

Fall 2022 Focus: The Gospel According to Mark

Meeting day: Tuesdays	Instructor: Dr. Kara Lyons-Pardue
Meeting times: 3:00 – 6:00 P.M.	Phone: (619) 849-2989 Office: Smee 203
Meeting location: Smee Wesleyan Center	E-mail: karalyons-pardue@pointloma.edu
Final Exam: Tues., Dec 13, 4:30 – 7:00 P.M.	Office hours: Tues, 11:00 A.M. – 12:00 P.M.; Wed, 8:30-9:30 A.M.; 2-2:30 P.M.; <u>OR BY APPOINTMENT</u>

PLNU Mission

To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, & service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, & holiness is a way of life.

COURSE DESCRIPTION

A study of the content, theological perspectives, relationships, and reception of the canonical Gospels. This class asks the driving questions: Who is Jesus? How do the Gospels reveal the life, ministry, and death of Jesus? The heart of the course is growing in understanding of and reverence for the Christ of history and faith.

This rendition of the course will give pride of place to the Gospel According to Mark, likely the earliest written account of Jesus’s life. We will read Mark in conversation with the important theological and literary contributions of the other three Gospels, discovering how the Spirit uses these four books, collectively, to point us to the Son.

COURSE LEARNING OUTCOMES

Upon completion of the course, you will be able to ...

1. Describe and compare the canonical Gospels;
2. Apply exegetical techniques and theories of Gospel relationships to the interpretation of particular biblical passages; and
3. Argue a presentation of Jesus that accounts for the portraits of Jesus by Matthew, Mark, Luke, John, modern historians, and Christian confession.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

1. *Synopsis of the Four Gospels*, Revised Standard Version (Rev. ed.; American Bible Soc., 2010). ISBN 978-1585169429
2. Richard Bauckham, *Jesus: A Very Short Introduction* (Oxford University Press, 2011). ISBN 978-0199575275
3. Sandra Huebenthal, et al, *Christology in Mark’s Gospel: Four Views* (Zondervan, 2021). ISBN 978-0310538707

Recommended (if NRSV Study Bible is needed): *The Peoples’ Bible: NRSV Version, with the Apocrypha* (Fortress Press, 2008). ISBN 978-0806656250

Recommended (if interested): Curtiss Paul Deyoung and Wilda C. Gafney (eds.), *The Peoples’ Companion to the Bible* (Fortress Press, 2008). ISBN 9780800697020

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. Additionally, the final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "humanity," "humans," and "he or she" better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in Christian faith. Please contact the [Office of Spiritual Development](#) as needed.

SEXUAL MISCONDUCT AND DISCRIMINATION

PLNU faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

USE OF TECHNOLOGY

Our seminar-style class will regularly avoid the use of laptops, tablets, and phones, so that we can listen and respond to one another without obstruction. The professor will be clear about learning exercises that allow exceptions to that practice. If a student is in need of technological resources, please contact student-tech-request@pointloma.edu.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. A late assignment will be penalized an automatic -10% deduction for every 24-hour period past the due date.

ASSESSMENT AND GRADING

Comprehension of the materials and concepts pertinent for an academic study of Jesus and the Gospels develops at a number of levels: growth in *understanding* leads to ability to *explain* discrete subjects of increasing scope. A measure of advanced learning comes in the creative integration of interpretive skills *applied* to a particular question and a particular text (with ongoing reference the broader whole, the Gospels and Christological study).

The following are the grading categories weighted percentages:

Assessment Item	% of Total GRADE
<i>Understand:</i> Classroom Presence <ul style="list-style-type: none">• Attendance & evident preparation (150 pts)• Group Collaboration (150 pts)	30%
<i>Explain:</i> Assignments and Reports <ul style="list-style-type: none">• Mark Fast Forward Summaries (50 pts)• Dictionary Abstract & Presentation (100 pts)• Jesus Film Viewing and Analysis (100 pts)• Group Christology Paper & Presentations (100 pts)• Jesus “Top Five” (50 pts)	40%
<i>Application:</i> Research and Interpretation Paper (= 300 pts)	30%

Classroom Presence is worth 30% of the student’s total grade. Seminar-style classes like this stand or fall based on student investment and participation. Student learning is enhanced by the combined efforts of student reading and research, an expert guide through the material (the professor), and student engagement in the learning experience. Without consistent, well-prepared attendance, the student is deprived of understanding. [Fulfills Outcomes #1-3.](#)

- **Attendance & Evidence of Preparation** gives the student credit for showing up daily, in part, but also will be evaluated by active participation. Distracted, disruptive, or non-participatory attendance will be penalized and count as half-absences. Come ready to learn and engage the subject matter. Points will be awarded according to this scale:

Unexcused Absences:	0	1-2	3	4	5+
Total Points:	150 pts	135 pts	100 pts	75 pts	0 pts

- **Group Collaboration** will allow students to begin to specialize and complete “curated” readings (paced across the semester) that engage questions that will guide two major portions of the class assignments: the Christology paper and the final Research and Interpretation Paper. Group time is focused, training students in research and analysis of academic reading.

The **Assignments and Reports** (weighted 40%) will give students opportunities to study subjects in greater detail. These smaller “scaffolded” assignments help students grow in understanding and analytical skill that, collectively, prepare for the final paper. An additional benefit is that each student plays a “teacher” role to resource classmates with their findings. Because of the brevity of these studies, the research will be limited and given specific guidelines. Each will represent the early stages of a research inquiry and initial use and synthesis of resources, rather than the proof and conclusion of a thesis. Each of the five assignments will approach this goal differently:

- (1) The **Mark Fast Forward** assignment is a fast-paced text-summary activity that encourages familiarity with the story-line of the Gospel (50 pts). [Fulfills Outcome #1.](#)
- (2) **Dictionary Abstract and Presentation** (100 pts) requires the student to summarize briefly an assigned entry from the *New Interpreter’s Dictionary of the Bible* (unless otherwise specified), chosen from a list of instructor-approved options. See Assignment Guide for more information. *Dates will vary based on student choices.* [Fulfills Outcomes #1&2.](#)
- (3) **Jesus Film Viewing and Analysis** (100 pts): Worship and fascination with Jesus is evident across visual arts, music, and film. Sometimes the presumption of devotion covers over the messaging and interpretive leaps that these art forms make. The student must watch a film approved by the professor and engage in a careful analysis of the film’s sources and “arguments” about Jesus. [Fulfills Outcome #3.](#)
- (4) The Group collaboration (see above) will have one whole-group output, beyond the group’s ongoing role as an interpretive community engaging with one trajectory of interpretation: the **Group Christology Paper and Presentation** will dig deeply into ways of reading Mark’s presentation of the person of Jesus Christ based on the textbook, *Christology in Mark’s Gospel*. [Fulfills Outcomes #2&3.](#)
- (5) The **Jesus “Top Five”** is a process of making judgment calls and evidence-based arguments for a presentation of Jesus (50 points). Each student’s contribution pays off in class discussion. [Fulfills Outcome #3.](#)

Application: Research and Interpretation Paper (weighted 30%) allows each student to focus on a passage or a cluster of passages in line with their group’s ongoing Christological focus. Some of the research will be shared and discussed in Group Collaboration, but some requires work in commentaries and scholarly articles. See course calendar and Canvas for more details (rubric, peer review, etc.). [Fulfills Outcomes #1-3.](#)

Letter grades will be assigned according to the following scale:

Points	Grade	Points	Grade
93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	67-69%	D+
83-87%	B	63-66%	D
80-82%	B-	60-62%	D-
78-79%	C+	59% and below	F

COURSE SCHEDULE AND ASSIGNMENTS

Classes that meet only once per week *and* rely on student participation require thorough preparation and time management. Plan accordingly. Student presentations will be after the class break time, so please respect the break limits on behalf of your fellow students. This schedule be flexible to account for student learning needs and interests, but what follows provides the basic pattern for class sessions:

Tuesday	
3:00 - 3:30	Prayer & Big questions/observations
3:30 - 4:30	Focal Texts and guided exegesis; Bringing in insights from secondary readings
4:30 - 4:45	BREAK
4:45 - 5:00	Dictionary Article Presentation(s)
5:00 - 5:30	Group Collaboration (if scheduled) In-Depth Analysis: primary text or historical investigation
5:30 - 6:00	Application; Theological Reflection

wk	Date	"R" or "W" = Read or Watch by class <input type="checkbox"/> Assignment <u>C</u> = find linked on Canvas <u>Group</u> : Group-specific readings & prep.	CLASS TOPIC	Dictionary Abstract & Presentation <i>(selected students)</i>
1		No "Tuesday" class Week 1		
2	Tues, Sept 6	→ ASSIGN MARK CH. SUMMARIES	INTRODUCTION TO BIB 4001 WHO IS JESUS? THE NATURE OF THE GOSPELS INTRODUCTION TO THE SYNOPTICS	Mark, Gospel of (NIDB) * <small>EXAMPLE</small>
3	Tues, Sept 13	R: The Gospel According to Mark <i>in one sitting</i> (use NRSV) R: (Re-read) Mark chs. 1–3 R: Introductory Readings for <u>Group</u> focus selection (find on Canvas; " <u>C</u> ") R/W: 3 Bible Odyssey Articles/Videos, Jesus, Good News/Gospel, & Gospel Dates (<u>C</u>) R: Rasmussen, "The Life of Christ" (<u>C</u>) <input type="checkbox"/> Mark "Fast Forward" Assignment	OBSERVATIONS: MARK POTENTIAL CLASS FOCUS: <ul style="list-style-type: none"> • JESUS & LAW / POWER / EMPIRE • JESUS & WOMEN / GENDER • JESUS & HEALING / EMBODIMENT GENRE: WHAT IS A GOSPEL? USING NONCANONICAL GOSPELS	→ ASSIGN ABSTRACTS
4	Tues, Sept 20	R: (recall Mark chs. 1–3); Matthew chs. 1–4; Luke chs. 1–4; John ch. 1–2 R: Esau McCaulley, ch.4 <i>Reading While Black</i> (<u>C</u>) R: 6 Bible Odyssey Articles (<u>C</u>) R: <i>Infancy Gospel of Thomas</i> (<u>C</u>) R: <i>Protoevangelium of James</i> (<u>C</u>) W: AJ/KLP Mark 2:1–3:6 Interview (<u>C</u>) <u>Group</u> : Stage 1 preparation (see <u>C</u>)	GOSPEL BEGINNINGS + BIRTH NARRATIVES <ul style="list-style-type: none"> • LOGOS CHRISTOLOGY • INCARNATION NONCANONICAL INFANCY GOSPELS [GROUP COLLABORATION]	Son of Man Incarnation Word, The

wk	Date	<p>“R” or “W” = Read or Watch by class</p> <p>□ Assignment <u>C</u> = find linked on Canvas</p> <p><u>Group</u>: Group-specific readings & prep.</p>	CLASS TOPIC	<p>📖 Dictionary</p> <p>Abstract & Presentation</p> <p><i>(selected students)</i></p>
5	Tues, Sept 27	<p>R: Mark ch. 4; Matthew chs. 13; 18; Luke chs. 10:25–18:30</p> <p>R/W: <u>3</u> <i>Bible Odyssey</i> Articles/Videos (<u>C</u>)</p> <p>R: <i>Gospel of Thomas</i> (<u>C</u>)</p> <p>R: J. Donahue, “How Does a Parable Mean?” (<u>C</u>)</p> <p>R: AJ Levine Intro Ch. to <i>Short Stories by Jesus</i> (<u>C</u>)</p> <p>R: T. Monger, “East African Perspective ... Luke 11:1-13” (<u>C</u>)</p> <p><u>Group</u>: Stage 2 preparation (see <u>C</u>)</p>	<p>JESUS AS TEACHER (PT. I)</p> <ul style="list-style-type: none"> • PARABLES • SAYINGS & THE SYNOPTIC PROBLEM • KINGDOM OF GOD <p>[GROUP COLLABORATION]</p>	<p>📖 Parable</p> <p>📖 Kingdom of God / Kingdom of Heaven</p>
6	Tues, Oct 4	<p>R: Matthew chs. 5–7; Luke chs. 5–6</p> <p>□ Synopsis Work (Pericopes 51, 53, 59)</p> <p>R: Matt. 5 + Luke 6 in <i>First Nations Version</i> (<u>C</u>)</p> <p>R: <u>4</u> <i>Bible Odyssey</i> Articles (<u>C</u>)</p> <p>R: Rebekah Eklund, “Intro.” + Ch. 1, <i>Beatitudes through the Ages</i> (<u>C</u>)</p>	<p>JESUS AS TEACHER (PT. II)</p> <ul style="list-style-type: none"> • SERMON ON THE MOUNT/PLAIN • ETHICS 	<p>📖 Sermon on the Mount/Plain</p>
7	Tues, Oct 11	<p>R: Mark chs. 5–8; Matthew chs. 8–12; 14–16; 18; Luke ch. 7–9:27</p> <p>□ Synopsis Work (Pericopes 117, 138, 139, 146)</p> <p>R: Matthew Thiessen online article on Jesus the Faithful Jew; “Intro.” + “Jesus and the Walking Dead,” <i>Jesus and the Forces of Death</i> (<u>C</u>)</p> <p>W: AJ Interview; select 1 (Thiessen, Chambo, or L-P) (<u>C</u>)</p> <p>R: Anthony Le Donne, <i>Christology in Mark’s Gospel</i> (required textbook), “Introduction”</p> <p><u>Group</u>: Stage 3 preparation (see <u>C</u>)</p>	<p>MIRACLE & HEALING</p> <p>JESUS’S CONTEMPORARIES</p> <ul style="list-style-type: none"> • JESUS WITHIN JUDAISM <p>[GROUP COLLABORATION]</p>	<p>📖 Pharisees</p>
8	Tues, Oct 18	<p>R: John chs. 3–18</p> <p>R: <u>4</u> <i>Bible Odyssey</i> Articles (<u>C</u>)</p> <p>R: Nijay Gupta, “Life,” <i>15 NT Words of Life</i> (<u>C</u>)</p> <p>[Group: Anticipate Stage 4 preparation, which is a multi-stage group project]</p>	<p>JOHANNINE FEATURES</p> <ul style="list-style-type: none"> • “I AM” • BOOK OF SIGNS, BOOK OF GLORY <p>HISTORICAL JESUS</p>	<p>📖 Jesus, Quest for the Historical (ABD)</p> <p>📖 Messiah</p>
9	Tues, Oct 25	<p>R: Mark chs. 9–13; Matthew chs. 17; 19–25; Luke 9:28–10:24; 18:31–21:38</p> <p>□ Synopsis Work (Pericopes 279, 287-294)</p> <p>R/W: <u>6</u> <i>Bible Odyssey</i> Articles/Videos (<u>C</u>)</p> <p><u>Group</u>: Stage 4 preparation (see <u>C</u>)</p> <p>□ <u>Canvas</u>: Group 2-3 paragraph summary of Christology Ch. for other groups</p>	<p>GLORIFICATION, CONFLICT</p> <p>APOCALYPTIC WORLDVIEW</p> <p>[GROUP COLLABORATION]</p>	

wk	Date	<p>“R” or “W” = Read or Watch by class</p> <p><input type="checkbox"/> Assignment <u>C</u> = find linked on Canvas</p> <p><u>Group</u>: Group-specific readings & prep.</p>	CLASS TOPIC	<p> Dictionary Abstract & Presentation (selected students)</p>
10	Tues, Nov 1	<p>R: <i>Christology in Mark’s Gospel: Four Views</i> (finish all before class; portions due earlier)</p> <p><input type="checkbox"/> <u>Group</u>: Christology Presentation/ Debate</p>	CHRISTOLOGY	
11	Tues, Nov 8	<p>R: Mark 14:1–15:15</p> <p>R: Joel Green, Chs. 1-2, <i>Recovering the Scandal of the Cross</i> (<u>C</u>)</p> <p>R: <u>2 Bible Odyssey</u> Articles (<u>C</u>)</p>	<p>JESUS’S CRUCIFIXION IN MARK</p> <ul style="list-style-type: none"> • ROMAN USE OF CRUCIFIXION 	Cross
12	Tues, Nov 15	<p>R: Matthew chs. 26–27; Luke chs. 22 – 23; John ch. 19</p> <p><input type="checkbox"/> Synopsis Work (Pericopes 344-348, 350)</p> <p>R: Thomas Neufeld, “Atonement and the Death of Jesus,” <i>Killing Enmity</i> (<u>C</u>)</p> <p>R: Leclerc, <i>et al</i>, selection from <i>Back Side of the Cross</i> (<u>C</u>)</p> <p><u>Group</u>: Stage 5 preparation (see <u>C</u>)</p>	<p>PASSION NARRATIVES</p> <p>ATONEMENT THEORIES</p> <p>[GROUP COLLABORATION]</p>	Passion Narratives (ABD)
13	Tues, Nov 22*	<p><input type="checkbox"/> Jesus Film Viewing and Analysis</p> <p>* <i>Asynchronous Learning Assignment</i></p> <p>+ Reflection Due</p>	PRESENTATION OF JESUS IN ART	
14	Tues, Nov 29	<p>R: Mark ch. 16</p> <p>R: Bauckham, <i>Jesus: A Very Short Introduction</i> (required textbook)</p> <p>R: Don Juel, Sermon from Mark (<u>C</u>)</p> <p>W: L-P eTalk on <i>Gospel Women and the Long Ending of Mark</i> (<u>C</u>)</p>	<p>MARK’S ENDINGS</p> <p>RESURRECTION HOPE</p> <p>EYEWITNESSES</p>	Resurrection, NT Christology
15	Tues, Dec 6	<p>R: Matthew ch. 28; Luke ch. 24; John chs. 20–21</p> <p><input type="checkbox"/> Synopsis Work (Pericopes 352-353)</p> <p>R: Don Juel, Sermon from Luke (<u>C</u>)</p> <p><input type="checkbox"/> Jesus “Top Five” DUE</p> <p><u>Group</u>: Stage 6 preparation (see <u>C</u>)</p>	<p>JESUS “TOP FIVE” PROCESS</p> <p>[GROUP COLLABORATION]</p>	

PLNU FINAL EXAMINATION WEEK: December 12-16, 2022

→ OUR FINAL EXAM PERIOD: Tuesday, Dec 13, 4:30 – 7:00 P.M.