

Syllabus for
GBIB 517—Paul: Mission and Message
3 Credit Hours
Fall 2015

I. COURSE DESCRIPTION

A study of the life, missionary journeys, and major theological themes of the Apostle Paul evidenced in his letters and Acts. Includes application of theological themes to the contemporary church.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Comprehend the nature of Paul's world, and then assess the impact of his environment and background upon his ministry and theology.
- B. Learn to sense the significance of Paul's relationship to Jesus Christ for his mission and motives and to see Paul as a model of one "in Christ."
- C. Study the missionary journeys of Paul and learn to understand the problems and achievements of each mission.
- D. Comprehend the major issues addressed in Paul's letters and the central points or counsel given by the apostle.
- E. Understand the primary theological tenets of the Apostle Paul, including the Holy Spirit and spiritual gifts.
- F. Become familiar with diverse scholarly assessments of the chronology, historicity, and theology of Paul.
- G. Relate the model of ministry and theology of Paul to ministry in the modern world and church.
- H. Ascertain from Paul's letters and theology effective ways to communicate the Gospel in diverse social/cultural contexts.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of a successfully completing this course, the student will be able to do the following:

- A. Describe the Hellenistic World in which Paul conducted his ministry and state the impact of his background upon specific theological themes and convictions.
- B. Discuss the central theological concepts of Paul's letters, relate diverse interpretations given by scholars and defend personal understanding.
- C. List the major historical issues and topics addressed in each of Paul's letters and narrate the chronological development of his life and ministry.

- D. Interpret and relate the nature and characteristics of Paul’s relationship with Jesus Christ and the Holy Spirit.
- E. Construct and discuss a model of ministry derived from an understanding of Paul and his message for communication of the Gospel in the contemporary world in multicultural contexts.
- F. Apply the results of the critical study of Scripture in its cultural context to selected contemporary contexts.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
Holy Bible (NRSV preferred)

Capes, David B. et. al. *Rediscovering Paul: An Introduction to His World, Letters, and Theology*. Downers’s Grove, IL: IVP Academic, 2007. ISBN: 9780830825981

Polhill, John B. *Paul and His Letters*. Nashville, TN: Broadman and Holman, 1999. ISBN: 9780805410976

Wright, N.T. *What Saint Paul Really Said*. Grand Rapids, MI: Eerdmans Pub., 1997. ISBN: 0-8028-4445-6

- 2. Other
None

B. Optional Materials

- 1. Textbooks
Fee, Gordon D. *Paul, the Spirit, and the People of God*. Peabody, MA: Hendrickson, 1996. ISBN: 9781565631700

Thiselton, Anthony C. *The Living Paul: An Introduction to the Apostle’s Life and Thought*. Downers Grove, IL: IVP Academic Press, 2009. ISBN: 978-0-8308-3881-3.

- 2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student’s grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU’s Honor Code: “I will not cheat or plagiarize; I will do my own academic work and will

not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students’ majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student’s work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the

academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
 - b. Students who miss more than one month of classes will fail the course.
 - c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
 - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
 - e. Students are expected to be prompt for classes.
 - f. Students are expected to remain for the entire class session.
 - g. Leaving early without permission constitutes an absence.
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:

Theological Book/Research Report	40%
Midterm Examination	20%
Book Review on Wright's book	20%
Final Examination	20%

- b. Grading scale:
 - A=100-90%
 - B=89-80%
 - C=79-70%
 - D=69-60%
 - F=59% and below
2. Whole Person Assessment Requirements
- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. WPA requirements for this course:
 - (1) All students, regardless of degree program, must submit the Theological Review/Research Report for GBIB 517, to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - (2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change
3. Other Policies and/or Procedures
- Course Requirements
- a. Theological Review and Research Report
 - (1) Each student will write one Theological Review and Research Report (14-16 pages in length utilizing at least 8 sources other than your textbooks), examining a particular letter in the Pauline corpus.
 - (2) The report should inform the class as to the letter's Historical Context, Interpretative Issues, Major Points, and Significance for Theology and Preaching.
 - (3) Each student will be prepared to present his or her findings to the class orally (30 minutes) and lead in class discussion on the day we arrive at your given text.
 - b. Each student will complete a book response and reaction paper (8-9 pages) to Wright's book, *What Saint Paul Really Said*. This paper should include three-four pages of summary, two-three pages of critique, and at least two pages of integration with the other books in the course.

VI. COURSE CALENDAR

Week	Topic(s) / Assignment / Due
1	<i>Introduction to the Course</i>
2	<i>Introduction to Pauline Theology</i> Capes ch. 19; Pohill, ch. 6;
3	<i>Paul's Context and Background: Jewish and Greek Christian Beginnings: Jerusalem & Antioch</i> Capes, Introduction, 13-21; ch. 1, Rediscovering Paul in His World, 24-53 Polhill, Introduction, 1-4 ; ch. 1, A Citizen of Two Cities, 5-23
4	<i>Paul's Conversion</i> (Acts 9) <i>Paul's Gospel and Christian Tradition</i> Capes, ch. 3, Paul's Conversion, Call and Chronology, 83-102 Polhill, ch. 2, Hebrew of the Hebrews, 24-43; ch. 3, Seized by Christ, 44-65 <i>Paul, the Letter Writer</i> Capes, ch. 2, Paul, the Letter Writer, 54-82 Polhill, ch. 7, Paul the Letter Writer, 120-133
5	<i>The Hellenistic Mission and First Missionary Journey</i> (Acts 13) Polhill, ch. 4, Speaking to Greeks Also, 66-83; ch. 5, The First Mission, 84-104; <i>The Jerusalem Conference and the Gentile Problem</i> (Acts 15; Gal 2); <i>Galatians</i> Capes, ch. 4, The Itinerant Paul: Galatians, 103-123 Polhill, ch. 6, Paul Defends His Gentile Mission, 105-119; ch. 8, Foolish Galatians, 134-157
6	<i>Pauline Theology: Law, Sin, Salvation, Sarx, and the Spirit; 1-2 Thessalonians</i> <i>Second Missionary Journey: Macedonia, Thessalonica</i> Capes, ch. 5, The Itinerant Paul: The Thessalonian Letters, 124-140; Polhill, ch. 10, Thessalonica, 180-205
7	<i>Second Missionary Journey: Athens & Corinth (1 Corinthians)</i> Capes, ch. 6, The Itinerant Paul: The Corinthian Letters, 141-160 Polhill, ch. 11, Paul's Urban Ministry (Acts 17:16--19:41) (Athens, Corinth, Ephesus), 206-229; ch. 12, 1 Corinthians: A Church Divided, 230-256
8	<i>Second Missionary Journey: Corinth, cont. (2 Corinthians)</i> Capes, ch. 6, The Itinerant Paul: The Corinthian Letters, 160-169 Polhill, ch. 13, 2 Corinthians: Treasure in Clay Jars, 257-277
9	Midterm Exam Fall Break
10-11	<i>Third Missionary Journey; Romans</i> Capes, ch. 7, The Itinerant Paul: Romans, 170-200 Polhill, ch. 14, Romans: The Jew First and Also the Greek, 278-305
12-13	<i>Journey to Jerusalem; Arrest, Trial, Journey to Rome</i> (Acts 20-28); <i>Letters to Churches</i> Capes, ch. 8, The Imprisoned Paul: Letters to Churches, 201-235 Polhill, ch. 15, Paul's Collection for Jerusalem, 306-328; ch. 18, Preaching Boldly in Rome Polhill, ch. 9, Philippians

- 14 ***The Imprisoned Paul: Letters to Churches and individuals***
Polhill, ch. 16, Colossae: A Big Savior for a Small Church; ch. 17, Ephesians: The Unity of the Spirit; ch. 19, 1 Timothy and Titus; Capes, ch. 9, 236-256

Book Response Due

Thanksgiving Break: begins after classes 20 Nov.; classes resume 26 Nov.

- 15 ***Pauline Theology Summarized; Reception of Paul Then and Now***
Polhill, ch. 20, To Die Is Gain
Capes, ch. 10, Paul's Theology, 257-272; ch. 11, Paul's Legacy, 273-294; ch. 12, Paul's Letters to *Our Churches*, 295-308

Final Exam (per University Calendar)

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

Master of Arts Biblical Literature

GBIB 517 Paul: Mission and Message

Dr. Edward Watson Instructor

Fall 2015

This course contributes to student learning outcomes for the M. A. Biblical Literature degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Translation, Biblical Language			
Demonstrate proficiency in translating the Hebrew Old Testament and Greek New Testament			X	
2	Critical Methods of Exegesis			
Display ability to employ critical methods of exegesis from an informed theological-hermeneutical perspective using biblical languages.	X			
3	Major Old Testament Themes			
Correlate the major Old Testament themes and formulate a coherent Old Testament theology.		X		
4	Major New Testament Themes			
Correlate the major New Testament themes and formulate a coherent New Testament theology.	X			
5	Scripture in Cultural Context			
Apply the results of the critical study of Scripture in its cultural contexts to selected contemporary contexts.		X		
6	Tools/Methods of Research			
Write an advanced research MA thesis in Old Testament/New Testament using biblical critical tools and methods.			X	