

Pauline Studies
PhD: CHTH G105–C02
MA: NT 6ZS6

McMaster Divinity College
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Winter 2017 (Term 2)
Wednesday, 10:30am–12:20pm

COURSE DESCRIPTION

This course will provide an overview of major issues in Pauline studies as well as an opportunity for students to pursue specialized research in the area of Pauline studies. A selection of some historically influential works on Paul will be assigned as required reading and class seminars will discuss the current state of scholarship as regards some important topics. Student research papers will be disseminated near the end of the semester and each paper will receive a formal peer review from a fellow student.

COURSE OBJECTIVES

In this course, students will be given an opportunity to:

Knowing

- Become familiar with historical works that have greatly impacted the field of Pauline studies
- Recognize the current state of Pauline scholarship as regards both method and content
- Formulate well-informed opinions about Paul's life and letters
- Become an expert on at least one specific area in Pauline studies

Being

- Become a charitable giver and receiver of critical comments from fellow scholars
- Reflect upon Paul's absolute commitment to the divine calling that he understood himself to have received
- Learn from Paul's ministry experiences, including both his successes and failures, that leadership decisions can be very complex

Doing

- Survey academic literature on a topic in Pauline Studies
- Systematically outline the present state of Pauline Studies as regards a particular topic
- Formulate a method that is capable of addressing an open question in Pauline Studies
- Write an effective research paper
- Give an effective academic presentation and then field questions and comments
- Critically assess a research paper in order to identify its strengths and weaknesses

COURSE PREREQUISITES

As a graduate seminar in Christian Theology, this course presumes a general familiarity with the New Testament and with the Pauline letters in particular. Students are also expected to have competency in Greek and to have all of the skills required for the production of graduate-level research papers.

COURSE REQUIREMENTS

NB: Students are required to complete all of the following assignments. If a student fails to make a valid attempt at any one of these requirements, this will constitute grounds for failure of the course.

All written assignments must be submitted in Microsoft Word format via Avenue to Learn (A2L) unless alternative arrangements are made with the professor in advance of a due date. A penalty of 2% per day will be applied to all late assignments. No assignments will be accepted after **April 12th**.

1. Reading and Seminar Participation (10%). Students are expected to read the historically- or terminologically-significant resources listed under the “Textbooks” heading below (~3,000 pages) and then report the quality of their reading. The reporting will involve one A2L quiz per required resource, with each quiz asking two questions (How much of the material did you read? How carefully did you read it?). The quizzes will be weighted according to the length of each reading (e.g. Baur is worth considerably more than Stendahl). Although students are strongly encouraged to do the assigned reading throughout the semester, the A2L quizzes used for reading reporting will remain open until **11:59pm on April 12th**, by which point all of the assigned reading must be both completed and reported.

Students are also expected to attend each seminar and to participate in seminar discussions. Comments and/or questions should demonstrate not only that the student is acquainted with NT studies in general but also that he or she is critically assessing the field of Pauline studies. In the event that a student is unable to attend a seminar meeting *due to extenuating circumstances*, the student is expected to discuss his or her absence with the professor in a punctual manner (preferably *in writing* in advance of the missed meeting).

2. Seminar Presentation (30%). Over the course of the semester, students will take turns giving seminar presentations, with the relevant participation schedule to be developed during the initial seminar meeting on **January 11th**. (Once formulated, the schedule will be considered binding such that any changes will require permission from the professor.) For each presentation assigned to a student, the student will prepare an up-to-date annotated bibliography and then present orally a broad and systematic overview of

scholarship on the topic. Bibliographies should list as many relevant sources as possible, with annotations documenting the particular contribution made by the most important sources. The oral presentation should leave seminar participants with a solid understanding of the relevant history of scholarship along with a critical awareness of the current state-of-play in the field.

An introduction to Zotero (www.zotero.org) will be presented during the first seminar meeting, and it is expected that students will compile their bibliographies using the seminar Zotero group. This will give each student an opportunity to learn how citation managers work, while ensuring that all seminar participants will be able to obtain electronic citation data for all of the sources discussed during the seminar. Once entries have been compiled in Zotero, the student must generate a bibliography, annotate it, and then print it for distribution at the seminar presentation. The bibliography must be formatted according to MDC style, with annotations appearing in a brief paragraph following those sources deemed worthy of comment.

For the oral presentation, each student will spend twenty-five minutes presenting an overview of scholarship on the assigned topic. He or she will then field questions from seminar participants for fifteen minutes. The overviews should be synthetic rather than summative (i.e. they should not simply summarize the bibliography but should organize its contents in some logical manner), with the goal being establish the present state of the field and to identify unresolved issues pertaining to data, method, presuppositions, argumentation, etc. For students who are uncertain about what constitutes an effective presentation, a detailed grading rubric is available on A2L.

3. Research Paper (40%). Each student will write a research paper on a topic of his or her own choosing (provided that the topic fits within the field of Pauline studies). The paper is to be 7,000 words in length. Please note that the research paper must be uploaded to A2L in Microsoft Word format before **11:59pm on Friday, March 24th**. For students who are uncertain about what constitutes an effective research paper, a detailed grading rubric is available on A2L.
4. Peer Review (20%). Once all of the research papers have been submitted, they will be randomly distributed to participants in the seminar. Each participant will then assess a fellow student's paper in a manner such as would be used for a peer-reviewed journal. To facilitate this process, students will be given a peer-review rubric that details five criteria and that asks the reviewer to assign a score out of ten for each criterion, giving reasons for the assigned score in written paragraphs. In addition to the main body of the peer review, which should use headings in keeping with the rubric criteria, the assignment should include a brief introduction that summarizes the article under consideration and a brief conclusion that summarizes the overall results of the review. The peer review must be uploaded to A2L before **11:59pm on April 7th**. It must be at least 2,500 words in

length, and it should engage the paper within the broader context of Pauline studies (i.e. it should assess the work both in terms of its internal argument and in terms of its contribution to the field, making explicit reference to key developments, authors, and works where relevant). For students who are uncertain about what constitutes an effective peer review, a detailed grading rubric is available on A2L.

GRADING SUMMARY

Reading and Seminar Participation	10%
Seminar Presentation(s)	30%
Research Paper	40%
Peer Review	20%
Total	100%

TEXTBOOKS

Students are required to own a standard edition of the Greek New Testament, such as the Nestle-Aland (26th–28th ed.), UBS (3rd–5th ed.), or Westcott-Hort.

Students are also required to obtain and read the books listed below:

1. Baur, Ferdinand Christian. *Paul the Apostle of Jesus Christ: His Life and Works, His Epistles and Teachings*. London: Williams and Norgate, 1873. Reprint: Grand Rapids: Baker, 2010. (669 pages, excluding appendices and index)
2. Schweitzer, Albert. *Paul and His Interpreters: A Critical History*. Translated by W. Montgomery. New York: Macmillan, 1912. Reprint: Eugene: Wipf & Stock, 2004. (249 pages, excluding index)
3. Deissmann, Adolf. *Paul: A Study in Social and Religious History*. New York: Hodder and Stoughton, 1912. Reprint of first edition: Eugene: Wipf & Stock, 2004. Reprint of revised edition: New York, Harper, 1957. (258 pages, excluding appendices and indices)
4. Knox, John. *Chapters in a Life of Paul*. New York: Abingdon, 1950. Revised edition: Macon, GA: Mercer University Press, 1987. (132 pages, excluding indices)
5. Stendahl, Krister. “The Apostle Paul and the Introspective Conscience of the West.” *Harvard Theological Review* 56 (1963) 199–215. Reprinted in *Paul Among Jews and Gentiles and Other Essays*, 78–96. Philadelphia: Fortress, 1976. (18 pages)
6. Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977. (556 pages, excluding bibliography and indices)

7. Meeks, Wayne. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven: Yale University Press, 1983. Second edition: New Haven: Yale University Press, 2003. (242 pages, excluding bibliography and indices)
8. Dunn, James D. G. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 1998. (737 pages, excluding indices)
9. Fredriksen, Paula. “Mandatory Retirement: Ideas in the Study of Christian Origins Whose Time Has Come to Go.” *SR* 35 (2006) 231–46. (15 pages)
10. Runesson, Anders. “Particularistic Judaism and Universalistic Christianity? Some Critical Remarks on Terminology and Theology.” *ST* 54 (2010) 55–75. (20 pages)
11. Donaldson, Terence L. “‘Gentile Christianity’ as a Category in the Study of Christian Origins.” *HTR* 106 (2013) 433–58. (25 pages)
12. Nanos, Mark D. “Paul’s Non-Jews Do Not Become ‘Jews,’ but Do They Become ‘Jewish’?: Reading Romans 2:25–29 Within Judaism, Alongside Josephus.” *Journal of the Jesus Movement in Its Jewish Setting* 1 (2014) 26–53. (27 pages)
13. Runesson, Anders. “The Question of Terminology: The Architecture of Contemporary Discussions on Paul.” In *Paul Within Judaism: Restoring the First-Century Context to the Apostle*, edited by Mark D. Nanos and Magnus Zetterholm, 53–77. Minneapolis: Fortress, 2015. (24 pages)

All required textbooks for this class are available from the College’s book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

COURSE SCHEDULE

Date	Agenda	
Introductory Lectures		
Jan 11	Introduction to Pauline Studies Resources and Strategies for Research	
Jan 18	A Brief History of Pauline Studies	
Jan 25	Some Key Events and Relationships in Paul’s Life	
Student Presentations		
Feb 1	Chronology of Paul’s Life	Paul in Acts

Feb 8	Paul and Scripture	1 & 2 Thessalonians
Feb 15	Paul and Jesus	Galatians
Feb 22	Reading Week (No Class)	
Mar 1	Paul within the Jesus Movement	1 Corinthians
Mar 8	Paul as Apostle/Missionary	2 Corinthians
Mar 15	Paul as Language User	Philippians & Philemon
Mar 22	The New Perspective	Romans
Mar 29	Paul within Judaism	Colossians & Ephesians
Apr 5	Paul within the Roman Empire	The Pastoral Epistles
Apr 12	Final Week (Concluding Discussion)	

STATEMENT ON ACADEMIC HONESTY

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at:

<http://www.mcmasterdivinity.ca/programs/rules-regulations>.

In this course, a web-based service will be used for plagiarism detection (Turnitin.com). Students who do not wish to submit their work to Turnitin.com can submit an electronic copy of their work via email in PDF format and no penalty will be assigned, but all submitted work is still subject to normal verification standards in order to ensure that academic integrity has been upheld (e.g. online search).

A useful guide to avoiding plagiarism is the Harvard Guide to Using Sources:

<http://usingsources.fas.harvard.edu/icb/icb.do>

STYLE

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses:

<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate form will result in grade reductions.

GENDER INCLUSIVE LANGUAGE

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and NIV (2011) are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

DISCLAIMER

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.