



<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2021</b>
NT606-CL	Romans	<b>Prerequisite:</b>
		<b>Credits:</b> <b>3</b>

Class Information		Instructor Information	
<b>Delivery:</b>	Online	<b>Instructor:</b>	Dr. Sam Tsang (PhD University of Sheffield)
<b>Days:</b>	June 16-19, 23-26	<b>Email:</b>	samtsang@hkbtns.edu.hk
<b>Time:</b>	Week nights 630-930 pm/Saturday 9-4	<b>Phone:</b>	NA
<b>Room:</b>		<b>Office:</b>	
<b>Lab/ Tutorial:</b>		<b>Office Hours:</b>	
<b>Final Exam:</b>	None	<b>Add/Drop Deadline:</b>	Midnight on first day of class

### 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

This course explores life, ministry, and theology of Paul as it comes to expression in his letters to the Romans and Galatians. By means of expositional analysis, particular attention is given to Paul’s Gospel, his theology of God, the cross, the law-free Gospel, the Holy Spirit, and ethics. Students develop skills in exegesis and capacity to critique theological systems commonly used to interpret Romans and Galatians.

### Program Outcomes

1. Students will have exposure on how to apply different methods to Paul’s texts.
2. Students will gain appreciation for various interpretive traditions, thus gaining their insights and avoiding their pitfalls.
3. Students will learn more about biblical theology and how it can be applied to Paul.
4. Students will learn ways to apply Paul’s letters.
5. Students will gain a critical mind with which to discuss interpretations from academic traditions different from our own.

## Expected Learning Outcomes

1. Learning the rhetorical structure of Romans.
2. Application of the historical method to Romans.
3. Appreciation and critical discernment about reception history of Romans.
4. Acquiring Paul's missionary passion for modern contexts

## Required and Recommended Textbooks and Readings

Lo, Lung Kwong (ed.), *The Romans Debate* (Hong Kong: Tien Dao, 2010).

Tsang, Sam, *An Imperial-Missiological Rereading of Romans* (Taipei: Campus, 2009).

\_\_\_\_\_, *(Re)Newed Perspectives on Paul* (Hong Kong: Logos, 2012).

### Alternative Commentary Options: (For translated Chinese work, please get my approval.)

Fung, Ronald, *Romans* (Taiwan: Campus, 2013).

Jewett, Robert, *Romans* (Minneapolis: Fortress, 2007).

Keener, *Romans* (Eugene: Cascade, 2009).

Longenecker, Richard, *Romans* (Grand Rapids: Eerdmans, 2016).

Moo, Douglas, *Romans* (Grand Rapids: Eerdmans, 1996).

### Recommended Reading:

Barclay, J. M. G., *Paul and the Power of Grace* (Grand Rapids: Eerdmans, 2020).

Baxter, A. G. and J. A. Zeisler, "Paul and Arboriculture: Rm 11: 17.24," *JSNT* 24 (1985): 25-32.

Bolt, Peter, and James Harrison (eds.), *Romans and the Legacy of St. Paul* (Macquarie Park: SCD, 2019).

Bowen, Lisa, *African American Readings of Paul* (Grand Rapids: Eerdmans, 2020).

Burns, Patout, *Romans* (Grand Rapids: Eerdmans, 2012).

Campbell, Douglas, *Framing Paul* (Grand Rapids: Eerdmans, 2014).

- \_\_\_\_\_, *The Deliverance of God* (Grand Rapids: Eerdmans, 2013)
- Davies, W. D., *The Gospel and the Land* (Berkeley: University of California, 1974).
- Donaldson, Terence, *Gentile Christian Identity from Cornelius to Constantine* (Grand Rapids: Eerdmans, 2020).
- \_\_\_\_\_, *Paul and the Gentiles* (Minneapolis: Fortress, 1997).
- Dunn, J. D. G., *Romans* (Dallas: Word, 1988).
- \_\_\_\_\_, "The New Perspective on Paul," *BJRL* 65 (1983): 95-122.
- Eisenbraun, Pemela, *Paul Was Not a Christian* (San Francisco: Harper, 2010).
- Elliot, Neil, *The Rhetoric of Romans* (Sheffield: Sheffield Academic Press, 1990).
- Fredriksen, Paula, *Paul* (New Haven: Yale, 2017).
- \_\_\_\_\_, *When Christians were Jews* (New Haven: Yale, 2018).
- Gaston, Lloyd, *Paul and the Torah* (Vancouver: University of British Columbia, 1987).
- Gaventa, Beverly, "Reading Romans 13 with Simon Weil," *JBL* 136 (2017): 7-22.
- \_\_\_\_\_, *When in Romans* (Grand Rapids: Baker, 2018).
- Harrison, James, *Paul and the Imperial Authorities at Thessalonica and Rome* (Tubingen: Mohr, 2011).
- Horsley, Richard (ed.), *Paul and Empire* (Harrisburg: Trinity, 1997).
- \_\_\_\_\_, *Paul and Politics* (Harrisburg: Trinity, 2000).
- Kittredge, C. B. et al (eds.), *The Bible in the Public Square* (Minneapolis: Fortress, 2008).
- Lampe, Peter, *From Paul to Valentinus* (transl. M. Steinhauser; Minneapolis: Fortress, 2003).
- Lo, Lung Kwong, *Paul's Purpose in Writing Romans* (Hong Kong: Chinese Bible International, 2010).
- Matlock, Barry, "Detheologizing the Pitis Christou Debate," *NovT* 42 (2000): 1-23.
- \_\_\_\_\_, "Sins of the Flesh and Suspicious Minds," *JSNT* 21 (1998): 67-90.
- Meeks, W. A., *The Moral World of the First Christians* (London: SPCK, 1987).
- Nanos, Mark, *Reading Romans within Judaism* (vols. 1 and 2; Eugene: Cascade, 2018).
- Sanders, E. P., *Paul, the Law and the Jewish People* (London: SCM, 1985).
- \_\_\_\_\_, *Paul and Palestinian Judaism* (London: SCM, 1981).

- Segal, Alan, *Paul the Convert* (New Haven: Yale, 1990).
- Stanley, Christopher, "Neither Jew Nor Greek," *JSNT* 64 (1996): 101-124.
- Stendahl, K., *Paul Among Jews and Gentiles and Other Essays* (Philadelphia: Fortress, 1983).
- Stowers, Stanley, *Reading Romans* (New Haven: Yale, 1994).
- Sze-kar, Wan, *Romans* (London: T & T Clark, 2021).
- Westerholm, Stephen, *Perspectives Old and New* (Grand Rapids: Eerdmans, 2003).
- White, J. L., *The Apostle of God* (Peabody: Hendrickson, 1999).
- Winter, Bruce, *Seek the Welfare of the City* (Grand Rapids: Eerdmans, 1999).
- Wright, N. T., *Paul* (San Francisco: Harper, 2018).
- \_\_\_\_\_, *The Climax of the Covenant* (Minneapolis: Fortress, 1993).
- Yeo, K. K., *Navigating Romans through Cultures* (London: T & T Clark, 2005).
- Zetterholm, Magnus, *Approaches to Paul* (Minneapolis: Fortress, 2009).

## Course Schedule

June 16 – Introductory issues

June 17 – Romans 1

June 18 – Romans 2-3

June 19 – Romans 4-6

June 23 – Romans 7-8

June 24 – Romans 9-11

June 25 – Romans 12

June 26 – Romans 13-16

## Requirements:

**Reading:** Read Romans twice three weeks before class starts. One more detailed reading must follow the progression of lectures. Read all textbooks. At the end of the semester, each student will turn in a pledge that s/he has read all of the assignments. If not, whatever percentage read must be given.

**Papers:** 1) Write an argument paper on Romans (7-10 pages) 2) Trace and critique the historical interpretations of the law from the New Perspective of Paul to present (7-10 pages). Turn in papers on July 31. There will be no grace period.

**Attendance:**

Students are expected to attend each day of week module classes. Given that this is a module course, it is extremely important that you attend all of the class time.

**Grade Summary:**

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	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.

**Ambrose University Important Policies & Procedures:**

**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.

**Exam Scheduling**

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form 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; 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.

### 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. Please refer to your professor regarding their electronic etiquette expectations.

### 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/content/academic-calendar-2>

### 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](mailto:privacy@ambrose.edu).

### 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 are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## 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/writingcentre>

### **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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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.