issues III: Special Hermeneutical Concerns)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Class discussion: What Is the Role of Mark as Narrator-Evangelist?</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 4</b> 02/09–02/15</p> <p><i>I. Prologue (Mark 1:1–13)</i></p>	<p><b>Objective:</b> To investigate the presentation of Messiah Jesus as the fulfillment of Isaiah’s delayed new exodus. The addition of readings from Text &amp; Context are designed to challenge the boundaries of meaning by readings from global contexts.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• JANT, Mark 1:1–13.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 1:1–13.</li> <li>• GARLAND on Mark 1:1–13, §§2.2–2.33, pp. 101-104.</li> <li>• GARLAND, “Chapter 3: The Introduction to the Gospel and to Jesus as the Messiah and Son of God,” pp. 181-224.</li> <li>• RHOADS, “The Characters I-Jesus,” pp. 99-115.</li> </ul>

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	<p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 11-23.</li> <li>• Klyne R. Snodgrass, "Streams of Tradition Emerging from Isaiah 40:1-5 and Their Adaptation in the New Testament," <i>JSNT</i> 8 (1980) 24-45.</li> <li>• Ferda, Tucker S. "John the Baptist, Isaiah 40, and the Ingathering of the Exiles." <i>Journal for the Study of the Historical Jesus</i> 10, no. 2 (June 2012): 154-88.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 4: The Beginning of the Gospel of Jesus)</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>NO DISCUSSION</b> this week. Focus on readings.</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 5</b> 02/16-02/22</p> <p><b>II. The Beginning of Jesus' Ministry as One with Authority (Mark 1:14-3:6)</b></p>	<p><b>Objective:</b> To explore the theological implications of Jesus' interaction with diverse characters, their reactions, and the resulting Christological attestations.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 1:14-3:6.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 1:14-3:6.</li> <li>• <b>GARLAND</b> on 1:14-3:6, §§2.4-2.4.1.7.5, pp. 104-115.</li> <li>• <b>GARLAND</b>, "Chapter 7: The Kingdom of God in Mark," pp. 335-367.</li> <li>• <b>RHOADS</b>, "Character II—Authorities, Disciples, and Minor Characters," pp. 117-136.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 24-43.</li> <li>• Richard J. Dillon, "'As One Having Authority' (Mark 1:22): The Controversial Distinction of Jesus' Teaching," <i>Catholic Biblical Quarterly</i> 57 (1995): 92-113.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 5: Jesus' Authority Affirmed and Contested [Mark 1:16-3:6])</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion: Authority, Identity, and Significance: Relationships As an Important Criteria to Identity</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 6</b> 02/23-03/01</p> <p><b>III. Jesus' Ministry around the Sea of Galilee and Rejection in Nazareth (3:7-6:6a)</b></p>	<p><b>Objective:</b> To investigate the source and nature of Jesus' authority, the theological implications of the diverse responses to Jesus, and Jesus' teaching about God's rule.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 3:7-6:6a.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 3:7-6:6a.</li> <li>• <b>GARLAND</b> on Mark 3:7-6:6a, §§2.4.2-2.4.2.5.4, pp. 116-126.</li> <li>• <b>GARLAND</b>, "Chapter 5: Enacted Christology in Mark," pp. 261-316.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 44-73.</li> <li>• Garroway, Joshua. "The Invasion of a Mustard Seed: A Reading of Mark 5:1-20." <i>JSNT</i> 132 no. 1 (2009): 57-75.</li> <li>• Rochester, Stuart T. "Transformative Discourse in Mark's Gospel with Special Reference to Mark 5:1-20." <i>Tyndale Bulletin</i> 60, no. 2 (2009): 313-315.</li> </ul>

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	<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Power Point Presentation by Dr. Lyons (Week 6: Crossing Purity Boundaries to Form Community [Mark 3:7-6:6])</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>Discussion: Are We Interpreting Parables Correctly? The problem of drawing contemporary theological analogies.</li> <li>Submit Reading Report</li> </ol>
<p><b>Week 7</b> 03/02-03/08</p> <p><i>IV. The Expansion of Jesus' Ministry Beyond Galilee (6:6b-7:37)</i></p>	<p><b>Objective:</b> To investigate the authoritative acts of Messiah and the communal implications of Jesus' Initial Sending of the Disciples only to "the Lost House of Israel."</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><b>JANT</b>, Mark 6:6b-7:37.</li> <li><i>Skim/Peruse STRAUSS</i> on Mark 6:6b-7:37.</li> <li><b>GARLAND</b> on Mark 6:6b-7:37, §§2.4.3-2.4.3.6, pp. 127-134.</li> <li><b>GARLAND</b>, "Chapter 11: Mission in Mark," pp.455-471.</li> <li><b>RHOADS</b>, "Conclusion: The Audience", pp. 137-152.</li> <li><b>RHOADS</b>, "Epilogue: Reading as a Dialogue", pp. 153-156.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 44-73.</li> <li>Jerome H. Neyrey, "The Idea of Purity in Mark's Gospel, Part I: The Idea of Purity," <i>Semeia</i> 35 (1986): 92-105.</li> <li>Brown, Sherri. "The Power and Presence of God in Jesus: Walking on Water in the Gospel Narratives." <i>Bible Today</i> 53, no. 4 (2015): 221-28.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Power Point Presentation by Dr. Lyons (Week 7: Expansion of Authority and Training of Disciples; Mark 7:24-8:26, Jesus' Intentional Crossing of Ethnic Boundaries)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>Discussion: What Does the Gospel Teach Us about Discipleship in Mark 6?</li> <li>Submit Reading Report</li> <li><b>Submit Critical Review of an Academic Article.</b></li> </ol>
	<p><b>Spring BREAK</b> Wednesday, March 9<sup>th</sup> through Tuesday, March 15<sup>th</sup>.  Our course will resume on Wednesday, March 16<sup>th</sup>.</p>
<p><b>Week 8</b> 03/16-03/22</p> <p><i>V. Journey Towards Jerusalem and the Cross, Part 1 (8:1-10:52)</i></p>	<p><b>Objective:</b> To continue our investigation of the expansion of Jesus' authority and training of the disciples, against the theological implications of Jesus, a Messiah for the nations.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li><b>JANT</b>, Mark 8:1-10:52.</li> <li><i>Skim/Peruse STRAUSS</i> on Mark 8:1-10:52.</li> <li><b>GARLAND</b> on Mark 8:1-10:52, §§2.4.3.7-2.5.11, pp. 135-146.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>GARLAND</b>, “Chapter 9: Mark’s Theology of Discipleship,” pp. 388-437.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark’s Story of Jesus</i>, pp. 94-103.</li> <li>• Jerome H. Neyrey, “The Idea of Purity in Mark’s Gospel, Part II: Purity in Mark,” <i>Semeia</i> 35 (1986): 105-115.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 8: Mark 8:27-9:29 The Way of the Cross)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>NO DISCUSSION</b> this week. Focus on readings.</li> <li>2. Submit reading report.</li> </ol>
<p><b>Week 9</b> 03/23–03/29</p> <p><b>VI. Journey Towards Jerusalem and the Cross, Part 2 (8:1–10:52)</b></p>	<p><b>Objective:</b> To grapple with the evangelist’s understanding of the “way of the cross” and its implications for the cost of discipleship, the role of suffering, and the meaning of Jesus’ cross. Attention will be given to the failure of the disciples to comprehend God’s plan. Additionally, the cost of entering the Kingdom of God will be differentiated from the authority to rule with reference to discipleship.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 8:1–10:52.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 8:1–10:52.</li> <li>• <b>GARLAND</b>, “Chapter 8: Secrecy Motifs in Mark,” pp. 368-387.</li> <li>• <b>GARLAND</b>, “Chapter 10: The Requirements, Costs, and Rewards of Discipleship,” pp. 438-454.</li> <li>• Robert C. Tannehill, “The Disciples in Mark: The Function of a Narrative Role,” in <i>Interpretation of Mark</i>. Second edition. Edinburgh: T &amp; T Clark, 1995: 169-196; <i>The Journal of Religion</i> 57, no. 4 (1977): 386-405.</li> <li>• Hill, Wesley, and Jill de Haan. “I Was Blind, But Now ... I’m Still Blind: How the Gospel of Mark Reframes Jesus’ Faithfulness.” <i>Christianity Today</i> 60, no 7 (September 2016): 60-63.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark’s Story of Jesus</i>, pp. 104-118.</li> <li>• Jerome H. Neyrey, “The Idea of Purity in Mark’s Gospel, Part III”: The New Purity System of Jesus” and “Conclusion,” <i>Semeia</i> 35 (1986): 115-124.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 9: Mark 9:30-10:52: Cost of Entering the Kingdom and Right to Rule)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>NO DISCUSSION</b> this week.</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 10</b> 03/30–04/05</p> <p><b>VII. Jesus and the Temple, Part 1 (11:1–12:44)</b></p>	<p><b>Objective:</b> To examine the implications of Mark’s intertwining of Christology, eschatology, and ecclesiology as Jesus nears fulfillment of God’s plan.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 11:1–12:44.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 11:1–12:44.</li> <li>• <b>GARLAND</b> on Mark 11:1–12:44, §§2.6–2.6.1.8, pp. 147-156.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>GARLAND</b>, "Chapter 4: Christological Titles in Mark," pp. 225-260.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• Sanders, E. P. "Jerusalem and Its Temple in the Beginnings of the Christian Movement. <i>Judaism</i> 46/2 (Spring 1997): 189-97.</li> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 118-137</li> <li>• J. Pennington, <i>Reading the Gospels Wisely</i>, pp. 169-210 (Chaps. 9-10).</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 10: The Temple)</li> </ul> <hr/> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion: Mirror Reading the Disciples? What do we learn about ourselves?</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 11 4/6-4/12</b></p> <p><b>VIII. Jesus and the Temple, Part 2 (13:1-37)</b></p>	<p><b>Objective:</b> To examine the function of the future Temple in Mark's narrative plot.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 13:1-37.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 13:1-37.</li> <li>• <b>GARLAND</b> on Mark 13:1-37, §§2.6.2-2.6.2.4, pp. 157-159.</li> <li>• <b>GARLAND</b>, "Chapter 13: Mark's Eschatology," pp. 507-534.</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 138-159.</li> <li>• J. Pennington, <i>Reading the Gospels Wisely</i>, "Summing it All Up: Applying and Teaching the Gospels," pp. 213-228 (Chap. 11).</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 11: Temple, Eschatology and Final Judgment)</li> </ul> <hr/> <p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. <b>NO DISCUSSION</b> this week. Work on your final projects that are due at the end of Week 12.</li> <li>2. Submit Reading Report</li> </ol>
<p><b>Week 12 4/13-4/19</b></p> <p><b>IX. Jesus' Path to the Cross (14:1-72)</b></p>	<p><b>Objective:</b> To examine Jesus' path to the Cross through the Garden of Gethsemane.</p> <hr/> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 14:1-72.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 14:1-72.</li> <li>• <b>GARLAND</b> on Mark 14:1-72, §§2.7-2.7.4.3, pp. 160-169.</li> <li>• <b>GARLAND</b>, "Chapter 12: Mark's Theology of Atonement and Salvation," pp.472-505.</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark's Story of Jesus</i>, pp. 159-171.</li> <li>• J. Pennington, <i>Reading the Gospels Wisely</i>, "The Gospels as the Archway of the Canon," pp. 229-258 (Chap. 12).</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 10: Jesus in the Garden)</li> </ul>

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	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>1. <b>Submit Final Exegesis Project</b></li> <li>2. Submit Reading Report</li> <li>3. <b>NO DISCUSSION</b> this week!</li> </ol>
<p><b>Week 13</b> 4/20–4/26</p> <p><b>X. Jesus’ Hearing, Suffering and Death (15:1–47)</b></p>	<p><b>Objective:</b> To investigate the theological implications of Mark’s recounting of Jesus’ suffering and death through the lens of Psalm 22.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 15:1–47.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 15:1–47.</li> <li>• <b>GARLAND</b> on Mark 15:1–47, §§2.7.5–2.7.8, pp. 169-176.</li> <li>• <b>GARLAND</b>, “Chapter 6: The Presentation of God in the Gospel of Mark,” pp. 317-334.</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>• D. Mulholland, <i>Mark’s Story of Jesus</i>, pp. 172-205.</li> <li>• Shiner, Whitney T. “The Ambiguous Pronouncement of the Centurion and the Shrouding of Meaning in Mark.” <i>Journal for the Study of the New Testament</i> 78 (2000): 3-22.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 13: Jesus’ Suffering and Death)</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion: What Did Jesus Do on the Cross?</li> <li>2. Submit reading report</li> </ol>
<p><b>Week 14</b> 4/27–5/3</p> <p><b>XI. Redemption Accomplished: Mark’s Strange Climax (16:1–8)</b></p>	<p><b>Objective:</b> To examine the theological implications of the various ending of Mark’s Gospel.</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>JANT</b>, Mark 16:1–8.</li> <li>• <i>Skim/Peruse STRAUSS</i> on Mark 16:1–8.</li> <li>• <b>GARLAND</b> on Mark 16:1–8, §2.8, pp. 177.</li> <li>• <b>GARLAND</b>, “Chapter 14: The Ending of Mark’s Gospel: A New Beginning,” pp. 535-559.</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Power Point Presentation by Dr. Lyons (Week 14: Redemption Accomplished and Mark’s Strange Climax)</li> </ul> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Discussion: The Impact of Mark’s Narrative for Ministry</li> </ol>

**COURSE POLICIES:**

1. **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
2. **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and

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pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

3. **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. \_\_
4. **Submission of Written Work:** All papers must be turned in by the due date through the appropriate dropbox.
5. **Late assignments:** The student will receive the grade of 0% for any course activity or assignment not completed on time. Get your work done early! Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
6. **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
7. **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
8. **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
9. **Style Guide for Written Work:** All written work must be styled according to Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. For guidance in using the Turabian style to cite references, see Turabian Citation Guide under the "Research Help" tab at the library home page <http://www.nyack.edu/library.php#>. (Select "Research Help," -> Citation Guides -> Turabian Citation Guide).
10. **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a

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consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>

11. **Communication with Instructor:** E360 email will be the primary mode of communication with students. The student may expect replies to all email within 48 hours. All emails should be sent to the professor. When addressing your correspondence to me, I would appreciate it if you would (1) include a relevant subject line and (2) include your full name at the end of the email. This will help me to better recognize you, the sender, and the purpose of your message to me.
12. **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
13. **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at [www.nyack.edu/safetyandsecurity](http://www.nyack.edu/safetyandsecurity). Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
14. **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.
15. Submission of Assignments and Grades: **All homework assignments must be submitted to the dropbox and not via email. Any assignments submitted via email will not be graded or considered submitted.** Grades for all assignments will be recorded in the course grade book.
16. "Netiquette": In an effort to make our course a pleasant learning experience for all, all electronic communication should be written with the highest level of integrity and respect, both in the words and style of writing that are chosen.

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