Gordon-Conwell Theological Seminary
NT 680 Pauline Theology
Fall 2014. Mondays 9:10–12:10 am
E. J. Schnabel
email: eschnabel@gordonconwell.edu

COURSE DESCRIPTION
An introduction to both the primary and secondary literature related to Paul’s theology, with the
focus on conversion and revelation, Israel and the law, anthropology, christology, soteriology,
ecclesiology, ethics, and eschatology. Prerequisite: GL502 and NT502.
The individual class sessions will have three sections: first, a lecture on the topic indicated in the
Course Calendar (90 min); second, a discussion of the Pauline texts and the assigned reading for
the day (40 min); third, student presentations on the assigned passages, terms, and topics (40 min).

COURSE OBJECTIVES
1. Students will consolidate their linguistic, exegetical, and theological expertise in analyzing
and interpreting Pauline texts.
2. Students will learn to discern the critical significance of Jesus’ death and resurrection and its
ramifications for all areas of Paul’s theology.
3. Students will expand their understanding of central areas of Paul’s theology, including ethics,
and thus develop a biblical worldview.
4. Students will interact with different interpretations of Paul’s theology, developing their skills
in reading and analyzing texts, summarizing arguments, and asking critical questions.

TEXTS

SELECTED TEXTS:
Carson, Don A., Peter T. O’Brien, and Mark A. Seifrid, eds. Justification and Variegated Nomism II: The
Dickson, John P. Mission-Commitment in Ancient Judaism and in the Pauline Communities. WUNT 159.
Tübingen: Mohr Siebeck, 2003
Wenham, David. *Follower of Jesus or Founder of Christianity? A New Look at the Question of Paul and Jesus*. Grand Rapids: Eerdmans, 1995

**Requirements**

2. Students will read *DUNN* and readings from *SELECTED TEXTS*, as indicated in the Course Calendar, in time for discussion in class. Students will be expected to describe three main perspectives gleaned from the reading and formulate two discussion questions.
3. Beginning with Session 3, students will present research on topics listed in the Course Calendar. Each student will research and present at least three papers, one from each category. Topics will be assigned in Session 1. Each presenter has ten minutes; the presentation should be accompanied by a two-page summary (typed, single spaced, with bibliography) and handed out to the class. No late work will be accepted. For commentaries, consult the commentary list posted online. For lexical studies, consult EDNT, TDNT, TDOT, NIDNTT, TLNT, commentaries, and other literature as appropriate.

**Grading**

Paper I: Exegetical discussion of a particular passage
Paper II: Tradition-historical discussion of a Greek term
Paper III: Theological discussion of a particular topic

Grading: Paper I 25%; Paper II 25%; Paper III 25%; Notebook 15%; Discussion of texts and reading 10%.

Course Calendar

Sep 8  Session 1: Introduction.
       Methods and Sources
       Foundations of Paul’s theology. The One True God

Sep 15 Session 2: Christology I: Jesus the Son of God
(a) Students read DUNN, 1-50,182-206,266-315, and BAUCKHAM, 182-232
(b) Students analyze Phil 2:5-11; Col 1:15-20
(c) One student discusses ἀρπαγμὸς (Phil 2:6)
(d) One student discusses 2 Cor 5:16
(e) One student discusses Jesus as divine wisdom

Sep 22 Session 3: Christology II: Jesus the Messiah
(a) Students read WRIGHT, 644-709,815-836, and HENGEL, 65-77
(b) Students analyze Rom 5:12-21
(c) One student discusses Χριστός
(d) One student discusses Rom 5:12-21
(e) One student discusses Jesus as the incarnate Son of God

Sep 29 Session 4: Christology III: Jesus’ death and resurrection
(a) Students read DUNN, 207-265, and SCHNELLE, 410-434
(b) Students analyze Col 2:14
(c) One student discusses ἀπελτήριον (Rom 3:25)
(d) One student discusses 2 Cor 5:14
(e) One student discusses Jesus as the life-giving Spirit

Oct 6  Session 5: Christology IV: Israel and the Law
(a) Students read DUNN, 128-61,499-532, and WRIGHT, 1156-1258
(b) Students analyze Rom 8:1-4
(c) One student discusses ὁ νόμος τοῦ πνεύματος τῆς ζωῆς (Rom 8:2)
(d) One student discusses Gal 3:1-14
(e) One student discusses the salvation of “all Israel” (Rom 11:26)

Oct 13 Reading Week

Oct 20 Session 6: Anthropology: The world and sin, Jews and Gentiles
(a) Students read DUNN, 79-127, and SCHREINER, 103-150
(b) Students analyze Rom 1:18–3:20
(c) One student discusses σάρξ
(d) One student discusses Rom 7
(e) One student discusses the power of sin according to Rom 7
Oct 27  Session 7: Soteriology I: Good news for sinners
(a) Students read Dunn, 163-81, 317-33, and Dickson, 153-177
(b) Students analyze Rom 5:12-21
(c) One student discusses εὐαγγέλλον
(d) One student discusses Rom 1:16
(e) One student discusses the gospel as good news for the Jews

Nov 3  Session 8: Soteriology II: Justification by faith.
(a) Students read Dunn, 334-89, Käsemann, 79-101
(b) Students analyze Rom 3:21-31
(c) One student discusses δικαιοσύνη
(d) One student discusses Gal 2:15-21
(e) One student discusses the phrase “works of the law”

Nov 10  Reading Week

Nov 17  Session 9: Soteriology III: Being in Christ and the Spirit
(a) Students read Dunn, 390-532, and Campbell, 67-199
(b) Students analyze Rom 8:5-17
(c) One student discusses the phrase ἐν Χριστῷ
(d) One student discusses 2 Cor 5:17
(e) One student discusses the Spirit as “down payment” (cf. 2 Cor 5:5)

(a) Students read Dunn, 533-623, and Trebilco, 21-38, 72-90, 128-137
(b) Students analyze 1 Cor 3:5-17
(c) One student discusses ἐκκλησία
(d) One student discusses 1 Cor 12
(e) One student discusses leadership structures in the Pauline churches

Dec 1   Session 11: Ethics.
(a) Students read Dunn, 625-712, and Schnabel, 267–297
(b) Students analyze Rom 6
(c) One student discusses τέλειος
(d) One student discusses Gal 5:25
(e) One student discusses the lists of vices and virtues in Paul’s letters

Dec 8   Session 12: Eschatology.
(a) Students read Dunn, 294-315, and Witherington, 186-208
(b) Students analyze 1 Cor 15
(c) One student discusses μαράνα θά (1 Cor 16:22)
(d) One student discusses 1 Thess 4:15-17
(e) One student discusses the “intermediate state”