



**NT 607 The Corinthian Correspondence (3)  
Winter 2010**

**Instructor: R. R. Remin**

**Contacting the Instructor**

**Office: L2081**

**Class Times: Tu 8:15 – 11:00 a.m.**

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**Class Location: L2100**

**Course Description**

An exegetical study of 1 and 2 Corinthians with attention given to historical and social context, literary form, critical issues, and theological significance

**Student Outcomes**

1. Each student will increase their knowledge and understanding of the historical, social and religious context of the Corinthian correspondence and the relevance of this context to understanding these epistles.
2. Each student will learn the genre and other literary features of these epistles and the relevance to determining meaning.
3. Each student will be challenged to develop their understanding of each of the epistles as a whole with an over arching argument in contrast to a collection paragraphs on disconnected topics.
4. Each student will begin to learn the critical issues which have been raised by scholars in regard to these epistles.
5. Each student will increase their understanding of the theological significance of these epistles to themselves and the church as a whole in the twenty first century.
6. Each student will begin to understand various exegetical methodologies and evaluate their own methodology.

## Required Texts

Although no one particular text has been order for this course, the Ambrose library has an extensive collection of materials on these epistles. Students are expected to investigate, find and read from a range of the best of these materials. Appropriate materials include the following:

- The commentaries but only from the good to best and modern ones. (*e.g.* Gordon Fee's 904 pages on 1 Corinthians, Ben Witherington III, Westcott, Charles Hodges, *et. al.*)
- Monographs. (*E.g.* the relevant parts of Gordon Fee's book on the empowering of the Holy Spirit.)
- Articles in refereed scholarly journals or *Festschriften*. (Use the searchable indices in the library.)
- Relevant articles in the best of the Bible dictionaries. (*e.g.* multi-volume dictionaries)

Students may include in their reading a small portion of more popular books, articles and even items from the web. The report on these items must be accompanied by a two or three sentence critique.

Copies of the following books are on reserve in the library.

Fee, Gordon D. *The First Epistle to the Corinthians*, (NICNT, Eerdmans, 1987) 904 pages.

Fee, Gordon D. *God's Empowering Presence, the Holy Spirit in the Letters of Paul*, (Hendrickson, 1984)

Witherington, Ben. *Conflict and Community in Corinth: A Social-Rhetorical Study of 1 and 2 Corinthians*, (Eerdmans, 1995).

## Course Schedule

1. Weekly. At the beginning of each class each student will turn three typed pages without title page:
  - a. A confirmation that the assigned reading was completed;
  - b. An annotated report of their other readings completed in that week; and
  - c. A written printed response to the assigned question(s) for that week.
2. The written research projects are is due at the beginning of the first class in March, the middle of March and the beginning of the first class in April .
3. Schedule of Class Sessions for this course.

#	Date	Topic	Read before the class	Assignment due at the beginning of the class
1	Jan 5	Syllabus Introduction City of Corinth, history Church, history Argument vs. outline		None
2	Jan 12	1 Corinthians 1-4 Wisdom divine & human wisdom	1 Corinthians 1-4 Acts 18.1-18 Acts 18.24-28 Acts 20.1-3 Philippians & James	Compare and contrast what Paul says about his leadership in 1 Corinthians 1-5 with Philippians. Read James and identify issues common in James and today's lesson.
3	Jan 19	1 Corinthians 5-6 Immorality & Court Cases Human wisdom, again	1 Corinthians 5-6 Plato, <i>Phaedrus</i> Exodus 18.13-26 Deuteronomy 1.16-17, 16.18, 17.8-10	Why does sexual immorality matter? Why doesn't sexual immorality matter? Why do Christians have to go to court in our society? Insurance? Child custody? Suing for wages? Labor relations? Pay equity? Why did Israelites go to court? Why did Greeks go to court? What are the implications for church leaders? Pastors, elders, deacons? Ecclesiological courts?
4	Jan 26	1 Corinthians 7 Concerning Sex	1 Corinthians 7 Song of Songs Genesis 2.20-25 Genesis 1.26-27 Matthew 19.3-12 Mark 10.2-12	How could someone conclude that it was good to abstain from sex? The source of this idea? How did it get worked out in European culture? What are the implications for marriage?
5	Feb 2	1 Corinthians 8-11 Concerning "Idol Stuff" Your Mistaken Identity	1 Corinthians 8-11	Who are you? From what or whom do you derive your identity? What do you do or wear which communicates your self-identity? How is this different or the same from society at large? Does it matter?
6	Feb 9	1 Corinthians 12-14 Concerning Spiritual Gifts	1 Corinthians 12-14 Romans 12.5-10	Compare the lists. What is the total number of gifts from

		Ephesians 4.11-14 Hebrews 2.2-4 Exodus 35.30-36.5 Galatians 5.22-23		these three lists? What percentage is common to all three lists? What is the purpose of the gifts in Corinthians? In Hebrews? What are your personal God-given talents and what are your spiritual gifts? How do they relate? How do you know your gifts and talents? Of the spiritual gifts two are particularly thorny – the gift of prophecy and the gift of the utterance of knowledge. How do you define these two gifts?
7	Feb16	No Class – Reading Week		
8	Feb 25	1 Corinthians 15-16 The Gospel Concerning the Collection	1 Corinthians 15-16	What are the essentials of the “good news” (gospel) as Paul describes it in 1 Corinthians 15? Are the resurrection of the body and the immortality of the soul the same idea or are they different? Explain. What is Paul’s view of material possessions and wealth in chapter 16?
9	Mar 2	A “buffer” class		
1	Mar 9	2 Corinthians 1 Introduction Paul’s Accusers Paul’s Apology (defence)	2 Corinthians 1	Read 1 Corinthians and 2 Corinthians – list in three columns the points of contact between the two epistles.
1	Mar 16	2 Corinthians 2-3-4 Sorrow and Love Mingled Ministry of the Spirit Apostolic Ministry	2 Corinthians 2-3-4	TBA
1	Mar 23	2 Corinthians 5-6-7 This World and the Next Reconciliation All Around	2 Corinthians 5-6-7	TBA
1	Mar 30	2 Corinthians 8-9-10 Generosity of the Macedonians Ministry to the saints Paul’s self description	2 Corinthians 8-9-10	TBA

1	Apr 6	2 Corinthians 11-12-13	2 Corinthians 11-	TBA
4		Apostolic Credentials The "Third Visit"	12-13	
	Apr 12	Last Day of Classes		

### Course Requirements

1. Read each of the letters in their entirety in one sitting. Arrange for someone to read each of the letters to you in one sitting without you have the text in front of you or with pen and paper in hand. After hearing the reading of the letter ask yourself what that was about. Better yet do it in a group. See Eugene Peterson's *Working the Angles* for a discussion of hearing scripture as opposed to reading it.
2. Complete weekly reading assignments (biblical texts) as listed and assigned and submit confirmation.
3. Complete and submit in printed form your responses to the weekly reflection questions.
4. 1500 pages of "required reading" and submit a report as part of your weekly submission.
5. Complete the minimum requirement of fifteen hundred (1500) pages for reading other than the biblical texts. Each week each student will submit the update of their annotated reports of their reading.
6. Write three short research papers on topics related to the Corinthian epistles and which are of interest to the student. Topics are to be determined in consultation with the professor. Each of these papers is to be submitted in the following format:
  - There will be no title page.
  - The pages are bound with no more or no less than a single staple in the upper left corner.
  - The student's name and student number will appear in the upper left corner on the first line; the words "Corinthian Correspondence" and the date of completion of the assignment appear on the second line. This information is single spaced.
  - The first line of the paper identifies the topic of the paper.
  - The remainder of the paper is double spaced in 12 point font of a common type; the format is that appropriate to an academic paper with footnotes and bibliography. No extra colours or special fonts except for Greek and/or Hebrew are to appear in the paper. The bibliography is single spaced.

- If you don't know Greek or Hebrew, do not attempt to write either. To do so is committing a lie! If you do know Greek and/or Hebrew and use them, these words (phrases) must be written in Greek and/or Hebrew fonts. Beware! Not all printers will print all fonts correctly. This is your responsibility to ensure all fonts are printed correctly in you papers. Italicized Greek (and/or Hebrew) is an option, unless you knew the languages in which case you must write (type, print) Greek and/or Hebrew.
- Each paper is no more than 4 pages in length. The fifth page contains the bibliography.
- The presentation of the ideas in your papers must be consistent with these standards. Each student is expected to do research and then state the ideas derived from that research in their own words in their papers. There will be no direct quotations at all in the body of your paper. At no point will an idea be introduced with a perfunctory phrase such as "Somebody F. Scholar says." If a student errs and a student does include material taken *verbatim* from a source, and since you have been told there will be no direct quotations or quotation marks, this is plagiarism and the student will be dealt with according to Ambrose's academic policies. The grade for the assignment will be F.

## Course Grade

The final grade for this course will be calculated as follows:

Class Participation	5 %
Weekly reading	5 %
Question Responses	15 %
Required Reading	30 %
Three short research papers	45 %

Although grades are not given for attendance, your grade will be reduced in the case of excessive absenteeism.

## Important Notes

1. Office Hours. You may contact your professor by various means.
  - a. Office Hours mean that I am available on campus at these times but do not guarantee that I'll be sitting in my office waiting for you. Remember presidents and deans call meetings, professors have emergencies and medical/dental

appointments too. You're welcome to drop by on the chance I'm there. To ensure I'm there (or will inform you of an emergency) please make an appointment by email.

- i. Monday           Afternoons
- ii. Tuesday        Afternoons and when not in a committee meeting.
- iii. Wednesday    Between the first and second class period; after lunch.
- iv. Thursday       By appointment only before noon.
- v. Friday           Between the first and second class period; after lunch.

- b. Email in the office: [rremin@ambrose.edu](mailto:rremin@ambrose.edu)
- c. Voice in the office: 410-2000 ext. 7906

2. No *ad hominem* arguments on points of exegesis, interpretation, translation or theology derived from the same, will be tolerated in this class. *Ad hominem* arguments attack the person who proposed the idea instead of the idea itself. *Ad hominem* arguments have typically dismissed an idea by pointing out that the author of the idea was a socialist (Amos), or a Pentecostal (Gordon Fee), or used to play in a night club (Wimber). Students must argue their point on its own merits. More recently *ad hominem* arguments have taken the form of *who are you to disagree with....* This means you cannot dismiss a point of view by citing the name and point of view of your favorite theologian or theological tradition, nor your preferred translation. Likewise, students cannot dismiss a contrary point of view because it didn't come from a well known scholar or is different from a favorite published translation. State the ideas in your own words, then we'll discuss the ideas.
3. All hand written assignments must be written in ink. If written in pencil and/or is not legible, the assignment will not be graded and will receive a failing grade.
4. All assignments must be submitted in hard copy and be printed (typed).
5. If you don't know Greek or Hebrew, do not attempt to write either. To do so is committing a lie! If you do know Greek and/or Hebrew and use them these words (phrases) must use Greek and/or Hebrew fonts. Beware! Not all printers will print all fonts correctly. This is your responsibility. You are responsible to make sure all fonts are printed correctly in you papers. Italicized Greek (and/or Hebrew) is an option, unless you knew the languages in which case you must write (type, print) Greek and/or Hebrew.

6. Remember The Rules For The Class

Have fun!

Make mistakes!

Ask dumb questions!

Cheat! (Except on the tests and the final.)

Consider this classroom a safe zone! There are no dumb questions! There are no topics which are off limit.

7. As the need may arise minor modifications to this syllabus and the class schedule may adopted from time to time.
8. Absences are intolerable because of the nature of the subject being learned and the manner in which this course is taught. We learn from the dialogue! If you must miss a class please work through the lesson(s) missed and then come to the instructor with any problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all.
9. The instructor shall comply with all academic regulations as printed in the current *Academic Calendar* and *Student Handbook*, and it is the student's responsibility to be familiar with these regulations. The following academic policies are particularly relevant.

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

*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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."*

*We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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.*

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

*Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.*

*Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. 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.*

*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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.*

*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 Ambrose. Students are expected to be familiar with the policy statements 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.*