

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</b>
NT 605	Pauline Letters	<b>Prerequisite:</b> NT 502 or OT 502
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In class and online	<b>Instructor:</b>	Jo-Ann Badley, Ph.D.	<b>First day of classes:</b>	Mon, Jan 11
<b>Days:</b>	Tuesday	<b>Email:</b>	jbadley@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 24
<b>Time:</b>	6:30-9:30	<b>Phone:</b>	403-410-2000 ext.3994	<b>Last day to request revised final exam:</b>	Mon, Mar 8
<b>Room:</b>	L2100 and online	<b>Office:</b>	L2043	<b>Last day to withdraw from course:</b>	Fri, Mar 19
<b>Lab/ Tutorial:</b>	None	<b>Office Hours:</b>	By appointment through Diane Quapp dquapp@ambrose.edu	<b>Last day to apply for coursework extension:</b>	Mon, Mar 29
<b>Final Exam:</b>	No Final Exam			<b>Last day of classes:</b>	Fri, Apr 16

### 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.

A biblical corpus course, such as this one, differs from a book study in that we study the whole corpus looking for interconnections between the books in order to understand the theological framework of the author/genre. The Pauline letters will be studied from the perspective that Paul's life story was re-shaped by his encounter with the risen Christ. The narrative of Jesus who died and was raised, and who now sits at the right hand of the Father, whose continuing presence is by the Spirit, animated his pastoral responses to the congregations to which he wrote.

### Expected Learning Outcomes

Upon the successful conclusion of this course, the student will be able:

- To articulate central concepts in Paul's witness to the work and person of God;
- To analyze various approaches, in method and content, to recent statements of Paul's theology;
- To do close readings of the biblical text (working in the Pauline epistles);
- To identify and apply aspects of Paul's theology that matter for current faith and practice.

**Textbook:**

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*, 2<sup>nd</sup> edition. Grand Rapids, MI: Eerdmans, 2017.

**Course Schedule:**

Jan. 12	Introduction: Telling Paul's Story	<u>Reading:</u> Gorman, Introduction: Approaching Paul, and Chapters 4, 5, and 6.
Jan.19	Philemon Narrative structure of the epistles Epistolary structure	<u>Reading:</u> Philemon Gorman, Chapters 3 and 14 <u>Assignment #1:</u> Outline the Story of Philemon. a) Consider Gorman's outline of the story (page 530) and edit his drama/ scenes where you disagree with his descriptors; provide verse references for his list that indicate biblical support (in the book of Philemon) for each scene of his outline and/or your amendment of his outline. b) Post a question on the Moodle discussion forum that is raised for you by this work.
Jan.26	I & II Thessalonians Introducing terms: 'apocalyptic' and 'eschatology' Pseudepigraphy and the Criteria of authenticity	<u>Reading:</u> I & II Thessalonians Gorman, Chapters 7 and 8 <u>Assignment #2:</u> The LORD's Return a) Identify the events of the LORD's return according to I Thess.4:13-5:24 and compare them with what is described in II Thess. A chart may be the easiest way to do this. Include verse references for the characteristics from both epistles. Gorman's commentary on these texts (pages 202-7 and 217-21) may be helpful. b) Post a question on the Moodle discussion forum that is raised for you by this work.
Feb.2	Galatians First Century Judaism and followers of the Way Rhetoric for persuasion	<u>Reading:</u> Galatians Gorman, Chapter 9 <u>Assignment #3:</u> Galatians and Acts a) Paul's uses his life story to give credibility to his opinions about how the Galatians should live. (2:1-10); Acts provides another witness to those events (15:1-29). Identify the points of continuity and discrepancy between the accounts. How might one reconcile them? The issues are discussed by Gorman, pages 242-4 and Todd Penner, "Paul and Acts" <a href="https://www.bibleodyssey.org/en/people/related-articles/paul-and-acts">https://www.bibleodyssey.org/en/people/related-articles/paul-and-acts</a> b) Post a question on the Moodle discussion forum that is raised for you by this work.

Feb.9	Philippians Paul's Biography New Perspective on Paul	<p><u>Reading:</u> Philippians Gorman, Chapters 2 and 13 <u>Assignment #4:</u> Imitate Me</p> <p>a) In Philippians, Paul speaks of his own life (1:12-14, 3:4b-6) and the lives of his colleagues, Timothy (2:19-23) and Epaphroditus (2:25-30). He exhorts the Philippians to "imitate me" (3:17) and "to have the same mind" as Jesus Christ (2:5-11). Read the epistle carefully and identify the common characteristics Paul talks about and the related exhortations; support your characteristics with verse numbers from the epistle. Gorman's commentary on the epistle may be helpful (pages 494-521). Maximum 500 words (about 2 pages)</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Feb.16	Reading Week: no classes	
Feb.23	I & II Corinthians Social world of the 1 <sup>st</sup> century	<p><u>Reading:</u> I Corinthians 1-14 Gorman, Chapters 1 and 10 <u>Assignment #5:</u> Problems in Corinth</p> <p>a) Paul writes 1 Corinthians to respond to several pastoral problems in the congregation. As you read through the epistle, identify the problems he addressing, and, if it is indicated, note how Paul knows about this problem. Gorman discusses these questions briefly on pages 279-81.</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Mar.2	Paul's Use of the Hebrew Scriptures	<p><u>Reading:</u> I Corinthians 15-16 II Corinthians 1-7 Gorman, Chapter 11, pages 342-69 <u>Assignment #6:</u> Paul and the Hebrew Scriptures</p> <p>a) In 2 Corinthians 3-4, Paul describes his ministry making use of several texts from the Hebrew scriptures, notably the story of Moses from Exodus 34:29-35 but also Jeremiah 31:33-34 and Ezekiel 36:26-27. Read these two chapters of his epistle carefully and identify the characteristics of Paul's gospel that he contrasts with the old covenant. Identify where he is using language of the Old Testament. A chart may be the easiest way to do lay out the contrasts; include verse references from both the epistle and the OT scripture. Gorman's commentary (pages 355-60) may be helpful.</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Mar.9	Paul's experience of God	<p><u>Reading:</u> II Corinthians 8-13 Gorman, Chapter 11, pages 369-94</p>

		<p><u>Assignment #7: Suffering and Spirituality</u></p> <p>a) In I and II Corinthians, Paul defends his apostolic credentials by describing his suffering and (reluctantly) his spiritual experiences. Collect all the references to Paul's suffering and spiritual experiences in these two epistles. How does Paul evaluate these two kinds of experiences? Gorman discusses this on pages 68-71, 85-87, and in his commentary on the various sections of the epistles. Do you agree that Gorman has described Paul's spirituality adequately?</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Mar.16	Romans The Impartiality and Righteousness of God. Faithfulness of Jesus Christ	<p><u>Reading:</u> Romans 1-8 Gorman, Chapter 12, pages 395-445</p> <p><u>Assignment #8: Adam and Christ</u></p> <p>a) In Romans 5:12-21, Paul compares Jesus and Adam. What are the lines of continuity and discontinuity that Paul names in his comparison? Support your discussion with verse numbers from the epistle. Gorman's commentary (and chart) may be helpful (pages 429-31). Maximum 500 words (about 2 pages)</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Mar.23	Narratives: God and Israel; Paul and mission Manuscript problems (C.16)	<p><u>Reading:</u> Romans 9-16 Gorman, Chapter 12, pages 445-81</p> <p><u>Assignment #9: Weak and Strong</u></p> <p>a) Describe the position of "the weak" and "the strong" in Romans 14-15 in such a way that it makes each position seem like a sensible Christian position. Identify the verse numbers from the epistle that support your descriptions. Gorman's commentary (pages 464-70) may be helpful.</p> <p>b) Post a question on the Moodle discussion forum that is raised for you by this work.</p>
Mar.30	Colossians Cosmic faith	<p><u>Reading:</u> Colossians Gorman, Chapter 15</p> <p><b>Critical Review of Gorman due</b></p>
Apr.6	Ephesians Summarizing Paul's Gospel	<p><u>Reading:</u> Ephesians Gorman, Chapter 16</p> <p><u>Assignment #10: Colossians and Ephesian</u></p> <p>a) By carefully reading Colossians and Ephesians, identify parallel ideas and phrases in the two letters. A chart may be the easiest way to do lay out the similarities. Include verse references for each parallel that you find from both epistles. Gorman treats this question briefly on pages 107-9, 550-1, and 578-80.</p>

		b) Post a question on the Moodle discussion forum that is raised for you by this work.
Apr.13	Pastoral Epistles (1 Timothy, 2 Timothy, Titus)	<u>Reading:</u> I & II Timothy Titus Gorman, Chapters 17, 18, and 19 <b>Integration Paper due</b> <b>Integration Presentations</b>

**Requirements:**

1. **Term Assignments:** do (at least) **FIVE** of **TEN** possible term assignments. The point of these assignments is to aid a close reading of the biblical text—to press students to pay attention to the details of the biblical text. The assignment will be graded based on how carefully you have observed the biblical text. Students are also expected to provide a post in discussion forum on Moodle before class which articulates a question this work has raised for you. If a student completes more than five assignments, the highest five grades will be included in the final grade calculation.

Each assignment is worth 10% of the final grade (5 @ 10% = 50%)

Due dates: as indicated on the course schedule and the term assignments list.

**No late assignments accepted.**

2. **Critical Review of Gorman:** Gorman presents a particular centre to Pauline Theology. Using one or two other Pauline scholars who present a perspective on Paul’s theology, critically engage with Gorman’s position. A critical engagement considers strengths and weaknesses, arguing from the positions of other Pauline scholars or the biblical texts. Use published book reviews. A bibliography is provided on the Moodle site for your consideration.

Maximum length: 8 pages (2000 to 2500 words); put a word count at the end of your paper. Minimum number of sources: 8 including reviews (plan to read about 500 pages in addition to Gorman).

Value: 30%

Due date: March 30

Grading rubric as per Moodle site.

Late assignments will be accepted but deducted 5% for each week they are late.

**Integration Paper:** Choose one of Paul’s foundational theological convictions as developed across the corpus which has been contributed in some way to your own faith development and describe what you have learned about Paul, where it matters for understanding the Pauline epistles, and why it has been important for you. An overview of your work will be presented during the last class of the course (April 13).

Maximum: 5 pages (1250-1500 words) or some artistic representation (e.g. graphic novel) with an artist’s statement;

Minimum number of sources: use the textbook and at least three other sources.

Presentation: 5-8 minutes

Value: 20%

Due date and presentation: April 13

Evaluation will be based on written and oral work.

Late written assignments will be accepted but deducted 5% for each week they are late. Presentations must be given on April 13.

### Attendance:

Attendance in class is important and the online delivery will make it possible for students to attend remotely. If you cannot be in class, please let the instructor know.

### Grade Summary:

Term assignments: 5 @ 10%	50%
Critical review of Gorman:	30%
Integration paper and presentation	20%

Grade	Interpretation	Grade Points
A+	<b>Mastery:</b> Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	<b>Proficient:</b> Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	<b>Basic:</b> Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	<b>Minimal Pass:</b> Limited understanding of subject matter	1.30
D		1.00
F	<b>Failure:</b> Failure to meet course requirements	0.00

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.

### Ambrose University Academic Policies:

#### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

#### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students

will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in class. The professor has the right 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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Course

extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar’s Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### 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.

### 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](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200

- Calgary Communities Against Sexual Abuse - 403-237-5888

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