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 ministry 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.
- Begin to articulate Paul’s theology of ministry.

Required Textbooks:

James D.G. Dunn, Beginning from Jerusalem (Christianity in the Making 2; Grand Rapids: Eerdmans, 2009). $51.43 [Amazon; $80.00 retail]. ISBN: 0802839320. 1347 pages. [619 pages to be read]


Sarah Ruden, Paul among the People: The Apostle Reinterpreted and Reimagined in His Own Time (New York: Pantheon, 2010). $10.30 [Amazon has used copies under five dollars]; 95 pages to be read.

Additional Reading (see each week’s entry below)
I strongly urge students to purchase and make regular use of a copy of *The Dictionary of Paul and His Letters* (IVP) or *The Anchor Bible Dictionary* (Yale University Press).


**Course Requirements:**

1. All assigned papers and essays are to be submitted through Moodle.

2. All assignments are due before 7am the day of class unless otherwise noted.

3. 1000 word essays are condensed and tight, full of evidence when needed, and not brief, breezy papers. I may ask you to read your paper 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.

4. Late submissions: for each day late in submission, the grade will be docked 10%.

5. **Book Review:** Design of program for teaching *A Fellowship of Differents* to an adult Bible study class or map a series of six sermons based on the book. Due **December 9, 7am**.

6. Contribute meaningfully and in a civil manner to class discussions and lectures.

7. Do all assignments in the syllabus; submit a report of percentage of reading at the end of the term.

8. 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.

9. All essays are to be submitted in accordance with Turabian, 7th edition.

10. I strongly urge each student to download and begin to learn how to use Zotero – a bibliography and footnoting program that formats the notes in proper style. Zotero is tied to Amazon so that you can click once and have a bibliographic item downloaded into your Zotero library.
11. Papers submitted electronically are to be in Word .doc or .docx (preferably the latter) format.

**Grading:**

Scale:

- A: 100-96%
- A-: 95-93
- B+: 92-90
- B: 89-87
- B-: 86-84
- C+: 83-80
- C: 79-75
- C-: 74-70
- D: 69-65
- F: 64 or below

**Course Outline and Weekly Assignments:**

**September 28**  Paul in Context: Ancient

1. Assignments Due: Nothing.
2. Lecture topic: Paul in Jewish and Roman Contexts
3. Lecture topic: The Conversion of Paul in Context

**October 5**  The Paul Question

4. Lecture topic: Paul in Recent Discussion: Old, New, Fresh and Post-New and Apocalyptic Perspectives on Paul

**Brief timeline of Paul’s life**

Conversion:
Acts 9; 22:1-21 (before crowd in Jerusalem); 26:2-23 (before Agrippa).
Paul’s Missionary Journeys:

Caesarea: 24:1—26:32
Voyage to Rome: 27:1—28:16
In Rome: 28:17-31

October 12  Lecture on Paul: The Judaizing Question

1. Assignment: Read Galatians 3x in one sitting; read Acts 8-15 2x in one sitting.
3. Assignment Due 7am: 1000 word essay on the four views of Paul, or 1000 words on which view of Paul you agree with.

October 19  Lecture on Paul: The Eschatological Question

1. Assignment: Read 1-2 Thessalonians 3x in one sitting; read Acts 13-15 in one sitting.

October 26  Lecture on Paul: The Pastoral Questions

November 2  Lecture on Paul: The Romans Question

2. Assignment Due 7am: 1000 word essay on Paul’s pastoral theology as reflected in 1—2 Corinthians.
4. Bibliography: Standard commentaries: J.D.G. Dunn, N.T. Wright (Abingdon Bible Commentary volume on Romans), D.J. Moo, R. Jewett, J.A. Fitzmyer, A. Hultgren, C. Kruse *ad infinitum!*

November 9  Lecture on Paul: Homosexuality

1. Assignment: Read Handout on Homosexuality in the Roman Empire
3. Assignment Due 7am: 1000 word essay on the New Perspective’s reading of Romans 1—4, highlighting at least five themes. (Alternatively, the student may choose to write an essay on the same from the old perspective or the apocalyptic perspective.)
4. Assignment: Examine Romans 1:24-27; 1 Cor 6:9-11; 1 Tim 1:8-11.

November 16  Lecture on Paul: The Church Question


November 30  Lecture on Paul: The Pastorals Question

1. Assignment: Reading 1-2 Timothy and Titus in one sitting.
3. Assignment: 1000 word essay describing what the church looks like if one takes the Pastoral letters as the sole evidence, framing the entire essay through the categories found in Meeks (governance, ritual, beliefs).
December 7  Lecture on Paul: The Christian Life Question

1. Assignment: *A Fellowship of Differents*

Church project for *A Fellowship of Differents: Dec 9.*

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.

**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. 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*, 7th ed., 2007.

**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**
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.edu](http://moodle.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 ithelpdesk@seminary.edu.