Gordon-Conwell Theological Seminary
NT 504: Paul and His Letters
Instructor: Roy E. Ciampa

Spring 2011
Wednesdays; 6:00pm-9:00pm
Office hours are online:
http://www.viceregency.com/OfficeHours.htm
(If these hours do not work for you please arrange an appointment by e-mail.)

Office: AC 144
Email: RCiampa@gcts.edu
Phone: (978) 646-4083 (office) (978) 312-1018 (home)

Course Description

Paul's pastoral and missionary understanding of the Christian faith are examined by assessing the distinctive settings and themes of his letters in the context of the missionary journeys in Acts.

Objectives

After completing this course the student should be capable of:

1. Reproducing a basic chronology of Paul's ministry.
2. Reproducing the itineraries of Paul's missionary travels on a map (or series of maps).
3. Describing the historical and social background to each of Paul's letters.
4. Explaining the basic message and theological and ethical emphases of each of Paul's letters.
5. Explaining key issues in the contemporary understanding of Paul’s letters and theology.

Course Requirements

1. Class attendance and informed participation are required. Each student is to read each of Paul’s letters twice (in two different translations, I recommend the NIV [2011] and the ESV) before the date they will be discussed in class.
2. There will be a comprehensive final exam on the lectures and the required readings.
3. The student will write a 10-12 page research paper on some aspect of the significance of Paul’s teaching for the practice and advancement of spiritual formation in our contemporary context. The paper should include the student’s own definition of spiritual formation, after having considered several possibilities, and then study some aspect of Paul’s contributions to the subject. One example of a definition of spiritual formation (not to be used in the paper) would be “the lifelong process by which the Holy Spirit transforms believers into the likeness of Christ in the context of the challenges and tribulations of this present fallen age through faith-full seeking of God in prayer, engagement with Scripture, ministry received from and contributed to the body of Christ, and participation in God’s mission to the world” (adapted from Dr. David Currie).

The research paper should also:

1) Include a bibliography of at least 15 works cited in the footnotes, including theological dictionaries, scholarly commentaries, articles from theological journals,
and scholarly monographs. [Note: dictionary articles should be listed under the name of the author of the article, not under the name of the editor of the dictionary.]

2) Be typed, double-spaced (except extended quotes and footnotes), in Times New Roman font size 12, with pagination, footnotes, bibliography and proper recognition given to all sources of words or ideas found in the body of the paper.


4) Include preface (not included in the pagination) affirming that the material submitted in this paper has not been submitted (as a whole or in part) for any other course and the research was not done for any other course. (The paper should be all new material for each student.)

5) Engage appropriate academic sources, including the textbooks and other monographs, periodical literature and reference works. Study Bibles and other popular level works are not appropriate sources for this paper.

4. Required Textbooks


5. Other required readings include:

Romans – Philémon (all the Pauline letters) in 2 different translations


6. Recommended texts:


Academic Policies

**Intellectual property rights**
To protect the professor’s intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings. In cases where explicit special permission is granted to record a session such permission is extended on a temporary use only: Any recording made is for the private use of the student only and is to be deleted/erased within two weeks of the recording.

**Internet usage**
Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

**Plagiarism**
All use of sources must be properly indicated. Read the document on plagiarism carefully and remember that use of authors’ words is indicated with quotation marks and a footnote and use of their ideas, but not their words, is indicated with a footnote.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Class requirement</th>
<th>Grade percentage</th>
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<tbody>
<tr>
<td>a) Research paper</td>
<td>40%</td>
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<td>b) Final exam</td>
<td>60%</td>
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**Plan (subject to change at the professor’s discretion)**

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>2/2</td>
<td>Introduction to the course</td>
<td>Recommended articles from <em>DPL</em>: Paul and His Interpreters; Hermeneutics, interpreting Paul; Letters, letter forms; Rhetoric; Social Scientific Approaches to Paul.</td>
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<td>Introduction to Paul</td>
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<td>2</td>
<td>2/2</td>
<td>The Pre-Christian Paul</td>
<td>Polhill chapters 1-2</td>
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<td>Ciampa, “The History of Redemption”</td>
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<td>Recommended articles from <em>DPL</em>: Jew, Paul the; Apocalypticism; Qumran and Paul; Old Testament in Paul.</td>
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<td>3</td>
<td>2/9</td>
<td>Paul's Conversion and Earliest Ministry</td>
<td>Polhill chapter 3</td>
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<td>Recommended articles from <em>DPL</em>: Conversion and call of Paul; Pastor, Paul as; Apostle; Prophet, Paul as; Restoration of Israel; Center of Paul's theology; Jesus and Paul.</td>
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| 4 | 2/9 | Pauline chronology and ministry in Antioch | Polhill chapter 4  
Recommended articles from *DPL*: Paul in Acts and Letters; Chronology of Paul. |
| 5 | 2/16 | Paul's first missionary journey and Galatians | Polhill chapters 5-8  
Bird, *Introducing Paul*  
4QMMT (handout)  
Galatians  
Ciampa, "Justification by Works of the Law in the Dead Sea Scrolls?"  
Recommended articles from *DPL*: Galatians, letter to the; Apostasy, Falling away; Curse, accursed, anathema; Gospel; Gentiles; Judaizers; Works of the Law; Law; Circumcision; Flesh; Faith; Abraham; Justification; Adoption, Sonship; Freedom, liberty; Fruit of the Spirit; Virtues and Vices; New Nature and Old Nature; Law of Christ. |
| 6 | 2/16 | Galatians continued and Jerusalem Council |   |
| 2/21-25 | Reading Week |   | Read N. T. Wright, *Justification: God's Plan & Paul's Vision* (to be completed before we get to Romans) |
| 7 | 3/2 | Paul's second missionary journey and 1 Thessalonians | Polhill chapters 10-11  
1-2 Thessalonians  
Recommended articles from *DPL*: Thessalonians, Letter to the; Eschatology; |
| 8 | 3/2 | 2 Thessalonians | Recommended articles from *DPL*: Man of Lawlessness and Restraining power. |
| 9 | 3/9 | Paul's third missionary journey and 1 Corinthians 1-7 | Polhill chapter 12  
Fee, *Paul, the Spirit and the People of God*  
1 Corinthians  
Recommended articles from *DPL*: Corinthians, letters to the; Wisdom; Discipline; Body; Temple; Purity and Impurity; Man and Woman; Marriage and Divorce |
| 10 | 3/9 | 1 Corinthians 8-16 | Recommended articles from *DPL*: Head; Food offered to idols; Tradition; Stumbling block; Strong and Weak; Holy Spirit; Lord's supper; Worship; Love feast; Body of Christ; Gifts of the Spirit; Tongues; Knowledge, gift of; Love; Prophecy, Prophesying. |
| 11 | 3/16 | 2 Corinthians 1-7 | Polhill chapter 13  
Gorman, *Cruciformity*  
2 Corinthians  
Recommended articles from *DPL*: Cross, theology of the; Itineraries, travel plans; Moses; Peace, Reconciliation; Intermediate state. |
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<td><strong>12</strong></td>
<td><strong>3/16</strong></td>
<td>2 Corinthians 8-13</td>
<td>Recommended articles from <em>DPL</em>: Afflictions, Trials, Hardships; Suffering; Weakness; Collection for the saints; Visions, Ecstatic Experience.</td>
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<td><strong>3/21-25</strong></td>
<td>Reading Week</td>
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<td><strong>13</strong></td>
<td><strong>3/30</strong></td>
<td>Romans 1-8</td>
<td>Polhill chapter 14 Romans Recommended: Piper, <em>The Future of Justification</em> Recommended articles from <em>DPL</em>: Romans, Letter to the; Lord; Son of God; Diatribe; God; Righteousness, Righteousness of God; Wrath, Destruction; Adam and Christ; Expiation, Propitiation, Mercy seat; Baptism; Dying and rising with Christ</td>
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<td><strong>14</strong></td>
<td><strong>3/30</strong></td>
<td>Romans 9-16 and Paul's arrest in Jerusalem</td>
<td>Polhill chapters 15, 18 Recommended articles from <em>DPL</em>: Israel; Olive Tree; Civil authority; Rome and Roman Christianity</td>
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<td><strong>15</strong></td>
<td><strong>4/6</strong></td>
<td>Colossians, Philemon</td>
<td>Polhill chapter 16 Colossians, Philemon Recommended articles from <em>DPL</em>: Colossians; Hymns, hymn fragments songs; Universalism; Angels, archangels; Philosophy; Gnosis, gnosticism; Elements, Elemental spirits; Holy days; Household and Household codes; Philemon, Letter to.</td>
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<td><strong>16</strong></td>
<td><strong>4/6</strong></td>
<td>Ephesians,</td>
<td>Polhill chapter 17 Ephesians Recommended articles from <em>DPL</em> related to Ephesians: Ephesians, letter to the; Ephesus; Heaven, heavenlies, paradise; In Christ; Election and predestination; Foreknowledge; First fruits, down payment; Enmity, hatred; Mystery; Prayer; Principalities and Powers.</td>
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<td><strong>17</strong></td>
<td><strong>4/13</strong></td>
<td>Philippians and Ministry in Rome</td>
<td>Polhill chapter 9 Philippians, 1 Timothy and Titus Recommended articles from <em>DPL</em>: Philippians, Letter to the; Prison, Prisoner; Joy; Cesar's household; Pre-existence; Exaltation and enthronement; Citizenship; Fellowship, communion, sharing; Financial support; Riches and Poverty.</td>
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<td><strong>18</strong></td>
<td><strong>4/13</strong></td>
<td>1 Timothy and Titus</td>
<td>Polhill chapter 19 Recommended articles from <em>DPL</em>: Pastoral letters; Social Setting of Mission churches; Church order and government; Early Catholicism.</td>
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<td><strong>19</strong></td>
<td><strong>4/20</strong></td>
<td>2 Timothy</td>
<td>Polhill chapter 20 2 Timothy</td>
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<td><strong>20</strong></td>
<td><strong>4/20</strong></td>
<td>Review/Catch-up</td>
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<td><strong>4/27</strong></td>
<td>Snow Day (may be rescheduled as needed)</td>
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<td><strong>5/4</strong></td>
<td>Final Exams</td>
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<td><strong>5/9</strong></td>
<td>Written work must be submitted by 4:00pm (Graduating students much submit their work by the end of April 29.)</td>
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<td><strong>fonts</strong> (Times New Roman 12 or equivalent except for Greek and Hebrew) and spacing (double or space and a half except, single spacing for footnotes and block quotes)?</td>
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<td>Are references to dictionary and journal articles properly formatted?</td>
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<td>Is the bibliography used in the contents of the paper?</td>
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<td>Are the most authoritative and important sources consulted and referred to?</td>
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<td>Are sources provided at all the appropriate places?</td>
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<td>Are the authors’ words put in quotation marks?</td>
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<td>Does the paper consist of a compilation of quotes from various authorities or does it reflect critical analysis on the part of the student?</td>
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Other comments: Note: check marks (✓) in the margins indicate parts I particularly appreciated. For other editing marks see the back of the **SBL Handbook of Style**. If you desire more feedback on your paper than I have already provided please bring it back to me and I will look at it again and comment further. Please note that a paper does not have anything “wrong” with it to get a “B.” An “A” paper requires strong technical qualities, rigorous research, fine analysis and crisp writing.

**This paper is marked by:**

- Superb research/exegesis and extraordinary insight
- Solid research and credible conclusions
- Adequate/basic level research/exegesis
- Insufficient research, analysis or proofreading
- Occasional or frequent logical errors or exegetical fallacies
Plagiarism: 
What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- How to Recognize Unacceptable and Acceptable Paraphrases
  - An Unacceptable Paraphrase
  - An Acceptable Paraphrase
  - Another Acceptable Paraphrase
- Plagiarism and the World Wide Web
- Strategies for Avoiding Plagiarism
- Terms You Need to Know (or What is Common Knowledge?)

How to Recognize Unacceptable and Acceptable Paraphrases
Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

**What makes this passage plagiarism?**

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

**NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

**Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into
factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

http://www.indiana.edu/~wts/wts/plagiarism.html
**Common knowledge**: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

**Quotation**: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase**: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN