

Course ID:	Course Title:	Fall 2021
NT 650 / NT 650-GK NT 650-GK-L (Greek Lab)	New Testament Book Study: Philippians	Prerequisite: NT 502 or OT 502 For students enrolled in NT 650 GK: BL 521 & BL 522
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Jonathan W. Lo, Ph.D.	First Day of Classes:	September 8, 2021
Days:	Tuesday (no classes Nov 9, 23)	Email:	Jonathan.Lo@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	8:15-11:00am	Phone:	403-410-2000 ext. 6940	Last Day to Withdraw:	November 22, 2021
Room:	L2100	Office:	L2064	Last Day to Apply for Extension:	November 23, 2021
Lab/ Tutorial:	1 hr 15 mins/ week Tuesday, 1:30-2:45pm L2100 (For students enrolled in NT 650 GK)	Office Hours:	By appointment	Last Day of Classes:	December 13, 2021
Final Exam:	No Final Exam				

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

Philippians is an important contribution to the Pauline letters because of the insights it gives regarding the Paul's thought—his outlook, his motivations, his pastoral concerns, his faith and theological formulations (especially about Christ)—at an early stage within the nascent Christian movement. This course will begin with a discussion of the introductory issues in the study of Philippians (authorship, audience, occasion, purpose) considering its historical, cultural, and social backgrounds, and an introduction to the history of interpretation of this letter. The bulk of the course is a systematic and exegetical examination of the text of Philippians, with attention given to its literary and grammatical features. The course will conclude with a reflection on the message of Philippians, theological implications for modern readers, and practical suggestions for how to teach and preach Philippians in a ministerial setting.

Expected Learning Outcomes

Students who successfully complete NT 650 will be able to complete the following tasks:

- Describe the historical, cultural, and social background of Philippians;
- Identify the primary structures and themes of Philippians;
- Explain the message of Philippians within the context of its original readers;
- Articulate the contribution of Philippians within the Pauline corpus;
- Discuss the significance of Philippians for formulating an early high Christology in Paul's thought
- Outline the ways that the Philippians text might be contextualized for use in ministry.

Textbooks:

Fee, Gordon D. *Philippians*. Downers Grove, IL: InterVarsity Press, 1999.

Hellerman, Joseph H. *Reconstructing Honor in Roman Philippi*. Cambridge: Cambridge University Press, 2008.

Hurtado, Larry W. "A 'Case Study' in Early Devotion to Jesus: Phil 2:6-11" in *How on Earth Did Jesus Become a God?*, pp. 83-107. Grand Rapids, MI: Eerdmans, 2005. (This essay will be distributed in class/moodle)

For Greek Lab Students Only:

Novakovic, Lidija. *Philippians: A Handbook on the Greek Text*. Waco, TX: Baylor University Press, 2020.

Recommended books:

Translational Resources

Sumney, Jerry L. *Philippians: A Greek Student's Intermediate Reader*. Peabody, MA: Hendrickson Publishers, 2007.

Varner, William C. *Philippians: A Handbook on the Greek Text*. Waco, TX: Baylor University, 2016.

Wuest, Kenneth Samuel. *Philippians in the Greek New Testament: For the English Reader*. Grand Rapids, MI: Eerdmans, 1942.

Monographs and Articles

Chapman, David W. *Philippians: Rejoicing and Thanksgiving*. Fearn, UK: Christian Focus Publications, 2012.

Edsall, Benjamin & Strawbridge, Jennifer R. "The Songs We Used to Sing? Hymn 'Traditions' and Reception in Pauline Letters," *Journal for the Study of the New Testament* 37 (2015): 290-311.

Fee, Gordon D. "Philippians 2:5-11: Hymn or Exalted Pauline Prose?" *Bulletin of Biblical Research* 2 (1992): 29-46.

Heil, John Paul. *Philippians: Let us rejoice in being conformed to Christ*. Atlanta, GA: Society of Biblical Literature, 2010.

Hellerman, Joseph H. *Reconstructing Honor in Roman Philippi*. Cambridge: CUP: 2008.

Hengel, Martin. "Hymns and Christology," in *Between Jesus and Paul*. London: SCM, 1983, 78-96; "The Song about Christ in Earliest Worship," in *Studies in Early Christology*. Edinburgh: T & T Clark, 1995, 227-91.

Hurtado, Larry W. *Destroyer of the Gods: Early Christian Distinctiveness in the Roman World*. Waco, TX: Baylor University Press, 2017.

--. *Lord Jesus Christ: Devotion to Jesus in Early Christianity*. Grand Rapids, MI: Eerdmans, 2003.

--. "Jesus as Lordly Example in Philippians 2:5-11," in *From Jesus to Paul: Studies in Honour of Francis Wright Beare*, eds. Peter Richardson and John C. Hurd. Waterloo, ON: Wilfrid Laurier University Press, 1984, 113-126.

Lohmeyer, Ernst. *Kyrios Jesus: Eine Untersuchung zu Phil. 2, 5-11. Sitzungsberichte der Heidelberger Akademie der Wissenschaften*. Heidelberg: Carl Winters Universitätsbuchhandlung, 1928.

Martin, Ralph P. *Carmen Christi: Philippians ii 5-11 in recent interpretation and in the setting of early Christian worship*. Grand Rapids, MI: Eerdmans, 1983.

Peppard, Michael. "'Poetry', 'Hymns' and 'Traditional Material' in New Testament Epistles or How to Do Things with Indentations," *Journal for the Study of the New Testament* 30 (2008): 319-42.

Oakes, Peter S. *Philippians: From People to Letter*. Cambridge: Cambridge University Press, 2001.

Course Schedule

Date/ Place	Topic	Greek Lab
Sep.14 L2100	Introduction, Critical Issues, Keys to Reading Philippians	Greek Grammar Review
Sep.21 L2100	The Historical Context: Ancient Philippi in focus, Early Christian Distinctiveness in the Roman World	Notable grammatical features of Philippians
Sep.28 L2100	The Literary Context: Genre, Literary Structure, Major Themes in Philippians	Distinctive vocabulary in Philippians
Sep. 29-30	<i>Ambrose University Downey Lectureship 2021</i> Dr. Ray Aldred: "Creation: Sacred Stories of a Sacred Land" Wednesday (29) and Thursday (30) @ 7:30pm https://ambrose.edu/downey-lectureships	--
Oct.5 L2100	Phil 1:1-11—Greetings, Thanksgiving, Prayer	Phil 1:1-11: Translation and exegetical discussion
Oct.6	<i>Ambrose Deeper Life Conference</i> https://ambrose.edu/deeper-life-conference	--

Oct.12 L2100	Phil 1:12-26—Paul’s Report from Prison	Phil 1:12-26: Translation and exegetical discussion
Oct.19 L2100	Phil 1:27-2:18—The Plea for Unity and the “Christ Hymn”	Phil 1:27-2:18: Translation and exegetical discussion
Oct.26 L2100	Phil 2:19-30—Endorsing Timothy and Epaphroditus	Phil 2:19-30: Translation and exegetical discussion
Nov.2 L2100	Phil 3:1-4:3—Warnings Against Jewish Opponents	Phil 3:1-4:3: Translation and exegetical discussion
Nov.9	<i>Reading Week (NO CLASS)</i>	--
Nov.16 L2100	Phil 4:4-9—Final Instructions	Phil 4:4-9: Translation and exegetical discussion
Nov.23	<i>SBL (NO CLASS)—Work on final paper</i>	--
Nov.30 L2100	Phil 4:10-23—Thank you to the Philippian church, Letter closing	Phil 4:10-23: Translation and exegetical discussion
Dec.7 L2100	Conclusion and Implications: The Theology of Philippians, Contextualizing and Preaching Philippians	The Language of Philippians: Rhetorical Strategies and Discourse Analysis
Dec.14	Final paper due at midnight (submit online)	

Requirements:

Evaluation for this course will consist of three assignments:

1a. Reading Report (for non-Greek students)

Worth 25% of the final grade

Due: In class, before that passage is discussed (see schedule above)

Students will choose one of the sections of Philippians (as divided up in the syllabus) and write a report on that passage that contains the following four components:

- 1) Translations: Compare 4 different translations of the passage, with a summary of the most notable differences.
- 2) Exegetical decisions: Which option do you think is best, and why? Is your view corroborated by any scholarly opinions? Give a brief explanation for the choice you have made and cite any sources you use to substantiate your exegetical decision.
- 3) Main idea: In one or two sentences, what is the “main idea” of your passage?
- 4) Reflection: In one paragraph, what speaks to you most about this passage on a personal or ecclesial level?

1b. Translation Preparations (for Greek students)

Worth 25% of the final grade

Due: December 7, 2020 (midnight)

Students enrolled in the course with the Greek option must also attend the Greek Lab that meets in the afternoon, for which there are seven sessions prior to which students need to prepare. In these sessions, students will be expected to

have translated that passage of Philippians and be able to read the text aloud. We will go around in a circle and a student will read out a particular verse and give their prepared translation. Then, the instructor will guide the class in a discussion of the grammatical features and possible exegetical decisions in that verse. After this we will move on to the next student, etc. until the passage is translated. At the end of the semester, students can choose a preparation from one week's passage to submit for grading. This preparation will include: 1) An annotated translation, 2) A brief statement of the "main idea" of the passage, and 3) an informed discussion of three exegetical decisions.

2. Diagrammatic Summary

Worth 25% of the final grade

Due: October 5, 2021 (in class)

A *Diagrammatic Summary* is a method for visually laying out the contents and arguments of an entire Biblical text so that its structures and themes can be seen at a glance. This exercise enables the student to locate individual verses and passages in the larger context of the whole. This is an important step in the exegesis of any biblical text, as it encourages the student to become familiar with the content of the biblical text and allows them to be aware of the importance of context for interpretation. The student will produce a *Diagrammatic Summary* of Paul's letter to the Philippians. The summary should consider every verse in Philippians and present the structural and thematic units of the letter on one piece of paper. Assessment will be based mainly on the ability of the student to articulate, based on their reading, the structure and themes of the book, showing how the parts contribute to the whole. The student should carefully trace the arguments in the book and make note of important themes and recurring motifs. More detailed guidelines, as well as a demonstration, will be provided in class.

3. Final Paper

Worth 50% of the final grade

Due: December 14, 2021 (midnight)

Depending on the student's background and vocational aspirations, the final paper can take the form of one of the following three options:

1. An exegetical paper on a particular passage in Philippians (Greek students must choose this option)
2. A research paper on an approved topic in Philippians (e.g., The Christology of Phil 2, The Soteriology of Philippians, The Location of Paul's Imprisonment, The Identity of Paul's Opponents in Philippians, etc.)
3. A researched exegetical sermon or lesson outline based on a Philippian text or theme

Regardless of the option chosen, the final paper must contain research and argumentation at a postgraduate level, as well as the ability to locate, comprehend and utilize relevant primary & secondary sources to substantiate one's claims. The successful paper will also demonstrate a strong grasp of the chosen text/topic and be able to situate it within the broader content and themes in Philippians discussed in class throughout the semester. Greek students are required to choose the first option to take advantage of the opportunity to explore their chosen text at a deeper, linguistic level.

The exegetical sermon or lesson outline option, if chosen, should also be accompanied by proper footnotes and a bibliography, and demonstrate the same level of rigor in terms of the level of research, the accuracy of claims, logic and consistency, and clarity of presentation and thought.

Maximum length: 15 pages (approximately 4,000 to 4,500 words)

Required number of sources: 15, including primary texts, periodical literature and monographs (or parts thereof).

Submit the paper through the course Moodle site.

Please document using Chicago style. For assistance see:

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

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

4. Theological Reflection ****Bonus Assignment****

Worth 5% of the final grade

Due: November 16, 2021 (in class)

A written response to the Downey Lectures (1000 words max., no footnotes) that explores the connections between the content and themes from this class and 1) the lecture(s) of Dr. Ray Aldred on "Creation: Sacred Stories of a Sacred Land" OR 2) a talk or activity from the Deeper Life Conference.

Grade Summary (For Non-Greek Students):

1a. Philippians Reading Report	25%
2. Diagrammatic Summary	25%
3. Final Paper (3 Options)	<u>50%</u>
Total	100%

Grade Summary (For Greek Students):

1b. Translation Preparations	25%
2. Diagrammatic Summary	25%
3. Final Paper: Exegesis Paper	<u>50%</u>
Total	100%

Note: No student can pass this course without completing every assignment.

Attendance: Unexcused absences will be considered in calculating the final grade.

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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 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.

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.