I. COURSE DESCRIPTION:
This is a course on the thirteen canonical letters attributed to the Apostle Paul. Students will attend specifically to the life, thought, and context of Paul as seen through his letters.

II. TEXTBOOKS:

Required Reading:

Suggested Purchases for Research and Future Use:

III. RATIONALE:
This course should assist students in their learning via specific Core Competencies of the M.Div. degree. Through their study of the New Testament in this course, students should demonstrate an understanding of the Bible’s foundational role in the formation of Christian identity. As a result of their careful engagement with Paul’s letters and with each other, they should show an awareness of their own spiritual development characterized by mature self-acceptance and self-direction. Moreover, as a result of their reflection on and integration of the text into possible contexts for ministry, students should demonstrate competence in the skills and perspectives necessary for leadership in the formation of disciples.

IV. SPECIFIC OBJECTIVES:
In order to meet these general objectives stated above, students will demonstrate the following specific competencies. At the end of this course, students will be able to:

1. Identify the major elements of Paul’s theology as demonstrated by 1 Thessalonians, Philemon, Romans, Galatians, 1, 2 Corinthians, and Philippians.
2. Explain the historical and social contexts of the thirteen Pauline letters and how these contexts help us to better understand their various theological perspectives.

3. Identify and utilize scholarly resources for higher biblical criticism including commentaries, concordances, Bible or theological dictionaries, as well as any other potential resources mentioned in class.


V. TEACHING STRATEGIES:
All required contact hours for this course are in the physical classroom. The main work of the course will consist of readings, lectures, and discussions concerning major issues. You will also demonstrate your learning orally in both the classroom and with oral tests.

VI. CALENDAR OF TOPICS AND READINGS:

<table>
<thead>
<tr>
<th>date</th>
<th>to be completed before class</th>
<th>touchstones</th>
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</thead>
<tbody>
<tr>
<td>2/26</td>
<td>AGT 271-298, 355-376</td>
<td>Philemon</td>
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<tr>
<td>3/5</td>
<td>DS Intro, Chs. 1, 2, 3</td>
<td>Galatians</td>
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<tr>
<td>3/12</td>
<td>AGT 299-326</td>
<td>oral exams [by appointment]</td>
</tr>
<tr>
<td>3/19</td>
<td>AGT 427-446</td>
<td>1, 2 Thessalonians</td>
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<tr>
<td>3/26</td>
<td>AGT 391-406</td>
<td>Philippians</td>
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<tr>
<td>4/2</td>
<td>Independent Research Week</td>
<td>no class scheduled</td>
</tr>
<tr>
<td>4/9</td>
<td>Dunn / Moo / Packer reading</td>
<td>Comparative Review due</td>
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<tr>
<td>4/16</td>
<td>AGT 327-346</td>
<td>1 Corinthians</td>
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<tr>
<td>4/23</td>
<td>AGT 347-354, handout (pdf)</td>
<td>2 Corinthians</td>
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<tr>
<td>4/30</td>
<td>AGT 407-20, 377-390</td>
<td>Colossians, Ephesians</td>
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<tr>
<td>5/7</td>
<td>AGT 447-460</td>
<td>1, 2 Timothy, Titus</td>
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<tr>
<td>5/14</td>
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<td>class presentations</td>
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VII: SEMINARY STANDARDS:
A. Inclusive language
   United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity
   Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Class Confidentiality
   One of the highlights of the classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their
classmates by not disclosing classroom conversations with those outside of the classroom.

VIII: USING ONLINE RESOURCES
Help guides are available in the student computer lab and in the Student Handbook.

Please note that UTS policy requires that all email correspondence with the instructor by any student enrolled for credit in a class must utilize the student’s UTS email account. Any correspondence that the instructor sends will utilize the UTS email system. Therefore, it is very important that each student check his or her UTS email account at least two or three times each week.

IX. ASSIGNMENTS AND EVALUATION:
Method of Determining Grade:
Your grade will be determined based on the following calculation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
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<tr>
<td>Oral Exams</td>
<td>25%</td>
</tr>
<tr>
<td>Comparative Review</td>
<td>25%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A. Class Participation (25% of overall grade)
1. Attendance: You are expected to attend every class.

2. Discussion: You are expected to contribute to class regularly by giving thoughtful and respectful comments that evidence your engagement with the course material. The professor will facilitate discussions on a weekly basis and will grant discussion points (4 max per class) to students who show evidence of reading comprehension. The professor will take away discussion points (2 max per class) if the student is called upon to contribute to a discussion but answers unsatisfactorily. Points are given and taken away at the professor’s discretion.

B. Oral Examination (25% of overall grade)
The student is expected to arrange a meeting date and time with the professor during oral exams week (see course calendar above) for midterm assessment. The student should be prepared to demonstrate comprehension of the chapters written by James Dunn in DS.

C. Comparative Review (25% of overall grade)
The student will read and compare the following interpretations of Romans 7:7-25. In 1700-2000 words, this review will the survey key arguments and distinctive interpretations of the following five commentators (the appropriate pages of each commentary can be downloaded in pdf form – ask instructor):


Reviews should consist of:

A. An opening paragraph that immediately and concisely describes the purpose and contents of the student’s review. (Be sure to briefly describe what the debate is about!) The student may choose to copy or mimic the following thesis statement: “This review will critique three different interpretations of Rom 7:7-25. Dunn, Moo, and Packer will be compared. This review will conclude with a critical evaluation of these interpretations offering this reviewer’s take on the passage.”

B. A three to six paragraph section that summarizes each interpreter’s take on Rom 7:7-25.

C. A six to nine paragraph section that explains the strengths and weaknesses of the representative positions (Where do the interpreters overlap? What are their weaknesses? Which arguments are most persuasive? Why?)

D. A two to three paragraph conclusion summarizing Paul’s words in Romans 7:7-25. Here the student will explain which interpreter has been most persuasive and make this evident in his/her summary.

D. Class Presentation (25% of overall grade)

1. The student will choose a passage wherein Paul quotes Jewish Scripture. The student will write a short paper that explains Paul’s choice of text, his purpose for doing so, and his exegetical method (how does Paul find meaning in Scripture). This paper should be no longer than 2000 words in length. The student will bring a hard copy to class for the professor and read this paper aloud to the class. The student should be prepared to field questions about their presentation.

   a. Papers are to be submitted as Word or RTF files and emailed to acledonne@united.com; Papers must also be stapled and brought to class. Both of these methods of submission must be completed before class on the due date.

   b. You are to use 12 pt Times New Roman font and 1 inch margins on all sides of the page. All papers should be double-spaced. Be sure to include your first and last name on your document.

   c. Transliterated words should be italicized (e.g., the Greek words for “Christ” is Christos). If you use biblical language fonts, please use SBL Greek and SBL Hebrew fonts (or unicode). These can be downloaded free of charge at http://www.sbl-site.org/educational/biblicalfonts.aspx

   d. You are to use inclusive language in all writing, including your posts, for this course. Gender-inclusive language is a requirement at United. If you have further questions, please feel free to contact me. Examples of gender-inclusive language include:
“humankind” or “humanity” not “mankind”; “person” not “man” or “woman”; “she or he” or “one” not “he.”

e. Avoid contractions in your professional writing (e.g., I’m, can’t, don’t, etc.). Also do not use words such as “obviously” or “clearly,” since if these things were so “obvious” there would be no need for you to write about them!

f. Proofread and revise your work! No one writes a perfect essay the first time. Essays that contain many errors are distracting and communicate a lack of care and/or effort.

g. Scholarly Sources and Citation Format.

1. The biblical text is the primary text of this course. You are, however, expected to employ various up-to-date scholarly sources in your writings (published in the last 10 years is best). Scholarly sources include the resources like those listed at the end of this syllabus or cited at the end of chapters in AGT. They do not include popular works (e.g., the Access Bible, books by authors such as Charles Swindoll), most websites (e.g., Wikipedia, About.com, blogs), or commentaries by Christian figures from the distant past (e.g., John Calvin, John Barclay, Matthew Henry). While these commentaries may help you note the history of interpretation of a given passage, they do not replace recent, scholarly contributions. Your ability to identify, interact with, and constructively employ these resources for your congregations will make you a more effective interpreter of Scripture.

2. Citations are to follow the Chicago Manual of Style (a.k.a. Turabian; the standard format for United) or the SBL Handbook of Style. Biblical passages may be noted parenthetically, for example: Jesus cries, “It is finished!” (John 19:30, NRSV). Be consistent with your style throughout.

3. The due date is listed one course calendar (section VI of this syllabus).

a. Students will be penalized for late work by one letter grade for each day they are late. Papers will not be accepted more than three days after the due date.

b. If you have extenuating circumstances (i.e., family emergency, extended illness), notify me as soon as possible (beforehand, if possible) to make arrangements.

4. Plagiarism.

a. Plagiarism is a very serious offence and is taken as such at United. The Student Handbook contains clear definitions of and a process of evaluation for papers that are suspected of plagiarism.

b. If you plagiarize in this class, you will automatically earn a 0 on the entire portion of the assignment and be subject to possible dismissal from this course. This means, if you plagiarize on an exegesis exercise, you will earn a 0 for your
entire exegesis exercises grade, etc. Record of the offense will also be documented in your student file.

c. To make sure everyone is on the same page, here is a basic definition. Plagiarism is the representation of another’s work as your own; it is stealing. This practice extends from the extreme of purchasing a term paper online and submitting it as one’s own, to failing to mark with quotation marks someone else’s words or phrases, to claiming an idea or approach as original when it is the product of another’s research, or even to paraphrasing the work of another without properly citing the source (even if you include that source in your Works Cited page). Take care to note when you are consulting others and give them the credit they are due!

X. STUDENT COURSE EVALUATIONS:
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

XI. REFERENCES:
A. Commentary Series.
Abingdon New Testament Commentaries
Anchor Bible Commentaries (a.k.a. Anchor Yale Bible)
Augsburg Commentary on the New Testament
Black’s New Testament Commentaries
Feminist Companion
Hermeneia (requires biblical languages)
Interpretation
New Cambridge Bible Commentary
New International Commentary on the New Testament
New Interpreter’s Bible (a recent edition)
New Testament Readings
Paideia
Reading the New Testament
Sacra Pagina
Westminster Bible Companion
Word Biblical Commentary


C. Reference Works.


D. Scholarly Journals for New Testament Exegesis

This list is just to give you an idea of what is out there. While the best NT journals are included in this list, there are many others that have good articles as well. However, you need to
exercise your ability as a skillful reader to determine if the article you are reading is exegetical or primarily interpretative (pastoral, theological). For this class, you want to emphasize exegesis in order to help your pastoral and theological reflections later on.

Australian Biblical Review
Biblica
Biblical Interpretation
Catholic Biblical Quarterly
Ephemerides theologicae lovanienses
Harvard Theological Review
Horizons in Biblical Theology
Hebrew Annual Review
Interpretation
Jewish Studies Quarterly
Journal for the Study of Judaism in the Persian, Hellenistic, and Roman Periods
Journal for the Study of the New Testament
Journal for the Study of the Pseudepigrapha
Journal of Biblical Literature
Journal of Early Christian Studies
Journal of Jewish Studies
Neotestamentica
New Testament Studies
Novum Testamentum
Perspectives in Religious Studies
Revue biblique
Revue de Qumran
Semeia

F. Online Resources.
Bible Odyssey http://www.bibleodyssey.org/
David Watson’s Homepage: http://www.davidwatson.utsweb.net
Early Christian Writings: http://www.earlychristianwritings.com/
Jerome Neyrey’s Articles (social-scientific criticism) http://www.nd.edu/~jneyrey1/articles.html
The N. T. Wright Page: http://www.ntwrightpage.com/
Perseus Digital Library: http://www.perseus.tufts.edu/hopper/
Project Gutenberg: http://www.gutenberg.org/browse/loccs/pa
Yale Eikon Image Database: http://research.yale.edu:8084/divdl/eikon/
NOTE: THIS FORM INDICATES THE CRITERIA BY WHICH THE PROFESSOR WILL GRADE YOUR COMPARATIVE REVIEW

Review Evaluation Sheet

To: __________________________
From: Dr. Anthony Le Donne

I. The following criteria are rated according to these symbols:
   0 = Lack of effort; 1 = Inadequate; 2 = Adequate; 3 = More than adequate; 4 = Superior

   Demonstration of knowledge of selected works 0 1 2 3 4
   Awareness of authors’ aims and perspective 0 1 2 3 4
   Treatment of significant issues 0 1 2 3 4
   Comparative/critical evaluations of strengths 0 1 2 3 4
   Comparative/critical evaluations of weaknesses 0 1 2 3 4
   Fairness in handling the author’s point of view 0 1 2 3 4
   Organization of statements/presentation 0 1 2 3 4
   Accuracy of statements/presentation 0 1 2 3 4
   Written presentation:
      Literary style 0 1 2 3 4
      Spelling/grammar 0 1 2 3 4

II. The following need(s) attention if checked:

   __ 1. The review needs more balance.
   __ 2. The review is too long.
   __ 3. Number pages consecutively throughout.
   __ 4. The review is not sufficiently thorough.
   __ 5. The review uses direct quotations too much rather than summarizing.
   __ 6. The review needs to have been proofread by someone proficient in English grammar.
   __ 7. The student needs to read the assignment directions more carefully.

GRADE: