



School of Theology and Christian Ministry

BIB 302 – The Letters of Paul

Faith, Hope, and Love across Distance and Difference

3 Units

Spring 2019 – Quad 1

Meeting days: Tuesday and Thursday	Instructor: Dr. Kara Lyons-Pardue
Meeting times: 2:30 – 5:30 P.M.	Phone: (619) 849-2989 Office Location: Smee 203
Meeting location: Smee Wesleyan Center Classroom	E-mail: karalyons-pardue@pointloma.edu
Final Exam: Class time, Tuesday, February 26	Office hours: Thursdays 11 A.M.–12 P.M.; Fridays 1–3 P.M. (*BEST by appointment)

PLNU Mission: To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

How do followers of Christ live in step with the Holy Spirit? A study of Paul's letters to far-flung churches around the ancient Mediterranean, most of which he founded and nurtured as a missionary pastor.

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to ...

1. Describe and compare the Pauline Epistles;
2. Apply exegetical techniques to the interpretation of particular epistolary passages;
3. Defend a presentation of Paul's life and theological convictions based on his corpus of letters; and
4. Create a précis to exegesis of a selected Pauline passage with application to the present day.

REQUIRED TEXTS

1. Matthew L. Skinner, *A Companion to the New Testament: Paul and the Pauline Letters* (Baylor, 2018). ISBN 9781481307833
2. Beverly Roberts Gaventa, *When in Romans: An Invitation to Linger with the Gospel according to Paul* (Baker, 2016). ISBN 9780801097386
3. Jennifer A. Glancy, *Slavery as a Moral Problem* (Augsburg Fortress, 2011); ISBN 9780800696702

RECOMMENDED:

1. *Dictionary of Paul and His Letters*. Edited by Hawthorne & Martin. (Intervarsity: 1993). ISBN 9780830817788
2. The Bible in the NRSV translation (ask the professor for suggestions for study Bible edition options, if needed)

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. ****Take note: A significant portion of the student's grade in this course relies on attendance and active participation. Also, in a quad class, 3 absences exceed 20% of the class meetings.**

PLNU COPYRIGHT POLICY

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PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due, as indicated by the schedule below. A late assignment is automatically subject to a 10% reduction in grade. Each 24-hour period subsequent to the time it was due, the instructor will deduct another 10%.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "humanity," "humans," and "he or she" better acknowledge women as full persons.

FINAL EXAMINATION POLICY

Because this is a quad class, this course's final exam is scheduled for class time on Tuesday, February 26. Absolutely no requests for early examinations or alternative days will be approved.

USE OF TECHNOLOGY

Students are encouraged to use technology, especially the Canvas site, for learning and communication outside of class. *In class, however, the professor strongly discourages the use of electronic devices.* So far, using such devices tends to distract our focus and distance us from one another. If you seek permission to use a device in the case of specific need, please speak to Dr. Lyons-Pardue.

ASSESSMENT AND GRADING

This course will be graded on a 1,000-point scale. The following are the grading categories and point-values:

Assessment Item	% of Total GRADE
Class Attendance	10% = 100 points
Reading Comprehension Quizzes	25% = 250 points
Small Papers/Presentations <ul style="list-style-type: none">▪ Dictionary Article Abstract & Presentation	15% = 150 points

▪ Wiley Lecture Report & Reflection	
Letter Guide & Discussion Leadership	20% = 200 points
Précis to Passage Exegesis	30% = 300 points

Class Attendance is worth 10% of the student's total grade. These may seem like "fluff points," but they awarded based on the conviction that the class functions best when all students are present and contributing. (Two tardy arrivals or early departures will be considered an absence.)

Perfect attendance = 100 pts; 1 absence (or equivalent) = 90 pts; 2 absences = 60 pts; 3 or more absences = 0 pts or dropped from class (See attendance policy).

Reading Comprehension is the foundation of learning and required for meaningful dialogue. Therefore, students will begin nearly every class with an individual and team quiz over the required reading (See [Course Schedule](#)). The individual and team comprehension quizzes will be identical each day. The student must score a 70% on his/her individual quiz in order to be eligible for the team quiz score. If the team score is higher than the student's >70% score, the team score will be counted as his/her official score that week. The last two weeks of class have a reduced reading load in compensation for the reading students will be doing for their final project. (Total: 250 points) *Fulfills Outcomes #1-3.*

Small Papers / Presentation

- 1. Dictionary Article Abstract and Presentation:** From a list of instructor-approved options, the student will select one topic (with an assigned presentation/due date; See [Course Schedule](#)). Summarize the article topic in 250-300 words based on the *Dictionary of Paul and His Letters (DPHL)*. An example will be provided in class and on Canvas. The student must make copies of his/her abstract for each class member and the professor (~13 copies). 50 pts will be based on the quality, comprehensibility, and selection of examples of the in-class presentation (3-5 minutes). The remaining 25 points are based on the submitted written abstract; including the quality of writing, accuracy, and selection of additional salient information for presentation. This ongoing learning exercise helps teach the class; it serves to introduce a diverse body of scholarly topics and literature to the class, while holding each student responsible for educating her classmates. *This is not a line-by-line paraphrase or condensation of the original.* Instead, by summarizing accurately in your own words and presenting relevant examples, you demonstrate understanding. (Total: 75 pts) *Fulfills Outcomes #1-3.*
- 2. Wiley Lecture Report and Reflection:** Dr. Brian Bantum is giving the Wiley lectures in Theology (Feb. 11-13, 2019). His topic is "*Who Will We Be? Doing Theology as Though Our Bodies Mattered.*" Students must attend at least two full lectures and our class will be canceled on Tuesday, Feb. 12 to account for the extra obligations (25 of the total points are awarded for sign-in and attendance at 2 lectures); if there is a scheduling conflict, speak to the professor about the make-up alternative. The student's Report should be one brief paragraph on each lecture attended (in concise, complete sentences) covering the entire lecture's content. The Reflection portion will be three sentences answering this question: How can we read Paul "as though our bodies mattered"? (Three paragraphs; Approximately 600 words; total 75 pts). *Fulfills Outcome #4.*

Letter Guide and Discussion Leadership (200 pts): In pairs, students will produce an introductory guide to one of Paul's letters in focus for the class session (See calendar below for dates). Students will lead class discussion on the letter (Part III of the class) for 20-30 minutes. The Letter Guide and class-discussion prompts need to be submitted to the Professor for evaluation and approval by no later than 9:00 a.m. on the day the Leadership takes place, or sooner if needed to allow for feedback and alterations. An example will be provided in class and more information provided on Canvas. *Fulfills Outcome #1 and 3.*

The **Précis to Passage Interpretation** (300 pts) combines the student's prior work on the Letter Guide and further exegetical work on a particular passage from the same letter (from a limited set of passage options). This final project is neither the academic classic, an exegetical paper, nor the church classic, a sermon, but could serve as a curated preliminary resource for either. Particularly, the interpretive guide will merge the two, demonstrating the student's academic Biblical Studies preparation and being geared for use by real pastors preparing to preach on a particular Pauline passage. Abbreviated presentations of the guide will take place during the Final Exam Period (last day of class)

and will be graded out of 50 pts. Attendance of others' presentations is mandatory. The Passage Interpretation Guide itself will be worth 250 points and will follow the structure provided on Canvas. *Fulfills Outcomes #1, 2, and 4.*

DAILY CLASS STRUCTURE

*This is an approximation, but our general class flow will follow this structure. Both variety and structured expectations will be key to accomplishing the desired course outcomes in our lengthy class sessions. Below, **bolded** sections represent student-led portions.*

2:30 – 2:45	Welcome, Prayer, Class Plan, & Big Ideas/Questions from Readings
2:45 – 3:15	I. Reading Preparation Assessment – iRAT and tRAT: Individual (i) and Team (t) Readiness Assessment Test
3:15 – 3:30	II. Clarifying Questions on Biblical Text and Textbook readings
3:30 – 4:15	III. Guided Discussion on Biblical Text (student-led most weeks)
4:15 – 4:25	Break, Snacks
4:25 – 4:40	IV. Student Presentations on Dictionary Articles
4:40 – 5:00	V. Primary Sources & Instruction
5:00 – 5:30	VI. Contemporary Reflection (case-studies; modern issues; theological interpretation)

COURSE SCHEDULE AND ASSIGNMENTS

Wk	Date	Due 📖 Biblical texts to read by class time; ➤ <i>Textbook selections to read by class time</i> ; 📝 In class reading comprehension <u>quiz</u> , indiv. & team; 📄 Paper due in class	CLASS TOPIC 📖 Dictionary Article (individually assigned from <i>DPHL</i>) 📖 Letter Guide and Discussion Leadership (individually assigned)
1	Thurs, Jan 10		<u>INTRODUCTION TO PAUL</u> <u>INTRODUCTION TO THE CLASS</u> <u>1 & 2 THESSALONIANS</u>
2	Tues, Jan 15	📖 Acts 9:1-23; 11:19-30; 13:1–18:23; 26:1–28:31; Galatians 1:11–2:14; Philippians 3:1-11; 1 Corinthians 15:1-11 ➤ Skinner, Chs. 1-2 (p. 1–45) 📝 <u>Reading quiz, iRAT and tRAT</u>	<u>WHO WAS PAUL?</u> <u>ANCIENT LETTER-WRITING</u> 📖 EXAMPLE: Paul in Acts and Letters
	Thurs, Jan 17	📖 Romans ➤ Skinner, Ch. 3 (p. 47-77) ➤ Gaventa, Chs. 1-2 (p. 1-74) 📝 <u>Reading quiz, iRAT and tRAT</u>	<u>ROMANS</u>
3	Tues, Jan 22	📖 Romans Chs. 12–16 (again) ➤ Gaventa, Chs. 3, 4, & Conclusion (p. 75-128) 📝 <u>Reading quiz, iRAT and tRAT</u>	<u>ROMANS, CONTINUED</u> 📖 Faith 📖 Israel 📖 Righteousness
	Thurs, Jan 24	📖 1 Corinthians ➤ Skinner, Ch. 4(p. 79-108) 📝 <u>Reading quiz, iRAT and tRAT</u>	<u>1 CORINTHIANS</u> 📖 <u>1 Cor Guide</u> 📖 Gifts of the Spirit 📖 Resurrection 📖 Death of Christ 📖 Eschatology*

Wk	Date	Due <ul style="list-style-type: none"> 📖 Biblical texts to read by class time; ➤ <i>Textbook selections</i> to read by class time; ✍ In class reading comprehension <u>quiz</u>, indiv. & team; 📄 Paper due in class 	CLASS TOPIC <ul style="list-style-type: none"> 📖 Dictionary Article (indiv. assigned) 📖 Letter Guide and Discussion Leadership (individually assigned)
4	Tues, Jan 29	<ul style="list-style-type: none"> 📖 2 Corinthians ➤ Skinner, Ch. 5 (p. 109-133); ✍ <u>Reading quiz</u>, iRAT and tRAT 	2 CORINTHIANS 📖 2 Cor Guide <ul style="list-style-type: none"> 📖 Peace, Reconciliation 📖 Itineraries
	Thurs, Jan 31	<ul style="list-style-type: none"> 📖 Galatians, Philippians, Philemon ➤ Skinner, Ch. 6 (p. 135-155); Ch. 9 (p. 193-206); Ch. 14 (p. 277-288) ✍ <u>Reading quiz</u>, iRAT and tRAT 	GALATIANS, PHILIPPIANS, PHILEMON <ul style="list-style-type: none"> 📖 Gal Guide 📖 Philippians Guide 📖 Justification 📖 Authority
5	Tues, Feb 5	<ul style="list-style-type: none"> 📖 Ephesians & Colossians ➤ Skinner, Chs. 7-8 (p. 157-191); Ch. 10 (p. 207-219) ✍ <u>Reading quiz</u>, iRAT and tRAT 	EPHESIANS, COLOSSIANS DISPUTED PAULINE CORRESPONDENCE <ul style="list-style-type: none"> 📖 Eph Guide 📖 Colossians Guide 📖 Apocalypticism
	Thurs, Feb 7	<ul style="list-style-type: none"> 📖 1 Timothy, 2 Timothy, Titus ➤ Skinner, Ch. 13 (p. 253-275) ✍ <u>Reading quiz</u>, iRAT and tRAT 	1 & 2 TIMOTHY, TITUS 📖 1 Tim Guide PASTORAL EPISTLES <ul style="list-style-type: none"> 📖 Pastoral Letters 📖 Church 📖 Pastor, Paul as
6	<u>Tues, Feb 12</u> Mandatory Attendance: at least 2 Wiley Lectures (taking place in Crill on Mon., Tues., and Wed.)	Lecture 1 - In Our Image: The Hope of Difference Monday, February 11, 2019 from 11 – 11:50 a.m. Lecture 2 - The Difference in Us: Why Our Bodies Matter Monday, February 11, 2019 from 1:30 – 2:20 p.m. Lecture 3 - God With Us: The Body That Saves Tuesday, February 12, 2019 from 9:30 – 10:20 a.m. Lecture 4 - We With God: What If Salvation Is Not A Place? Wednesday, February 13, 2019 from 8:30 – 9:20 a.m.	BODIES AND CHRISTIAN LIFE
	Thurs, Feb 14	<ul style="list-style-type: none"> ➤ Glancy, all ✍ <u>Reading quiz</u>, iRAT and tRAT 📄 Wiley Lecture Report & Reflection due by class time (submit on Canvas) 	SLAVERY IN PAUL & EARLY CHRISTIAN CONTEXTS
7	Tues, Feb 19		WOMEN IN PAUL & EARLY CHRISTIAN CONTEXTS
	Thurs, Feb 21		ISRAEL IN PAUL & EARLY CHRISTIAN THOUGHT
8	Tues, Feb 26	Final Exam Session: Class time, Tuesday, February 26 <ul style="list-style-type: none"> 📄 Précis to Passage Interpretation 	INTERPRETATION OF PASSAGES FROM THE PAULINE EPISTLES