

**Pauline Studies**  
**PhD: CHTH G105–C03**  
**MA: NT 6ZS6**

McMaster Divinity College  
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Fall 2014 (Term 1)  
Monday, 3:30–5:20pm

**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 the most historically influential works on Paul will be assigned as required reading and class lectures will discuss the current state of scholarship as regards some important topics in Pauline Studies. Student papers will be presented and discussed in class, with each paper receiving a formal response 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 critically upon Paul's strengths as well as his limitations
- Reflect upon Paul's absolute commitment to the divine calling that he understood himself to have received

***Doing***

- Survey academic literature on a topic in Pauline Studies
- 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
- Respond critically to a research paper/presentation in both speech and writing
- Facilitate an academic discussion between a presenter, a respondent, and audience members

## 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

Students are required to complete all of the following assignments.

All written assignments must be submitted in PDF to the relevant Avenue to Learn (A2L) dropbox (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 **December 12<sup>th</sup>**.

A schedule for oral presentations and facilitation will be created on **September 8<sup>th</sup>** and then entered into the A2L calendar. The schedule will then be considered binding such that any changes will require permission from the professor.

1. Reading (10%). Students are expected to read the historically-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 (i.e. how much of the material did you read, and how carefully did you read it). The quizzes will be weighted according of the length of each reading (e.g. Baur is worth considerably more than Stendahl). Although students are strongly encouraged to do the assigned reading early in the semester, the quizzes will remain open until **December 12<sup>th</sup> and 11:59pm**, by which point all of the assigned reading must be complete.
2. Seminar Participation (20%). Students are expected to attend class and participate in class discussions. For those weeks where a research paper is being discussed, each student is expected to come to class having read the paper carefully and prepared a list of insightful comments and/or questions. These comments and/or questions should demonstrate that the student has made an effort to become acquainted with the relevant primary and secondary literature, as well as with the student paper under discussion. In the event that a student is unable to attend class *due to extenuating circumstances*, the relevant classes (to a limit of 2) will be factored out of the participation grade—provided the student discusses his or her absence with the professor in a punctual manner (preferably in advance of the missed class). For students who are uncertain about what constitutes effective seminar participation, a detailed grading rubric is available on A2L.

Once the initial course lectures have been concluded, students will begin presenting their research to the class. Each week, one student will be scheduled to present, in accordance with a schedule that will be prepared on the first day of class. This student will be required to upload a draft of his or her research paper in PDF format to the A2L group locker (in addition to the A2L draft dropbox) at least **one week (i.e. 168 hours) prior to the beginning of the his or her class presentation** so that fellow students will have adequate time to read and assess the paper. Then, on presentation day, the student will spend 10 minutes discussing his or her research and then the remainder of class time fielding comments and questions. For students who are uncertain about what constitutes an effective paper presentation, a detailed grading rubric is available on A2L.

Following each paper presentation, a formal respondent will initiate the seminar's discussion by articulating his or her assessment of the delivered paper. These presentations must be 10 minutes long, and they must effectively orient the seminar discussion towards the key strengths and weaknesses of the paper. For students who are uncertain about what constitutes an effective response presentation, a detailed grading rubric is available on A2L.

For each week where a paper is being discussed, a facilitator will be appointed alongside the presenter and formal respondent. This individual will chair the seminar just as he or she would chair a session at an academic conference. For students who are uncertain about what constitutes effective seminar facilitation, 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 twice during the semester to two different A2L dropboxes. At least **one week (i.e. 168 hours) prior to the beginning of the student's class presentation**, a draft of the paper will be submitted; then, before **Friday, December 12<sup>th</sup> at 11:59pm**, a final copy will be uploaded. Only the final copy will be graded, but comments given on the initial draft will be taken into account during the grading process. For students who are uncertain about what constitutes an effective research paper, a detailed grading rubric is available on A2L.
4. Response Paper (20%). For each paper presentation, a fellow student will be designated the formal respondent. **Prior to the beginning of the relevant class**, this student must upload a written response that critically assesses the draft paper distributed by their fellow student. Then, before **Friday, December 12<sup>th</sup> at 11:59pm**, they must upload a final version of the response paper that takes into account both the class discussion and any revisions sent by the author of the paper in question. The response must be 2,500

words in length. For students who are uncertain about what constitutes an effective response paper, a detailed grading rubric is available on A2L.

5. Critical Assessment (10%). To conclude the semester, each student will assess the current state of Pauline studies in a 1,500-word written essay. The essay should draw upon the course readings, lectures, and papers, but students may also wish to consult a recent survey of the field (e.g. Horrell 2006; Zetterholm 2009; Marchal 2012; Wright 2014). This paper must be 1,500 words in length, and it must address both current issues and prospects for future research. It must be uploaded to the appropriate A2L dropbox before **Wednesday, December 10<sup>th</sup>, at 11:59pm**. For students who are uncertain about what constitutes an effective critical assessment, a detailed grading rubric is available on A2L.

### GRADING SUMMARY

Reading	10%
Seminar Participation	20%
Research Paper	40%
Response Paper	20%
Critical Assessment	10%
Total	100%

### TEXTBOOKS

Students are required to own a standard edition of the Greek New Testament, such as the Nestle-Aland (26<sup>th</sup>–28<sup>th</sup> ed.), UBS (3<sup>rd</sup>–4<sup>th</sup> 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. Porter, Stanley E. *Paul the Apostle: His Life, Thought, and Letters*. Grand Rapids: Eerdmans, forthcoming. (~300 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](mailto:books@readon.ca). Other book services may also carry the texts.

### COURSE SCHEDULE

Date	Agenda
Introductory Lectures	
Sep 8	Introduction to Pauline Studies
Sep 15	Pauline Contexts
Sep 22	Pauline Chronology & Pauline Controversies
Sep 29	Pauline Theology
Student Presentations	
Oct 6	Presenter: Respondent: Facilitator:
Oct 13	No Class (Thanksgiving Holiday)
Oct 20	Presenter: Respondent: Facilitator:

Oct 27	Presenter: Respondent: Facilitator:
Nov 3	Presenter: Respondent: Facilitator:
Nov 10	Presenter: Respondent: Facilitator:
Nov 17	Presenter: Respondent: Facilitator:
Nov 24	No Class (ETS / IBR/ SBL Annual Meetings)
Dec 1	Presenter: Respondent: Facilitator:
Dec 8	Presenter: Respondent: (if necessary) Facilitator:
Dec 10	Critical Assessment Due @ 11:59pm
Dec 12	Final Research and Response Papers Due @ 11:59pm

### 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 (<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).

**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 TNIV 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.

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.