

Tim Hegedus  
Vancouver School of Theology  
Office:  
Email:

NT501 Paul  
January Interterm, January 3 – 13, 2017

**PURPOSE:** Modern scholars distinguish between letters that Paul wrote (the “undisputed” letters) and those which are attributed to him (the “disputed” letters), and we will examine the reasons why scholars make these distinctions. This course will survey and analyse the basic themes of these letters which together constitute a significant amount of the literature of the New Testament. Our aim is to understand Paul's ideas as well as those of his theological successors, to situate their thought within the larger history of early Christianity, and to explore their relevance for the church today.

**PREREQUISITES:** None

**COMPETENCE OBJECTIVES:** By the end of this course students will be able to:  
--identify the basic themes of Paul's theology and those of his successors;  
--explain the reasons why scholars distinguish between undisputed and disputed Pauline letters;  
--identify aspects of ancient Jewish and Greco-Roman culture that are relevant to Pauline theology;  
--create links between Pauline theology in the New Testament and the ministry of the church today.

**FORMAT AND CONTENT:** This course is a two week intensive course worth 3.0 credit hours. For on-campus students, work in the course consists of classes including lectures, discussions, assigned readings, short tests, one term paper and a final exam.

**TEXTS:**

- a) Primary Sources: Students should have a copy of the Bible in one of the following modern English translations: the *New Revised Standard Version* (1989); the *Revised English Bible* (1989); the *New Jerusalem Bible* (1985); the *New International Version* (1973-78). Each of these is suitable for academic use. If you are looking to purchase a Bible, the *New Revised Standard Version* is highly recommended and available from the UBC Bookstore and available from Amazon.
- b) Secondary Sources: E.P. Sanders, *Paul: The Apostle's Life, Letters, and Thought* (Minneapolis: Fortress, 2015). Material on the deuteron-Pauline letters will be made available to students prior to the class.

**RESERVES:** Margaret Y. MacDonald, “The Deutero-Pauline Letters in Contemporary Research,” from *The Oxford Handbook of Pauline Studies* will be available through Moodle,

## **COURSE POLICIES**

1. **Attendance** For an intensive course, VST requires 100% attendance.
2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.
4. **Inclusive language** In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.
5. **Assignment and Course Evaluation**
  - Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
  - Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.
  - For a passing grade in this course, all assignments must be Approved.
6. **Late assignments**  
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. No extensions will be granted. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Late assignments will have one grade deducted for each day of lateness.
7. **Limitation on use of social media**  
Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.
8. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.

## **CALENDAR**

January 3 – Introduction, 1 and 2 Thessalonians

READ: 1 and 2 Thessalonians

Sanders, chapters 5-8

January 4 – 1 and 2 Corinthians

SHORT TEST 1

READ: 1 and 2 Corinthians

Sanders, chapters 9-15

January 5 – 1 and 2 Corinthians (continued)

January 6 – Galatians and Philippians  
 SHORT TEST 2  
 READ: Galatians and Philippians  
 Sanders, chapters 16-20

January 9 – Romans  
 SHORT TEST 3  
 READ: Romans  
 Sanders, chapters 21-23

January 10 – Romans (continued)

January 11 – Ephesians and Colossians  
 SHORT TEST 4  
 READ: Ephesians and Colossians  
 MacDonald

January 12 – 1 Timothy, 2 Timothy, Titus  
 SHORT TEST 5  
 READ: 1 Timothy, 2 Timothy, Titus

January 13 – Final Exam  
 DUE: Term Paper

### **EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA**

1. Class participation: Students are expected to participate in class discussions, and do adequate preparation of in-class discussion exercises. Evaluative criteria: comments and questions show adequate preparation, an understanding of the assigned readings and exercises, and a readiness to apply readings to interpretive questions and insights.
2. Short Tests will consist of identification of key elements of the reading for that day and one or two short essay questions.
3. Final exam: identification, short answer essays, long essay. Evaluative criteria: answers are correct, comprehensive, insightful and clear.
4. Audit students are required to do all the reading and participate in the class discussions and exercises.
5. Certificate students are required to do all the reading, participate in the class discussions and exercises, and do the journal, handing in the sections of the journal as listed in the calendar.

### **SELECTED BIBLIOGRAPHY**

Boyarin, Daniel. *A Radical Jew: Paul and the Politics of Identity*. Berkeley: University of California, 1994.

Donaldson, Terence L. *Paul and the Gentiles*. Minneapolis: Fortress, 1997.

Elliott, N. *Liberating Paul: The Justice of God and the Politics of the Apostle*. Maryknoll: Orbis, 1994.

- Horsley, Richard. *Paul and Politics*. Harrisburg, PA: Trinity Press International, 2000.
- Jewett, Robert. *Christian Tolerance: Paul's Message to the Modern Church*. Philadelphia: Westminster, 1982.
- Malherbe, Abraham J. *Paul and the Thessalonians: The Philosophic Tradition of Pastoral Care*. Philadelphia: Fortress, 1987.
- MacDonald, Dennis R. *The Legend of the Apostle: The Battle for Paul in Story and Canon*. Philadelphia: Westminster, 1983.
- Martin, Dale B. *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity*. New Haven: Yale, 1990.
- Meeks, Wayne A. *The First Urban Christians: The Social World of St. Paul*. Second edition. New Haven: Yale University Press, 2003.
- Murphy-O'Connor, J. *Becoming Human Together: The Pastoral Anthropology of St. Paul*. Wilmington: Glazier, 1982.
- Sanders, E.P. *Paul and Palestinian Judaism*. Philadelphia: Fortress, 1977.
- Segal, Alan F. *Paul the Convert*. New Haven: Yale University Press, 1990.
- Theissen, Gerd. *The Social Setting of Pauline Christianity*. Philadelphia: Fortress, 1982.
- Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and his Critics*. Grand Rapids: Eerdmans, 2004.