

Course ID:	Course Title:	Fall 2023
NT 605	Pauline Letters	Prerequisite: OT 502 or NT 502
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, PhD	First Day of Classes:	Sep 11, 2023
Days:	Monday	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	Sep 17, 2023
Time:	12:45-3:45pm	Phone:	(403) 407-9501	Last Day to Withdraw:	Nov 20, 2023
Room:	L2100	Office:	L2064		
Final Exam:	N/A	Office Hours:	By Appointment	Last Day to Apply for Extension:	Nov 23, 2023
ZOOM Link:	Zoom Meeting Details https://ambrose.zoom.us/j/98019661085?pwd=R25aaE9UVVBnMk92UktEeEVuQiswdz09 Meeting ID: 980 1966 1085 Passcode: 823417				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An exploration of the thirteen Pauline letters 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.

Expected Learning Outcomes

Upon successful completion of this course, students will be able to complete the following tasks:

1. *Describe* and *recall* the literary content and themes of the thirteen letters attributed to Paul.
2. *Identify* the broader theological trajectories that are present throughout Paul's Letters.
3. *Locate* the Pauline Letters within the historical and cultural contexts of Paul's life and ministry.
4. *Describe* the structure and function of the epistolary genre.
5. *Discuss* key critical issues in Pauline studies (e.g. Pseudepigraphy, The New Perspective(s) on Paul, Paul and Apocalypticism, Paul and Jesus, Paul's Use of the OT, Paul and Early Christianity, Paul and Gender Studies).
6. *Identify* the necessary steps required for the exegesis of the Pauline letters and for contextualization for

contemporary applications.

7. *Recognize* that the analytical tasks of Scriptural interpretation and criticism can also be seen as spiritual acts of worship and service.

Required Textbooks and Readings

1. Roetzel, Calvin J. *The Letters of Paul: Conversations in Context*. 6th ed. Louisville, KY: Westminster John Knox, 2009.
2. Wright, N.T. *Paul: A Biography*. San Francisco: Harper One, 2018.
3. Dunn, James D. G. "The Problem of Pseudonymity." Pp. 53-70 in *The Living Word*, 2nd ed., James D. G. Dunn. Minneapolis: Fortress Press, 2009. *Essay may be downloaded via Moodle.*

Course Schedule

Date	Lecture	Reading Preparation	Assignments Due
Sep 11	1. The Life and Legacy of Paul of Tarsus	Roetzel, "Paul and His World"; Wright, <i>Paul: A Biography</i>	
Sep 18	2. Interpreting Paul's Letters <i>as Letters</i> : The Epistolary Genre (<i>Philemon</i>)	Roetzel, "The Anatomy of the Letters"; "Traditions behind the Letters"	
Sep 25	3. <i>Galatians</i>	Roetzel, "The Letters as Conversations—Galatians"	
Oct 2	4. <i>1-2 Thessalonians</i>	Roetzel, "The Letters as Conversations—1 Thessalonians"	
Oct 9	<i>NO CLASS: Thanksgiving Day</i>		
Oct 16	5. <i>1 & 2 Corinthians</i>	Roetzel, "The Letters as Conversations—1-2 Corinthians"	Diagrammatic Summary
Oct 23	6. <i>Philippians</i>	Roetzel, "The Letters as Conversations—Philippians"	
Oct 30	7. <i>Colossians & Philemon</i>	Roetzel, "Interpreters of Paul in the New Testament—Colossians"	
Nov 6	<i>NO CLASS: Reading Week</i>		
Nov 13	8. <i>Ephesians</i>	Roetzel, "Interpreters of Paul in the New Testament—Ephesians"	Paul's Statement of Faith
Nov 20	9. <i>Romans</i> : Online Lecture by Dr. Aaron Sherwood	Roetzel, "The Letters as Conversations—Romans"	
Nov 27	10. The "New" Perspective(s) on Paul	Roetzel, "Paul and His Myths"	
Dec 4	11. The Pastoral Epistles: <i>1-2 Timothy, Titus</i>	Roetzel, "Interpreters of Paul in the New	Paul's Letter to the Athenians

		Testament— 1-2 Timothy, Titus”; Dunn, “The Problem of Pseudonymity”	
Dec 11	12. Pauline Theology and Ethics	Roetzel, “Currents and Cross Currents”; Wright, “The Challenge of Paul”	
Dec 18			Exegetical/Research Paper

Requirements

1. Diagrammatic Summary a Pauline Letter - *Due at 9pm on Oct 16th* 20%

The student will produce a Diagrammatic Summary of Paul’s letter to the Philippians. The summary should consider every verse in the letter and present the structural and thematic units of the letter on two pieces of paper. Assessment will be based on the ability of the student to articulate the structure and themes of the book, showing how the parts contribute to the whole. The student should carefully trace the development of the plot and make note of important themes and recurring motifs and present them in their diagrammatic summary in a clear and thoughtful manner. Marks will be awarded for creativity and artistic merit.

2. Paul’s Statement of Faith (2000 words, +/- 10%) – *Due at 9pm on Nov 13th* 20%

Using the Pauline Letters and N. T. Wright’s biography of Paul as resources, compose a statement of faith in the thought and voice of Paul. What was Paul’s religious and cultural background and how did his encounter with Jesus shape his beliefs about God, as well as his life’s mission and purpose?

3. Paul’s Letter to the Athenians (1000 words, +/- 10%) – *Due at 9pm on Dec 4th* 20%

Using the Pauline Letters, Acts, and the course textbooks as inspiration, write a fictional letter to the church in Athens containing the themes of Paul and in the style of Paul. A fictional dossier about Paul’s relationship with the Athenians will be provided.

4. Exegetical OR Research Paper (4000 words +/- 10%) – *Due at 9pm on Dec 18th* 40%

A. A 4000-word exegetical paper on a paragraph from the Pauline Letters that deals responsibly with the exegetical issues and interacts with relevant scholarly literature.

OR

B. A 4000-word research essay on any aspect of Pauline studies, e.g. The Life of Paul, Justification/Righteousness/Faith, Paul and the Law, Paul’s Use of the OT, Paul and Apocalyptic Thought, Paul’s View on Women, Pauline Ethics, etc.

Assignments Summary

1. Diagrammatic Summary	20%	(Due Oct 16 th)
2. Paul’s Statement of Faith	20%	(Due Nov 13 th)
3. Paul’s Letter to the Athenians	20%	(Due Dec 4 th)
4. Major Paper on a Pauline Text or Topic	40%	(Due Dec 18 th)

All assignments are to be submitted via the course Moodle platform in PDF format, with the document file name as follows: Name_Assignment_CourseCode.pdf E.g. JonathanLo_MajorPaper_NT605.pdf

Late Policy: Unless an extension is granted at least one week prior to the due date, 5% of the grade will be deducted from late assignments every additional day that it is due. E.g. An assignment that is due on Thursday, but submitted after 9pm on Monday will incur a penalty of 10% (2 days late).

Please document using Chicago style. For assistance with citation and other writing skills, see:

<https://ambrose.edu/learning-services/resources>

<https://owl.english.purdue.edu/owl/resource/717/03/>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

If there are any questions about how to submit assignments electronically, the IT department is ready to provide assistance. (helpdesk@ambrose.edu).

Rubric for Grading Written Assignments:

Elements of an Excellent Essay	Argument Contents of the essay directly address the research question	Reasoning Evidence of Critical Thinking	Originality Evidence of Independent Thinking	Research Use of Sources (Sufficient, Relevant, Accurate, Engaging)	Writing Clarity, Structure/Transitions, Style/Mechanics, Formatting
100% Total	20%	20%	20%	20%	20%

Attendance Policy: Unexcused absences will be considered when calculating a student's final grade.

Grade Summary:

Grade		Interpretation	Grade Points
A+	100	Mastery: Complete Understanding of Subject Matter	4.00
A	96-99		4.00
A-	91-95		3.70
B+	86-90	Proficient: Well-Developed Understanding of Subject Matter	3.30
B	81-85		3.00
B-	76-80		2.70
C+	71-75	Basic: Developing Understanding of Subject Matter	2.30
C	66-70		2.00
C-	61-65		1.70
D+	56-60	Minimal Pass: Limited Understanding of Subject	1.30
D	51-55		1.0
D-	50		
F	Below 50	Failure: Failure to Meet Course Requirements	0.00
P		Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Bibliography

Barclay, John M. G. *Paul & the Gift*. Grand Rapids: Eerdmans, 2015.

Bruce, F. F. *Paul: Apostle of the Heart Set Free*. Grand Rapids: Eerdmans, 2000.

--. *Paul & Jesus*. Grand Rapids: Baker Book House, 1974.

Dunn, James D. G. *The New Perspective on Paul*. Grand Rapids: Eerdmans, 2007.

--. *The Theology of the Apostle Paul*. Grand Rapids: Eerdmans, 2006.

--. James D. G. *The Living Word*. Philadelphia: Fortress, 1987.

Elliott & Mark Reasoner, eds. *Documents and Images for the Study of Paul*. Minneapolis: Fortress, 2011.

Fee, Gordon D. *Jesus the Lord According to Paul the Apostle: A Concise Introduction*. Grand Rapids: Baker Academic, 2018.

--. *Pauline Christology: An Exegetical-Theological Study*. Peabody, MA: Hendrickson, 2007.

Gorman, Michael J. *Becoming the Gospel: Paul, Participation, and Mission*. Grand Rapids: Eerdmans, 2015.

--. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2004.

Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale, 1989.

Heilig, Christopher, Bird, Michael F. & J. Thomas Hewitt. *God and the Faithfulness of Paul*. Minneapolis: Fortress, 2017.

Horrell, David G. *An Introduction to the Study of Paul*. Edinburgh: T&T Clark, 2006.

McKnight, Scot, ed. *Dictionary of Paul and His Letters*. 2nd ed. Downers Grove: IVP Academic, 2023.

Polhill, John B. *Paul and His Letters*. Nashville: B&H Academic, 1999.

Porter, Stanley E. *The Apostle Paul: His Life, Thought, and Letters*. Grand Rapids: Eerdmans, 2016.

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Sanders, E. P. *Paul: The Apostle's Life, Letters, and Thought*. Minneapolis: Fortress, 2015.

--. *Paul, the Law, and the Jewish People*. Minneapolis: Fortress, 1983.

Schnelle, Udo. *Apostle Paul: His Life and Theology*. Trans. M. Eugene Boring. Grand Rapids: Baker Academic, 2005 (2003).

Schreiner, Thomas R. *Interpreting the Pauline Epistles*. Grand Rapids: Baker Academic, 2011.

Sherwood, Aaron. *Romans: A Structural, Thematic, and Exegetical Commentary*. Bellingham, WA: Lexham Press, 2020.

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: Eerdmans, 2004.

Wright, N. T. *Paul and His Recent Interpreters*. Minneapolis: Fortress, 2015.

--. *Paul and the Faithfulness of God*. Philadelphia: Fortress, 2013.

--. *Paul: In Fresh Perspective*. Minneapolis: Fortress, 2005.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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 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 acknowledge 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. Students are expected to be familiar with the policies in the current Academic Calendar 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required 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.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.