COURSE SYLLABUS

COURSE DESCRIPTION

The class is to be an expository treatment of Galatians and Philippians. The approach will combine the disciplines of background studies, Greek exegesis, and theological and pastoral concerns to present a general understanding of the epistles. Three hours.

GENERAL OBJECTIVES

The purpose of this course is to introduce master's level students to a deeper and more focused understanding of Paul in general and these texts in particular, being the next step after a NT introduction course. Given the paucity of time, introductory matters will be dealt with quickly and to a large degree inductively during the treatment of the text. The general objectives of the course are to:

1. Give students an understanding of the historical setting in which the Apostle Paul lived and ministered, and, more specifically, thought and was inspired to write these letters.
2. Enable students to see Paul's life, for purposes of New Testament study, as a chronological framework of events. The goal of this task is to further humanize Paul and his writings, and to grant greater understanding of the writer, the intended hearers, and therefore the text itself.
3. Deal with each book carefully and passage by passage, even as overall structures are analyzed and the text is seen as a whole. Special attention will be given to difficult verses.
4. Connect the timeless truths in ancient writings of the NT to present-day pastoral realities and concerns.

Course format will include lecture and discussion of the relevant readings.
TEXTBOOKS


COURSE REQUIREMENTS

**Class Participation:** The atmosphere of the class is to be collegial. When appropriate, questions, comments, and discussion are both welcome and expected with the understanding that they are part of the learning process in a group setting. To a small extent, verbal participation in class sessions plays a part in tabulation of the final grade.

**Completion of Scheduled Readings:** The very nature of the Degree Completion Program requires that class sessions move through a significant amount of material rather quickly. The goal will therefore be maximum productivity in the short amount of time allotted, which will require keen preparation on the part of all involved. Correspondingly, lecture and class discussion will proceed under the assumption that all readings assigned for that date have been completed prior to class. Of special note are the assignments for the first and second sessions, which require the student to do significant work before the class begins. See below for individual session assignments.

**Reading Response Papers:** A two page summary/reflection over required reading is due on the date of its assignment. (On the second class session two such papers will be due, one for Schreiner and one for the reading in Fung. See below for specifics.) The papers should include a basic summary of the text’s contents (two-thirds to three-quarters of the whole), focusing on the major thrusts of the author’s arguments (if any). Reflection (the remainder of the whole) should be meted out judiciously given the brevity of the paper, and should be restricted to those issues that were found to be, in the student’s estimation, either particularly helpful or particularly inadequate or lacking.

See formal parameters for reading response papers below under Research Assignment.

**Sermon/Lesson Plans:** Beginning with the second session, the student will also submit one (1) lesson plan or sermon outline (according to their own needs and preferences) that corresponds to material covered during the previous session. Utilization of that day’s reading (and lecture/discussion) should be both convenient and helpful, but the student need not reference it directly in his or her submission. (*See below for suitable passage divisions.*)
The plan/outline should begin with two paragraphs, the first being a brief description of the teaching or preaching context (formal/informal setting, makeup of group, relation of speaker to group, and other matters of perceived importance). The second paragraph will introduce the chosen text and give an overview of the tenor and purpose behind the message in light of the previously related details pertaining to context. After these matters of context and purpose are delineated, the outline/plan will make up the bulk of the assignment. A final summary paragraph may include other explanatory notes and issues of process and delivery. Neatness and consistency of form will be taken into account when it comes to grading, but the student should take pains to produce something practical and suitable for their own use. This latter aspect will be the most important factor in evaluation. Overall length should be 1½ to 2 pages.

See formal parameters for the lesson plan/sermon outline below under Research Assignment.

**Research Assignment:** On the final day of class the student will turn in a research paper pertaining to a particular passage of their choosing (from the list provided), from either Galatians or Philippians. The paper will be at least fifteen (15) pages in length, and no more than seventeen (17) pages. The parameters for the paper are as follows:

**Content Parameters:**

In the first third of the paper the student will demonstrate a general knowledge of the introductory matters pertaining to the epistle in question. These issues include debates over authorship, unity of the letter, date, provenance, target audience, and other general background issues. The final two-thirds of the paper will be devoted to an exposition of a chosen passage. (*See below for suitable passage divisions.*) This exposition will be made in light of the general materials already discussed, so that the whole will represent a unified work and not two works in one. The student’s goal will be to “unpack” the meaning of the chosen passage and present its contents in a lucid and orderly fashion. The means to this goal include a careful reading of the passage, followed by consultation of several recent and/or classic commentaries, Bible dictionaries, and the execution of word studies and other historical work where appropriate. The attached bibliography is provided as a starting point for these investigations. No fewer than ten (10) outside sources should be consulted.

**Formal Parameters:**

Generally speaking, students should employ the Turabian guidelines for formatting and style. The following points, however, should be sufficient for most questions and indicate this professor’s preferences on open matters. Failure to adhere to these norms may affect the final grade:

1. A cover sheet should be used which includes the paper’s title (all caps), the student’s name, the date, the course name and number, and the professor’s name. The cover sheet is not included in the final page count, and in terms of pagination should be
considered “page 0.” *Do not use plastic slip covers, please;* a staple in the upper left corner is sufficient.

2. Paper used should be 8 ½” X 11” standard printer paper, either white or cream, but not colored.

3. Final copy should be double-spaced and printed in Times New Roman 12 point font.

4. Standard margins should be used (1 to 1.25” on sides, 1” on top and bottom). *Do not justify.* The first page of text should repeat the title (centered, all caps), with the text proper beginning 2” from the top.

5. The first page should be numbered, with the number “1” centered at the bottom of the page. All succeeding pages should be numbered in the upper right.

6. For bibliographic referencing, use footnotes, not endnotes. A bibliography is required.

**Suitable Passages for Sermon Outlines/Lesson Plans and Research Assignment**

<table>
<thead>
<tr>
<th>Galatians:</th>
<th>Philippians:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:1-14</td>
<td>5:1-12</td>
</tr>
</tbody>
</table>

**GRADING**

Grading is done on the 4 point scale. The final grade will be determined by calculating the grade of each assignment then combining them according to the following breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Response Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Sermon/Lesson Plans</td>
<td>20%</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Total** 100%
ASSIGNMENTS FOR CLASS SESSIONS & SPECIFIC OBJECTIVES

Assignments for Week One

Reading:

-Read Paul’s letter to the Galatians in its entirety.
-Read all text pertaining to chapters 1 and 2 of Galatians in Fung’s commentary.
-Recommendation: Begin reading Schreiner in preparation for written assignment due in Week Two.

Writing:

1. Submit 2 page reading response paper for assignment in Fung.

Specific Objectives:

At the completion of this session, the student should be able to:

1. Describe the basic facts of Paul’s life, including personal data, chronology, and issues pertinent to a better grasp of his writings.
2. Identify the elements of epistolary form, both generally (in comparison with other New Testament letters) and as it functions within Galatians.
3. Name the most significant characters and groups important to the study of Galatians.
4. Summarize the content of Galatians 1 and 2.
5. Explain the overarching issues in play in the primitive Church at the time of Paul’s writing, and intelligently place Galatians within that milieu.
6. Order the events of Paul’s early ministry, integrating Paul’s monologue in Galatians and the historical narrative of Acts.
7. Assess the value of scholarly commentary and the nature of the academic process as it relates to the biblical text.

Assignments for Week Two

Reading:

1. Read Paul’s letter to the Galatians in its entirety.
2. Read all text pertaining to chapters 3 and 4 of Galatians in Fung’s commentary.
3. Read Schreiner.

Writing:

1. Submit 2 page reading response paper for assignment in Fung.
2. Submit 2 page reading response paper for assignment in Schreiner.
3. Submit sermon outline or lesson plan drawn from the reading and lecture material learned in Week One. (See above for assignment parameters and suitable passages.)

Specific Objectives:

At the completion of this session, the student should be able to:

1. Summarize the content of Galatians 3 and 4.
2. Describe the structure of Paul’s argument in Galatians.
3. Compare and contrast the various arguments Paul makes to promote his cause.
4. From Paul’s polemic, infer the worldview and arguments of his opponents.
5. Judiciously select what material from a commentary can be applied when planning a sermon or lesson.
6. Integrate the history and theology learned in the previous session with the practical discipline of preaching or teaching.

Assignments for Week Three

Reading:

1. Read Paul’s letter to the Galatians in its entirety.
2. Read all text pertaining to chapters 5 and 6 of Galatians in Fung’s commentary.

Writing:

1. Submit 2 page reading response paper for assignment in Fung.
2. Submit sermon outline or lesson plan drawn from the reading and lecture material learned in Week Two. (See above for assignment parameters and suitable passages.)

Specific Objectives:

At the completion of this session, the student should be able to:

1. Summarize the content of Galatians 5 and 6.
2. Describe the closure of Paul’s argument in Galatians, specifically regarding his integration of theological concepts and ethical codes.
3. Explain the shift from argumentation to parenesis at the end of the letter.
4. Connect the disparate elements in the letter into a comprehensive whole, demonstrating an ability to expound on a selected passage while keeping the rest of the work in perspective.
5. Judiciously select what material from a commentary can be applied when planning a sermon or lesson.
6. Integrate the history and theology learned in the previous session with the practical discipline of preaching or teaching.
Assignments for Week Four

Reading:

1. Read Paul’s letter to the Philippians in its entirety.
2. Read all text pertaining to chapters 1 and 2 of Philippians in Fee’s commentary.

Writing:

1. Submit 2 page reading response paper for assignment in Fee.
2. Submit sermon outline or lesson plan drawn from the reading and lecture material learned in Week Three. (See above for assignment parameters and suitable passages.)

Specific Objectives:

At the completion of this session, the student should be able to:

1. Summarize the content of Philippians 1 and 2.
2. Describe Paul’s use and modification of the epistolary form in Philippians, comparing it with both Galatians and his other letters and explaining the theological import of these differences.
3. Explain the overarching issues in play in the primitive Church at the time of Paul’s writing, and intelligently place Philippians within that milieu.
4. Name the most significant characters and groups important to the study of Philippians.
5. Assess the value of scholarly commentary and the nature of the academic process as it relates to the biblical text.
6. Judiciously select what material from a commentary can be applied when planning a sermon or lesson.
7. Integrate the history and theology learned in the previous session with the practical discipline of preaching or teaching.

Assignments for Week Five

Reading:

1. Read Paul’s letter to the Philippians in its entirety.
2. Read all text pertaining to chapters 3 and 4 of Philippians in Fee’s commentary.

Writing:

1. Submit 2 page reading response paper for assignment in Fee.
2. Submit sermon outline or lesson plan drawn from the reading and lecture material learned in Week Four. (See above for assignment parameters and suitable passages.)
3. Submit 15-17 page research paper. (See above for parameters.)
Specific Objectives:

At the completion of this session, the student should be able to:

1. Summarize the content of Philippians 3 and 4.
2. Describe the closure of Paul’s discussion in Philippians, specifically regarding his integration of theological concepts and ethical codes.
3. Explain the mixture of argumentation and parenesis at the end of the letter.
4. Connect Paul’s careful use of (Greek) vocabulary and his underlying concerns for the Philippian church.
5. By way of review, compare Philippians with Galatians (as keystone examples of the Pauline corpus) with an end of finding both continuity and development in Paul’s thought.
6. Combine the disparate elements in the letter into a comprehensive whole, demonstrating an ability to expound on a selected passage while keeping the rest of the work in perspective.
7. Compose an in-depth exposition of a short passage, taking into account all pertinent factors in an effort to accurately represent the scriptural message.
8. Judiciously select what material from a commentary can be applied when planning a sermon or lesson.
9. Integrate the history and theology learned in the previous session with the practical discipline of preaching or teaching.

BIBLIOGRAPHY

Please note that the following are not required reading, but suggested reference works for research and further independent study. Note also that dictionaries and introductions contain multiple articles/chapters of interest, providing a wealth of information and (in the case of some dictionaries) functioning as multiple sources for research projects, as each article will be independently written.


