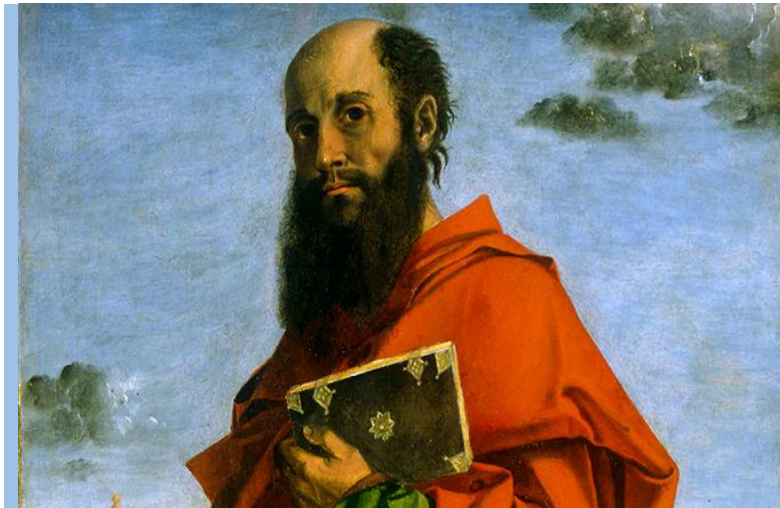




Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry



## NT5316: Studies in Paul's Letters

3 credit hours.

Prerequisites: none.

Sept. 14-Oct. 23, 2020

Mon.-Thurs.: 9:00-10:30 am

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### Course Content and Goals

#### **Course Description**

This course will study Paul, his letters, and the nature of letter writing in the first century. With a specific focus on one or more of the Pauline letters, students will be challenged to respond to his articulation of the transforming work of the gospel. Special emphasis will also be given to Paul's understanding of his mission, the Jewish scriptures, the end of the age, the work of the Spirit, and the Mosaic Law.

#### **Relationship to Horizon's Mission**

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency.

#### **Core Competencies and Learning Outcomes**

Students will gain proficiency in *Biblical and Theological Literacy* through attainment of the following outcomes:

1. Read a significant portion of the Pauline Letters (Romans 5-8, 1 Thessalonians, Galatians, Philippians, and 1 Corinthians) and complete the assigned portions of the workbook/reading log as they are assigned before each class.
  - *Assessment:* Workbook/Reading Log
2. Explore the genre of ancient letter writing and its significance for interpreting the Pauline Epistles.

- *Assessment:* Gorman Book Summary.
3. Recognize how the thought of Paul intersects with his Jewish and Hellenistic contexts, and the world of the Roman Empire.
    - *Assessment:* Wright Book Summary.
    - *Assessment:* Book Review and Presentation
  4. Identify some of the most prominent theological themes in the letters of Paul and grapple with their relevance for contemporary churches.
    - *Assessment:* Gorman and Wright Book Summaries.
    - *Assessment:* Book Review and Presentation.
  5. Interpret passages from the Pauline Epistles with awareness of their purpose, literary genre and context, socio-historical context, and distinct theological perspective.
    - *Assessment:* Research Paper and Reflection.
  6. Reflect upon how the message and perspectives of Paul inform the way we think, live, and minister in our current cultural context.
    - *Assessment:* Research Paper and Reflection.

## **Course Work**

### **Required Readings**

NRSV or NIV version of the Bible

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Second Edition. Grand Rapids: Eerdmans, 2017. (ISBN: 9780802874283).

Wright, N. T. *Paul in Fresh Perspective*. Minneapolis: Fortress, 2009. (ISBN: 9780800663575).

ONE additional book on Paul – Use Gorman’s bibliography at the end of each chapter to select a book topic that interests you or select a book from the following list:

Barclay, John M. G. *Paul and the Gift*. Grand Rapids: Eerdmans, 2015. A major study on grace and gift-giving in Paul’s early Jewish and Roman context, which challenges both old and new perspectives on Paul.

Burke, Trevor J. and Brian S. Rosner, eds. *Paul as Missionary: Identity, Activity, Theology, and Practice*. LNTS 420. London: T&T Clark, 2011. A collection of essays that explores Paul’s role as a missionary.

Gorman, Michael J. *Becoming the Gospel: Paul, Participation, and Mission*. Grand Rapids: Eerdmans, 2016. An important monograph that shows how Paul wanted followers of Jesus not only to believe the gospel but to become the gospel by participating in the life and mission of God.

Hays, Richard B. *The Conversion of the Imagination: Paul as Interpreter of Israel’s Scripture*. Grand Rapids: Eerdmans, 2005. A collection of essays that explore Paul’s use of the Old Testament in his letters.

Long Westfall, Cynthia. *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ*. Grand Rapids: Baker Academic, 2016. A study that explores the significance of Paul's teaching on men and women in order to encourage both genders to serve God in their area of gifting.

Longenecker, Bruce W. *Remember the Poor: Paul, Poverty, and the Greco-Roman World*. Grand Rapids: Eerdmans, 2010. This study explores Greco-Roman poverty at the time of Paul in order to shed fresh light on his treatment of the poor. In so doing, Longenecker helps to dispel the widespread assumption that Paul had little or no concern for the poor.

Yinger, Kent L. *The New Perspective on Paul: An Introduction*. Eugene, OR: Cascade Books, 2011. This study introduces the central ideas of the New Perspective on Paul and outlines both the challenges and benefits of this approach to studying Paul.

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

## Course Assignments and Activities

### 1. *Workbook/Reading Log* (10%)

Read the assigned portions of the Pauline Letters that will be discussed each week. As you do so, follow the outline of the workbook/reading log provided on Populi and keep a record of the date and time it took to complete your work. As you complete the readings and workbook, submit them on Populi *before* the class for which they are assigned.

- Related learning outcome: #1
- **Due date:** Sept. 17, 21, 28; Oct. 5, 13

### 2. *Gorman and Wright Book Summaries* (30%)

Read pp. 1-187 of Gorman's *Apostle of the Crucified Lord* and N. T. Wright's *Paul in Fresh Perspective*. Write a 4-page summary of the content of each book (2 x 4 pages = 8 pages):

- a. Begin by providing the author's name and the full title of the book. (No formal introductory paragraph is necessary.)
  - b. Provide a brief summary of the content of each chapter (only the first six chapters of Gorman).
  - c. Use Times New Roman, 12-point font, double-spaced.
- Related learning outcomes: #2, 3, 4
  - Assignment length: 8 pages (2 summaries; 4 pages each)
  - **Due date:** Oct. 9, 2020

### 3. *Book Review and Class Presentation* (20%)

In addition to the Wright and Gorman book summaries, students will select an additional book from those listed above (or choose from the bibliography at the end of each chapter of Gorman's book) and write a formal review of the book. This review will provide the basis of a short class presentation on the book (5-6 minutes):

- a. Follow the instructions for the book review in Appendix A (below).

- b. Prepare a brief presentation of the book for the class that 1) outlines the content of the book (2-3 minutes) and 2) offers a constructive critique of the book (2-3 minutes).
- c. Video-on-demand students will need to prepare a 5-minute video of their book review.
- Related learning outcomes: #3, 4
- Assignment length: 5-6 pages
- **Due date:** Sept. 21, 2020

4. *Research Paper and Reflection (40%)*

With the assistance of at least eight academic sources, write a research paper on a select passage from one of Paul’s letters.

- a. Follow the instructions for the paper in Appendix B (below).
- Related to learning outcomes: #5, 6
- **Due date:** Nov. 8, 2020

5. *Video on Demand (VOD) Students Only*

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

In addition to completing all of the same assignments and due dates as those listed above, VOD students are also required to complete the following:

- a. Watch all of the recorded classes from each week and confirm (via email) that this is completed by the following dates: Sept. 21; Sept. 27; Oct. 5; Oct. 12; Oct. 19.
- b. Select and respond to one class from each of weeks 1, 2, 3, 4, and 5 by writing short reflection papers (~2-3 pages for each reflection) that consider the following questions:
  - i. What are some of the most important points discussed in this class? (1.5-2 pages)
  - ii. Why does this aspect of Paul’s thought matter to us? How should the present-day church respond to this part of Paul’s message? (1-1.5 pages)
- **Due dates:** Sept. 21; Sept. 28; Oct. 5; Oct. 12; Oct. 19

*Important Note:* In order to pass the course, VOD students must complete all of their VOD weekly submissions. These submissions are pass/fail and will be assessed on how they demonstrate thoughtful engagement with the class material.

**Course Outline/Class Schedule**

Date	Text	Class Topic	Secondary Reading	Supporting Assignments
<b>Week one</b>	2 Cor 5:16-21;	<b>Introduction</b>	Gorman, 1-119	
<b>(Sept. 14-17)</b>	Rom 1:1-5; 15:15-21; 16:25-26; Gal 1:11-17	<b>Paul’s Context and Mission</b>		
	Romans 4-5	<b>Paul’s Scriptural Legacy</b>		<b>Workbook/Reading Log Assignments</b>

<b>Date</b>	<b>Text</b>	<b>Class Topic</b>	<b>Secondary Reading</b>	<b>Supporting Assignments</b>
<b>Week 2</b> <b>(Sept. 21-24)</b>	1 Thessalonians  Romans 6-8 1 Corinthians 15	<b>Genre of Paul's Letters</b>  <b>Paul's Apocalyptic Outlook</b>  <b>Messiah, the Spirit, and the Resurrection</b>	Gorman, 120-187  Gorman, 188-210	<b>Selected Book Review (Due Date: Sept. 21)</b>  <b>Workbook/Reading Log Assignments</b>
<b>Week 3</b> <b>(Sept. 28-Oct. 1)</b>	Philippians  Galatians	<b>Paul's Roman Context</b>  <b>Genre of Philippians</b>  <b>Paul and the Law: Old and New Perspectives</b>	Gorman, 482-525  Gorman, 227-272	<b>Workbook/Reading Log Assignments</b>
<b>Week 4</b> <b>(Oct. 5-8)</b>	Galatians  1 Corinthians	<b>Paul and the Law (continued as necessary)</b>  <b>Paul's Vision of Community</b>  <b>1 Corinthians 1-3</b>  <b>1 Corinthians 5-6</b>		<b>Gorman and Wright Book Reviews (Due Date: Oct. 9)</b>  <b>Workbook/Reading Log Assignments</b>
<b>Week 5</b> <b>(Oct. 13-15)</b>	1 Corinthians	<b>1 Corinthians 8-10</b>  <b>1 Cor 11-14</b>	Gorman, 273-341	<b>Research Paper (Due: Nov. 8)</b>

### **Use of Technology (for this class):**

The policy for the use of technology in this class will differ from the regular Horizon College and Seminary policy (stated below). If students are meeting on campus, I will ask them to avoid using their computers during class time in order to remove unnecessary distractions. I will similarly ask online students to use their paper bibles and to take notes (rather than using phones or other screens). In order to ensure that students have all of the necessary information from each class, without the help of electronic devices, I will also provide supplementary material on Populi. As several recent studies show, our electronic devices can detract from learning both inside and outside of the classroom (see, e.g., Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. [2017]. Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2, 140-154; Kang, S., & Kurtzberg, T. [2019]. Reach for your cell phone at your own risk: the cognitive costs of media choice for breaks. *Journal of Behavioral Addictions*, 8, 395–403).

## **Academic Policies**

### **General Guidelines for the Submission of Written Work**

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### **Late Assignments and Extensions**

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### **Grading**

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

### **Academic Honesty**

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to

give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

### **Campus Health Policy**

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

## Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Appendix A: Book Review Instructions

**Definition of a critical book review:** A paper that describes the nature and scope of a book, and evaluates how well the author succeeded in his or her purpose for writing. The assessment component of the review requires evidence to support its conclusions.

### *Book Review Instructions*

Write a 5-6 page (1500-1800 words) review that includes two parts:

1. Part One: description of the book
2. Part Two: evaluation of the author's purpose

### *Part I – Describe the Book and Summarize its Content (2.5-3 pages of book review)*

- Begin by providing the author's name and the full title of the book.
- Describe the book by answering the following questions:
  - What type of book is it? What subject matter does it cover?
  - What is the main purpose and thesis of the author?
  - Who is the main intended audience of the book? How does this have an impact on its overall presentation?
  - What is the particular perspective of the author and what role does this play in her presentation?
- Briefly outline the content of each chapter:
  - Indicate how each chapter contributes to the overall purpose or thesis of the book.
  - Describe how the author organizes and presents his or her information.

### *Part II – Evaluate the book (2.5-3 pages of book review)*

- Discuss the extent to which the author succeeds in fulfilling his or her purpose or thesis:



- Evaluate the quality of the sources the author uses and his or her treatment of this evidence to support his or her thesis.
- Evaluate the overall strength and logic of his or her argument.
- Note both weaknesses and strengths in his or her argument.
- Be sure to use specific examples to illustrate your critique.
- Comment on the effectiveness of the overall organization of the book.
- Indicate how the author’s perspective and approach influences his or her purpose, argument, and conclusions.
- Explain how the author’s intended audience influences his or her purpose and choice of topic.

### **Appendix B: Research Paper**

1. This is a major research essay (8-10 pages; 2400-3000 words) on a passage, or group of passages (from one of the Pauline letters) that focuses on a particular issue or theme.
2. Written work will be graded on grammar, clarity of writing, organization, and content and analysis. Please use Times New Roman 12-point font, double-space, and set 1” margins. Approximately 30% of the mark will be awarded for grammar, spelling, and style. Plagiarism will result in a failing grade.
3. The essay should be characterized by 1) creative reflection on and analysis of your topic; 2) careful, thoughtful interaction with the relevant passage(s); 3) critical engagement with important secondary sources (at least eight scholarly sources, including commentaries, monographs, and journal articles); 4) a clear substantive thesis that is stated in your introduction; 5) an argument that unfolds the thesis and provides reasons in support of its conclusions; 6) a clear structure—I should be able to understand the progression of your argument, and how the different parts of your paper relate to each other and to your thesis; and 7) a concluding section in which you sum up your argument and reflect on your findings have an impact on the thinking and practices of the contemporary church. The paper must have footnotes and bibliography, which are formatted according to the Horizon College and Seminary format guide.
4. I will expect students to provide a close reading of their chosen passage(s); by “close reading” I mean that I want students to avoid simply describing or summarizing the passages they read:
  - a. I am looking for a careful examination of the text that draws *your own conclusions* about important details in it such as significant words, phrases, and sentence structure. Although you need not comment on every detail of the text in this process, it will be important for you to consider key interpretive issues that relate to your thesis; these key issues should then be integrated with perspectives gleaned from secondary sources.
  - b. To develop this detailed discussion, you may want to use a particular methodological approach. For example, you may want to compare your passage or theme with excerpts from other literary sources or you may want to discuss historical or social circumstances that illuminate the passage.
  - c. You will also need to consider how your observations of your passage relate to the rest of the letter and to the wider thought of Paul.

- d. At the conclusion of the paper, reflect upon how the message and perspectives of Paul inform the way we think, live, and minister in our current cultural context (1-2 pages). This could fit immediately prior to the conclusion or it could be included as part of the conclusion.

### Select Bibliography

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