

Pauline Studies
PhD: CHTH G105–C02
MA: NT 6XS6

McMaster Divinity College
Instructor: Christopher D. Land, Ph.D.
landc@mcmaster.ca

Winter 2019 (Term 2)
Tuesday, 9:00–10:50am

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. Class seminars will sketch the current state of scholarship as regards key Pauline 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

- 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;

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 10th**.

1. Reading and Seminar Participation (10%). Students are expected to read the course textbook (see below) prior to the January 15th seminar. Following this, students are expected to read, prior to class, all of the required readings uploaded to A2L. This reading will be assessed each week by means of an A2L quiz, with each quiz asking two questions (How much of the material did you read? How carefully did you read it?). The A2L quizzes used for reading reporting will remain open until the beginning of each scheduled face-to-face seminar, by which point all of the assigned reading must be both completed and reported.

Students are 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. Annotated Bibliography, Recommended Reading, and Presentation (30%). Over the course of the semester, students will take turns giving seminar presentations on key topics in Pauline studies (see the calendar below), with the topics to be assigned during the initial seminar meeting on January 8th. Once formulated, the presentation schedule will be considered binding such that any changes will require permission from the professor.

In preparation for their presentation, each student will prepare an up-to-date annotated bibliography that includes the most significant works pertaining to the assigned topic. This bibliography must contain approximately seventy-five entries, with the most

important ones (at least fifteen of them) marked with annotations that summarize the arguments made by the work and that critically assess its contribution to scholarly discussion. Students should produce their annotations by reading the resources in question. Summaries of existing summaries (e.g. book reviews or dust jacket blurbs) are unacceptable annotations. Older sources and foreign language sources should not be neglected. The length of each annotation is at the discretion of the student (for some works, a single sentence may suffice). 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. The final bibliography, however, must be formatted according to MDC style and uploaded to A2L in PDF format **prior to the seminar presentation.**

At least one week prior to their seminar presentation, each student will email the professor with a list of recommended readings on their topic. These recommended readings should consist of 100–150 words all together and should provide readers with a concise overview of the assigned topic and/or a promising exploration of some new avenue of exploration. To facilitate distribution of these readings to seminar participants in advance of the seminar presentation, any readings that are not digitally available through the McMaster library should be scanned and send to the professor in PDF format (please be attentive to [copyright regulations](#) when recommending portions of books, selecting no more than 10% and/or one full chapter).

Within the face-to-face seminar, each student will present a broad and systematic overview of scholarship on their topic. The presentation should not summarize the bibliography or its annotations but should provide a synthetic overview that systematically organizes the relevant material. The presentation should leave seminar participants with a solid understanding of the relevant history of scholarship, a critical awareness of the current state-of-play in the field, and some ideas about future prospects. Presentations will be **thirty minutes in length**, followed by thirty minutes of questions from seminar participants.

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 7,000–8,000 words in length. Please note that the research paper must be uploaded to A2L in Microsoft Word format before **11:59pm on Friday, March 15th**. 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 (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). Students will be given a peer-review rubric that details five criteria, and they must assign a score out of ten for each criterion, giving reasons for their assigned score in subsequent written paragraphs. The peer review must also include a brief introduction that summarizes the article under consideration and a brief conclusion that summarizes the overall results of the review. It must be uploaded to A2L before **11:59pm on April 2nd** and it must be at least 2,500 words in length.

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.

Course readings will be distributed electronically, with the exception of the following:

Horrell, David G. *An Introduction to the Study of Paul*. 3rd ed. London: T&T Clark, 2015.

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, 5 International Blvd, Etobicoke, Ontario M9W 6H3: 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 & Class Discussions | |
| Jan 8 | Introduction to Pauline Studies Resources and Strategies for Research |
| Jan 15 | A Brief History of Pauline Studies |
| Jan 22 | A Brief Chronology of Paul's Life |
| Student Presentations & Class Discussions | |

| | | |
|-----------|--|--------------------------|
| Jan 29 | Paul's Relationship to Judaism | Paul in Acts |
| Feb 5 | Paul's Relationship to Jesus and the Christian Movement | The Pastoral Epistles |
| Feb 12 | Paul's Gentile Mission | Galatians |
| Feb 19 | Reading Week (No Class) | |
| Feb 26 | Paul's Portrait of Jesus: Pauline Christology | Philippians & Colossians |
| Mar 5 | Paul's Expectations for the Future: Pauline Eschatology | 1 & 2 Thessalonians |
| Mar 12 | Paul's Expectations for the Present: Pauline Pneumatology & Ecclesiology | Ephesians |
| Mar 19 | Paul's Problem with Power: Pauline Arguments regarding Weakness & Authority | 1 & 2 Corinthians |
| Mar 26 | Paul's Problem with νόμος: Pauline Arguments regarding Covenant & Justification | Romans |
| Apr 2 | Paul's Handling of Inequality and Exclusivity: Pauline Ethics & Ideological Critiques of Paul | Philemon |
| Apr 9 | 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:

<https://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 its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

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.