Purpose of the Course (from catalog): This course aims to acquaint students with the mission, letters and theology of Paul. The focus is on exegesis and theology in the service of building up one’s own biblical-theological basis for preaching, teaching and other practices of ministry. Curricular area: NT; Required

Objectives/Outcomes:

The student, upon completion of this course, will be able to:

- Articulate the major understandings of Paul in contemporary discussion as well as the significance of each view for church life and ministry.
- Understand the location of Paul’s apostolic work in the Story of the Israel, Jesus and the Church.
- Sketch the basic features of the life of Paul, the historical context of Paul, and the message of Paul.
- Apply theological themes in Paul’s letters to a contemporary ecclesial questions or problems.
- Demonstrate a capacity to interpret Pauline letters attuned to the linguistic structure of the argument, sensitive to the historical context, consistent with the rule of faith, and relevant for the 21st century church.

Required Textbooks:


**Course Requirements:**

1. All assigned essays are to be submitted through Moodle before 7am the day of class unless otherwise noted.

2. Complete all Bible reading and textbook reading on the day they are listed on the syllabus schedule.

3. **Book Review:** Each student is to submit an 1800-word (4 pgs single spaced) critical book review of Magnus Zetterholm's *Approaches To Paul*. That book review is to have a 500 word comprehensive, tight summary of the arguments of the book and a 1100 word response. **Due date: Jan 26, 2015.**

4. **Week in the Life of Corinth Study:** Each student is to submit an 1800-word essay (4 pgs single spaced) engaging Ben Witherington’s *A Week in the Life of Corinth*. That essay should include a 250 word comprehensive, tight summary of the arguments of the book and a 1250 researched evaluation of a historical detail mentioned in the book. In this part of the essay you are to summarize your research and offer an evaluation of Witherington’s treatment. Students may choose to research one of the following topics: (1) Slavery, (2) Diaspora Judaism, (3) Food & Dining Habits, (4) Roman Baths, (5) Patronage, (6) Roman Trials, (7) Household Codes, (8) Games & Athletics, (9) Oracles & Prophecy, or (10) Education. Consult at least 3 sources of information. **Due date: Feb 9, 2015.**

5. **Theological Essay:** Each student will compose a 1800-word essay (4 pgs single spaced) on a theme in Paul’s letters. Students will present their papers to the class on either March 2nd or 9th. Instructions will be distributed by professor in class. **Due date: Either Mar 2, 2015 or 9, 2015 – essays will be staggered between days.**

6. **Exegetical Essay:** Each student will compose a 1800-word essay (4 pgs single spaced) interpreting a Pauline text using the methodology described in Michael Gorman’s *Elements of Biblical Exegesis*. Instructions will be distributed by professor in class. **Due date: Mar 25, 2015 (Wed after last Mon).**

7. Essays are condensed and tight, full of evidence when needed, and not brief, breezy papers. For the Theological essay, you will read parts of it aloud in class. (Write with that end in view.) They will be graded for comprehensive perception; articulation; display of evidence and inductive method; proper formatting.

8. **Thinking Through Paul Quiz:** Students will take a quiz over the material in Bruce Longenecker and Todd Still’s *Thinking Through Paul*. **Due date: Mar 16, 2015.**

9. Late submissions: for each day late in submission, the grade will be docked 10%. 
10. Contribute meaningfully and in a civil manner to class discussions and lectures.

11. Class attendance: It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. Students are expected to communicate with me in advance if they are to miss a class session.

12. All essays are to be submitted in accordance with Turabian, 8th edition.

13. Papers submitted electronically are to be in Word .doc or .docx (preferably the latter) format.

**Grading:**

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<td>Essays</td>
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**Scale:**

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**Course Outline and Weekly Assignments:**

Five Big Course Questions:

1. How do you approach Saul Paul?
2. Who was this ancient man Saul Paul of Tarsus?
3. Why, what and how did Saul Paul write his letters?
4. What kind of thinker was Paul and what were his primary theological assumptions?
5. What is the proper procedure for studying a Pauline letter for the benefit of the 21st century church?

**Week 1: January 12**  
The Approach

1. Assignments Due: Nothing.
2. Lecture topic: The Debate between St.’s Augustine and Jerome on Galatians 2
3. Lecture topic: Approaches to Paul: The Old View (From Luther to Stendhal)

**Martin Luther King Jr Day (January 19): No class**
Week 2: January 26  The Approach

1. Assignment: Review of Zetterholm's *Approaches to Paul*
2. Assignment: Read Gaventa “Is Pauline Theology a ‘Guy Thing?’”
3. Assignment: Romans through Philemon (all of Paul’s letters)
4. Lecture topic: Approaches to Paul: New, Fresh and Post-New Perspectives (From Sanders to Nanos)

Week 3: February 2  The Ancient Man

1. Assignment: Longenecker and Still, *Thinking Through Paul*, 10-51;
2. Assignment: Acts 9—28
3. Lecture: Paul’s Biography

Week 4: February 9  The Ancient Man

1. Assignment: Essay on Witherington’s *A Week in the Life of Paul*
2. Assignment: Read 1-2 Maccabees; Wisdom of Solomon find in the OT Apocrypha; selected chapters from *Roman Imperial Texts Source Book* (find scanned chs. on Moodle)
3. Lecture: The Jewish and Roman World of Saul Paul

Week 5: February 16  The Letter Writer

1. Assignment: Read 1 & 2 Thessalonians, Galatians, 1 & 2 Corinthians
2. Assignment: Read Longenecker & Still, *Thinking Through Paul*, 54-161
3. Lecture: Paul the Letter Writer and his Letters (1)

Week 6: February 23  The Letter Writer

1. Assignment: Read Romans, Philippians, Philemon, Colossians, Ephesians, 1 & 2 Timothy, Titus
3. Lecture: Paul’s Letters (2)

Week 7: March 2  The Pastor-Theologian

1. Assignment: Student presentations on theological themes.

Week 8: March 9  The Pastor-Theologian

1. Assignment: Student presentations on theological themes.
**Week 9: March 16**

**Interpreting Paul**

1. **Assignment:** Quiz over Longenecker & Still, *Thinking Through Paul* (cumulative)
2. **Assignment:** Scan Part One (9-59) and Read 1st—3rd Elements (63-100) of Michael Gorman’s *Elements of Biblical Exegesis*
3. **Assignment:** Read “Appendix B” in *Elements* and complete “Initial Exegesis” steps A-C (242-43). Bring to class a one-page: (1) Outline of the passage (ch. 5), (2) Sketch the basic contextual information (historical & literary) (ch. 4), and (3) Bibliography of 5 sources.
4. **Assignment:** Read Doug Moo’s *Galatians, 65-117*
5. **Lecture:** Detailed Exegesis of Galatians 1

**Week 10: March 23**

**Interpreting Paul**

1. **Assignment:** Read 4th-7th Elements (101-72) of Michael Gorman's *Elements of Biblical Exegesis*
2. **Assignment:** Read “Appendix B” in *Elements* and complete “Initial Exegesis” steps D-F (243-44). Bring to class a two-page: (1) Sketch of a detailed analysis (ch. 6), (2) One sentence statement of the main point of the passage (ch. 7), and (3) three observations of contemporary significance (ch. 8).
3. **Assignment:** Read "Appendix C" the "short exegesis paper (NT)" for model of exegesis essay.
4. **Assignment:** Read Doug Moo's *Galatians, 118-79*
5. **Lecture:** Detailed Exegesis of Galatians 2

**March 25, Exegetical Essay, 7am.**

**POLICIES FOR ALL MASTERS CLASSES**

**NOTE:** All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Diploma/Certificate Student Course Requirements**

The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.
**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013.

**Plagiarism**
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at http://moodle.seminary.edu in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.