



NT 605 The Pauline Letters

Professor: Robert S. Snow, PhD
Mondays 6:30-9:30 pm
Email: rsnow@ambrose.edu
Ph: 410-2000; ext. 6914

1. Course description

An exploration of the thirteen letters of Paul investigating the life, ministry, and theology of Paul, based on an exposition of the letters in their argumentative, historical, and literary contexts. Attention will be given to practical concerns of application and hermeneutical issues raised in applying Paul's letters in the global world today.

2. Course objectives

- a. to understand the relevance of the first-century A.D. Greco-Roman world when studying Paul's epistles.
- b. to appreciate the unique literary worlds of Paul's letters and the thematic relationships they share with the Old Testament.
- c. to gain a deeper understanding of Pauline theology.
- d. to allow the message of Paul's letters speak to us individually and corporately.

3. Course requirements

- a. **Reading of Paul's letters:** Read all thirteen letters of Paul in the NT as well as the assigned readings from *Exploring the New Testament: A Guide to the Letters and Revelation*. Please submit a statement by email indicating that you have read all thirteen letters and textbook readings by **December 3, 2012**.
- b. **Book review # 1:** Write a review of *Paul in Fresh Perspective* by N. T. Wright (1000 words). See the Appendix for instructions on how to write this review. This review is due **October 15, 2012** uploaded on Moodle (please do not email me a copy of your paper).
- c. **Book review # 2:** Write a review of *The Theology of the Apostle Paul* by James Dunn (2500 words). This review is due **November 26, 2012** uploaded on Moodle (please do not email me a copy of your paper).
- d. **Exegesis paper:** Employing the exegetical methods learned in this class, students will prepare a 3500-word paper on a passage from a letter of Paul of their choosing *in consultation with the instructor*. A full explanation of guidelines and expectations is forthcoming. This paper is due **December 3, 2012** uploaded on Moodle.

4. Evaluation:

- | | |
|------------------------------|-----|
| a. Reading of Paul's letters | 10% |
| b. Book review # 1 (Wright) | 15% |
| c. Book review # 2 (Dunn) | 30% |
| d. Exegesis paper | 45% |

5. Grading:

<u>Letter Grade</u>	<u>Numerical Equivalents</u>
A+	95-100
A	86-94
A-	80-85
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	55-59
D	50-54
F	0-49

6. Textbooks:

Dunn, James D. G. Dunn. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 1998.

Marshall, I. Howard and Stephen Travis. *Exploring the New Testament: A Guide to the Letters and Revelation*. Volume 2. Downers Grove, IL: Intervarsity Press, 2002.

Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2005.

Bible: NRSV or NIV.

7. Important notes

a. Format for papers

All papers need to be double-spaced, 12 point font, Times New Roman. Number each page. Type your name and student number on the upper-right hand corner of the first page. No need for a title page. All papers are to be uploaded onto the Moodle site. No hardcopies or emailed copies.

b. Extensions and submissions

Extensions are highly unusual occurrences contingent upon equally highly unusual circumstances (being too busy does not count!). A late penalty of 10% per day including week-end days will be enforced for those who fail to submit their book reviews, exegesis papers on time. No extensions are given for the final exam.

c. Electronic etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to

fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops **must** be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right (**a right which Dr. Snow will exercise**) to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

d. Academic policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

e. Academic integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.

Appendix I: Schedule of Lectures, Readings, and Due Dates

Lecture Date	Topic	Readings	Due dates
September 10	Introduction Greco-Roman world Paul and the story of Israel	pp. 3-20*	
September 17	Paul's call and ministry Paul and his letters	pp. 36-44; 193-211 pp. 23-34	
September 24	Paul and his letters cont'd Paul's use of the Hebrew Scriptures		
October 1	Galatians	pp. 47-59	
October 8	Thanksgiving – no class		
October 15	1 and 2 Thessalonians	pp. 61-71	
October 22	1 and 2 Corinthians	pp. 73-104	
October 29	Romans	pp. 105-126	
November 5	Romans		
November 12	No class Remembrance Day		
November 19	No class, BUT, the lecture will be posted on Moodle Philippians	pp. 129-141	
November 26	Colossians and Ephesians	pp. 151-173	
December 3	1 and 2 Timothy, Titus	pp. 175-190	

* *Exploring the New Testament* (D Wenham and S. Walton)

Appendix II: Tips and guidelines for the book review

1. The purpose of a book review is twofold:
 - a. to summarize the contents of the book, including a discussion of how the author has organized his/her material. Also, the reviewer needs to indicate the author's purpose for writing and any parameters or limitations of the work. This part should take up 70% of the review.
 - b. to critically evaluate the book's strengths and weaknesses. The reviewer seeks to determine how well the author has fulfilled his/her purpose in writing? How has the organization of the book either helped or hindered meeting this purpose? Where are the arguments weak and why, or vice versa, where are they strong and why? If writing for a particular audience, has s/he accomplished this goal, in your opinion? This part should take up 30% of the review.
2. Some helpful questions to ask yourself when writing the review:
 - am I aware of author's aims and perspective?
 - have I adequately described the content and structure?
 - have I focused on significant issues?
 - have I critically evaluated the book's strengths?
 - have I critically evaluated the book's weaknesses?

- is my review organized clearly?
- are my statements accurate?
- is the review free of spelling and grammatical errors?
- have I left this assignment until the very last minute?