



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

NT5308 Romans

3 credits. Prerequisites: *None*.

 On Campus  Live-Stream  Video on Demand

October 31 – November 4, 2022

Module B

Monday-Friday, 9am-4pm

Peter Reynolds, Ph.D.
preynolds@horizon.edu

For I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes: first to the Jew, then to the Gentile. ¹⁷ For in the gospel the righteousness of God is revealed—a righteousness that is by faith from first to last, just as it is written: “The righteous will live by faith” (Rom 1:16-17, NIV)

Please note: This course includes substantial reading and preparation work before and during the module.

Course Goals

Course Description

This course focuses on Paul's letter to the Romans. The letter will be situated within its historical and social setting. Special attention will be given to a theological reading of the text in conversation with leading voices in biblical theology.

Relationship to Horizon's Mission

Perhaps no book ever written has been as central to the formation of western theology as the book of Romans. Many of the most significant individuals in the history of Christian theology were deeply impacted by their readings of Romans. Augustine, Luther, Wesley, Barth and others have described their own theology as growing out of a fresh hearing of Paul's letter to the Romans. Many of the key concepts in Christian theology including but not limited to righteousness/justification, faith/faithfulness, atonement, and participation in Christ find elaboration and sometimes mystery in this the longest of Paul's epistles. No Christian theological education can be considered complete without some inquiry into the theology of the Book of Romans.

Course Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theological Literacy**, students will

1. Identify key elements of the historical background of the Book of Romans, including authorship, date, unity, provenance, and audience.
 - *Assessment: Perspectives on Paul* Evaluation Paper
 - *Assessment: Perspectives on Paul* Panel
 - *Assessment: Reading Romans* Paper
2. Describe major theological themes and motif in the Book of Romans
 - *Assessment: Reading Romans* Paper
 - *Assessment: Exegetical Research* Paper
3. Interpret a pericope of the Book of Romans in light of its literary, historical, and socio-cultural context using excellent secondary resources.
 - *Assessment: Reading Romans* Paper
 - *Assessment: Exegetical Research* Paper
4. Explain the state of the question of Pauline studies related to the audience, purpose, and theological emphasis of the book of Romans.
 - *Assessment: Perspectives on Paul* Evaluation Paper
 - *Assessment: Perspectives on Paul* Panel

Course Work

Required Readings

Johnson, Luke Timothy. *Reading Romans: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2001. ISBN: 978-1573122764.

McKnight, Scot and B.J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids: Baker, 2020. ISBN: 978-1540960757.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

PRE-MODULE ASSIGNMENTS

1. *Perspectives on Paul* Evaluation Paper.
In this short essay, students will first briefly summarize the arguments of each of the five perspectives presented in the book (about a paragraph per summary). The summary

should include the central argument of each author as well as an abbreviated description of how the author supports their position. In a final section students will briefly advocate for one position over against the others. Students may suggest modifications to the position, or defend the position as presented by the author.

- Related learning outcome(s): 1 and 4.
- **Assignment length:** 600-1000 words.
- **Due date:** 10/25/2022.

MODULE WEEK ASSIGNMENTS

2. Perspectives on Paul *Panel*.

Students will represent one of the five perspectives from the *Perspectives on Paul* book (If there are more than 5 students, more than one student may represent the same position). Students will begin with a short (5 minute) précis of the perspective that they are representing. Students will then answer questions from undergraduate students and the professor about their position as it relates to issues and passages in the Book of Romans.

- Related learning outcome(s): 1 and 4.
- **Assignment length:** N/A.
- **Due date:** 11/04/2022.

POST-MODULE ASSIGNMENTS

3. Reading Romans *Paper*.

Students will read Luke Timothy Johnson's *Reading Romans: A Literary and Theological Commentary*, and write a response to the commentary based on the categories explored in *Perspectives on Paul*. While Johnson is himself Roman Catholic, students may find that his approach to Romans is not the same as the Roman Catholic perspective presented in the *Perspectives*. Students will present Johnson's argument vis-à-vis these five perspectives. In what ways does Johnson seem to align with and diverge from these perspectives? Be specific and support your argument with examples from the commentary.

- Related learning outcome(s): 1, 2, and 3.
- **Assignment length:** 800-1000 words.
- **Due date:** 12/23/2022.

4. *Exegetical Research Project*.

Students will submit a research project as either a formal research paper or a sermon manuscript. Regardless of the choice of format, the written assignment will be six to eight pages and will conform to Horizon Format Guide. Papers or sermons must demonstrate proper use of excellent resources. Projects will reference at least five sources which have been published in the last twenty years in respected journals, or from reputable publishers. The sources will be indicated using properly formatted footnotes. Projects will be evaluated based on quality of research (this includes quality of sources and appropriate use of these sources) and clarity of communication.

- Related learning outcome(s): 2 and 3.

- **Assignment length:** 6-8 pages (1200-1800 words).
- **Due date:** 12/23/2022.

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have the *same* due dates as in-class students, except for the ***Perspectives on Paul Panel*** assignment, which is due on **11/03/2022** as per the directions below:
 - VOD students will submit a video of the short (5 minute) précis of the perspective they are representing. The student will upload the video to YouTube as an unlisted video and submit the link on Populi. The video will be shown in class at the time of the in-class panel.
 - Following the in-class panel, undergraduate students and the professor will post questions for VOD students on the *undergraduate* course dashboard on Populi. The VOD student must post written responses to a minimum of 3 questions by **11/08/2022**.
- Each week for 5 weeks, according to the schedule below, VOD students will watch the lecture videos from *one day* of the module and submit a 2-3 minute report to FlipGrid that 1) affirms they have watched the required recording for the course, 2) summarizes one thing they learned from each section of the course that will help them reach the course learning outcomes, and 3) explains at least one question they had after watching the class recording.
 - Day 1 Lecture Videos & Report due **11/07/2022**.
 - Day 2 Lecture Videos & Report due **11/14/2022**.
 - Day 3 Lecture Videos & Report due **11/21/2022**.
 - Day 4 Lecture Videos & Report due **11/28/2022**.
 - Day 5 Lecture Videos & Report due **12/05/2022**.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Assignment	Time	Due Date	Assignment Weighting
Readings	50 hrs	N/A	
Classroom time	30 hrs	N/A	
1. <i>Perspectives on Paul</i> Paper	20 hrs	10/25/22	20%
2. <i>Perspectives on Paul</i> Panel	2 hrs	11/04/22	10%
3. Exegetical Research Paper	14 hrs	12/23/22	35%
4. <i>Reading Romans</i> Paper	10 hrs	12/23/22	35%
Total =	~126 hrs		

Course Outline

<i>Date</i>	<i>Topic</i>
<i>Monday, October 31</i>	<i>Intro to Pauline Theology Romans Prolegomena</i>
<i>Tuesday, November 1</i>	<i>Romans 1-4</i>
<i>Wednesday, November 2</i>	<i>Romans 5-8</i>
<i>Thursday, November 3</i>	<i>Romans 9-13</i>
<i>Friday, November 4</i>	<i>Romans 14-16 Perspectives on Paul Panel</i>

- Assignments will not be accepted after December 26, 2022.

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	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory

C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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 Seminary [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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. 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.

Bibliography

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