

## **Life and Letters of Paul (REL 108.01)**

Duke University, Summer 2006 Term 2

Monday-Friday 11:00 AM-12:15 PM

Gray 220

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### **I. Course Description**

Bulletin Course Description: Paul's biography and character, the social and physical circumstances of his work, his thought, and its relationship to ancient Jewish and Hellenistic ethics and beliefs.

We will begin our study by placing the Apostle Paul in his historical context. After an overview of Paul's world(s), we will briefly review major currents in Pauline scholarship, including the "old" and "new" perspectives on Paul along with the recent emphases on Literary/Narrative, Rhetorical, Social-Scientific and Feminist interpretations of Paul's letters, etc. Next, we will turn to the focus of our course: the life and letters of the Apostle Paul. Initially, we will concentrate on Pauline chronology and a comparison between Paul's letters and Acts. An introduction to the individual letters, authorship, and their circumstances will be covered in conjunction with topical issues that give us a glimpse into Paul's thought. We will also spend a portion of our time delving into the fertile field of theological issues presented in the undisputed letters including, but not limited to, such topics as: Paul's understanding of Jesus and the crucifixion; faithfulness of/faith in Jesus Christ; righteousness/justification and the "participationist" aspects of Pauline soteriology; Israel, the Jewish law, and the faithfulness of God; and the transformational/ethical implications of being "in Christ." As time permits, we will discuss Paul's legacy in the New Testament.

### **II. Learning Objectives to be accomplished by the end of the course:**

You will be able to discuss the social/political/religious world(s) in which Paul and the recipients of his letters lived and practiced their faith.

You will be able to compare critically and to evaluate various interpretations of Paul's missionary endeavors including issues of chronology, authorship of the letters, and the contextual nature of the correspondence.

You will be able to articulate a working knowledge of the major issues involved in the academic study of Paul and his letters and to evaluate the cogency of various positions on these issues.

You will be able to identify major theological issues in Paul's undisputed letters.

You will be able to argue for the strengths and/or weaknesses of various theological interpretations of Paul by providing evidence from the undisputed letters.

You will be able to assess the degree to which various chronological and cultural "gaps" may or may not hinder contemporary interpretations of Paul's letters.

### **III. Course Texts**

The following texts are *required* for this course:

- 1) Paul's letters in the English Bible: RSV or NRSV
- 2) Sanders, E.P. *Paul: A Very Short Introduction*. New York: Oxford University Press, 2001.
- 3) Bruce, F. F. *Paul: The Apostle of the Heart Set Free*. Grand Rapids: Eerdmans, 1977, 2000.
- 4) Hawthorne, Gerald F., Ralph P. Martin, and Daniel C. Reid, eds. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity, 1993. This text will be abbreviated as DPHL in the Schedule of Assignments and Classes below.

The following texts are *recommended* for this course:

- 1) Wright, N.T. *Paul: In Fresh Perspective*. Minneapolis: Fortress, 2005.
- 2) Knox, John. *Chapters in a Life of Paul*. Rev. ed. Macon: Mercer University Press, 1987.
- 3) Schnelle, Udo. *Apostle Paul: His Life and Theology*. Translated by M. Eugene Boring. Grand Rapids: Baker, 2005.

The following texts are on *reserve* in the Divinity School Library:

- 1) Sanders, E.P. *Paul: A Very Short Introduction*. New York: Oxford University Press, 2001.
- 2) Bruce, F. F. *Paul: The Apostle of the Heart Set Free*. Grand Rapids: Eerdmans, 1977, 2000.
- 3) Knox, John. *Chapters in a Life of Paul*. Rev. ed. Macon: Mercer University Press, 1987.
- 4) Wright, N.T. *Paul: In Fresh Perspective*. Minneapolis: Fortress, 2005.

If the Divinity School Library receives copies of the following new texts in time for our course, I will request that they be added to our class reserves:

- 1) Horrell, David G. *An Introduction to the Study of Paul*. 2<sup>nd</sup> ed. New York: T&T Clark/Continuum, 2006.
- 2) Schnelle, Udo. *Apostle Paul: His Life and Theology*. Translated by M. Eugene Boring. Grand Rapids: Baker, 2005.

*Dictionary of Paul and His Letters* is a non-circulating reference book in the Divinity Library.

### **IV. Course Requirements and Grading**

- 35% **Attendance, Position Papers, and Class Debate** – Your attendance at all classes is expected, and informed participation is a vital component of this class. The attendance portion of your grade includes not only being physically present during our class sessions, but also it includes the completion of the required reading for the day in order that you can actively participate in our discussions in an informed manner. Absences and lack of such preparation will adversely affect your grade. All required readings that are not from one of our required texts are posted on the Blackboard website for our class under Course Material.

You will be asked to write four position papers during our term. These should be typed and double-spaced using 12-pt font (Times New Roman or similar acceptable fonts). Your paper should be 1-2 pages in length (no longer!) and defend a particular position on a topic that we have discussed in class. The topics for the position papers will be posted on Blackboard under Assignments. The due dates for the Position Papers are: Monday, July 10<sup>th</sup>; Monday, July 17<sup>th</sup>; Monday, July 31st; and Monday, Aug. 7<sup>th</sup>. Position Papers will receive a grade of Satisfactory or Unsatisfactory, although particularly well-argued papers may receive a grade of Satisfactory Plus. Failure to turn in Position Papers at the assigned time will result in a grade of Unsatisfactory for the assignment. All position papers are due at the beginning of class on the due date.

Our last class session, Wednesday Aug. 9<sup>th</sup>, will consist entirely of a class debate. A suggested list of possible topics will be provided. The particular topic of the debate will be chosen in consultation with the professor and your fellow students.

- 30% **Mid-term Exam** – The exam will take the entire class period and will give you the opportunity to demonstrate your understanding of all the material covered up to the date of the exam. The exam will be on Friday, July 21<sup>st</sup> and will consist of multiple choice, short answer, identification, and short essay questions. The Mid-term will also include a map quiz. Two maps are included in the assigned readings that are posted on Blackboard. Become familiar with the map of The Roman Empire in the 1<sup>st</sup> century (Gorman reading, Part 1, p. 10) and “Significant places in the activity and travels of Paul” (Horrell, p. 38).
- 35% **Final Exam** – The final will be cumulative; however, it will concentrate most heavily on the material covered from the Mid-term through our final class session. The date and time of the exam is scheduled by the University and cannot be altered. Our Final Exam will be on Friday (August 11<sup>th</sup>) from 2:00 – 5:00 PM.

## V. **Procedures**

- A. **Contacting the Professor/Appointments**: I will be available to talk with you immediately following our class sessions. Otherwise, the best way to contact me is via email ([kbd2@duke.edu](mailto:kbd2@duke.edu)). I will check email before each class and at the end of the workday. I will be happy to arrange an appointment time to meet with you if you have any concerns that cannot be conveniently addressed after our class; however, since I do not have scheduled office hours, we need to arrange an appointment in advance.
- B. **Access to Blackboard and Email**: The Summer Session Office has created a Duke Email account for all summer visitors. If you are a summer visitor and you do not already know your NetID and password, you may obtain this information by contacting either Kim Price ([kprice@duke.edu](mailto:kprice@duke.edu); 684-5375) or Sabrina Australie ([sabrina2@duke.edu](mailto:sabrina2@duke.edu); 684-2621) in the Summer Session Office. You may also obtain this information from the OIT HelpDesk by presenting a photo ID. All students will need immediate access to Blackboard with their NetID and password in order to keep up with class announcements, assignments, and posted readings, etc.
- C. **Required Readings and Optional Readings**: Required readings are listed in **boldfaced** print on the Schedule of Classes and Assignments below. Any reading that is not boldfaced is optional, but it may be of interest to some of you if you choose a related

topic for the debate or discuss a related topic in a position paper. Neither the Mid-Term Exam nor the Final Exam will quiz you on material that is mentioned solely in optional readings.

- D. Absences and Missed/Late Work: As delineated in IV above, attendance at all class sessions is expected. Therefore, absences will adversely affect your grade. However, if you have a short-term illness that prevents you from coming to class on a day that an assignment is due (e.g., Mid-Term Exam, Position Paper, or participation in the Class Debate), Duke University requires that you adhere to the official policies of the University. You will find the policies and proper notification procedures at <http://www.aas.duke.edu/trinity/t-reqs/>.
- E. Disabilities: If you anticipate the need to request academic assistance due to learning disabilities, please contact the Disabilities Services' Office at 668-1267 as soon as possible. Any disability must be officially documented through this office prior to requesting any change in class operating procedures.

### Schedule of Classes and Assignments

<i>Date</i>	<i>Topic/Paper Due</i>	<i>Assigned Reading</i> <i>(All required readings are boldfaced and should be completed prior to the class session for which they are scheduled. Optional readings are not boldfaced.)</i>
<b>Week 1 (July 3<sup>rd</sup> – 7<sup>th</sup>)</b>		
Mon.	Syllabus; Course Introduction	
Tues.	Paul in Context: Part 1 Greco-Roman World; Mediterranean Culture	<b>Blackboard: Gorman: Part 1</b> <b>Horrell: p. 38</b>
Wed.	Paul in Context: Part 2 Second Temple Judaism; Greco-Roman Religions	<b>Blackboard: Gorman: Part 2</b> <b>Wright: p. 3-13</b>
Thurs.	Pre-Pauline Christianity; Studying Paul: Old & New Perspectives, etc.	<b>Blackboard: Horrell: p.12-24</b> <b>DPHL: p. 666-679</b> <b>Blackboard: Wright: p. 13-20</b>
Fri.	Paul's Pre-Christian Life; Paul's Call/Conversion; Introduction to chronological issues Comparison of Acts and Paul's Letters	<b>Sanders: p. 9-22;</b> <b>Bruce: 69-73, 83-94; 148-157</b> <b>Acts 9, 11:29-30, 15:1-29;</b> <b>Gal 1:13-2:14</b> Knox, p. 30-52 (on reserve)

<i>Date</i>	<i>Topic</i>	<i>Assigned Reading</i>
<b>Week 2 (July 10<sup>th</sup> – 14<sup>th</sup>)</b>		
Mon.	<b>Position Paper #1 is due</b> 1 Thessalonians; Parousia; Resurrection of the Dead	<b>Sanders:</b> p. 23-40 <b>1 Thess; 1 Cor 15:12-58</b> <b>DPHL:</b> p. 932-939
Tues.	Dealing with Issues/ Another Gospel? Righteousness/Justification Faithfulness of/Faith in Jesus Christ	<b>Galatians</b> <b>Sanders:</b> p. 52-75 <b>DPLH:</b> p. 517-523 <b>Rom 3:22, 26; Phil 3:9</b>
Wed.	Paul and the Jewish law, Part 1	<b>Blackboard:</b> Horrell: p. 89-99 <b>Sanders:</b> p. 76-90 <b>DPLH:</b> p. 529-542
Thurs.	Paul and the Jewish Law, Part 2	<b>Romans 1-8</b> <b>Sanders:</b> p. 98- 117 <b>Bruce:</b> p. 188-202
Fri.	Paul and the Jewish Law, Part 3 Paul and Israel; The Faithfulness of God	<b>Romans 9-11</b> <b>Sanders:</b> p. 137-152 <b>DPLH:</b> p. 441-446
<b>Week 3 (July 17<sup>th</sup> – 21<sup>st</sup>)</b>		
Mon.	<b>Position Paper #2 is due</b> The Church and Israel	<b>Romans 9-11</b> <b>Blackboard:</b> Wright: p.108-129
Tues.	Monotheism; Sin as Power	<b>Romans 7</b> <b>Sanders:</b> p. 41-51
Wed.	Luther, Paul or Western Thinking?	<b>Blackboard:</b> Stendahl:p. 78-96
Thurs.	Understanding vastly different interpretations; Paul's context or ours? Discussion and Review	Catch up on your reading
Fri.	Mid-term Exam	

<i>Date</i>	<i>Topic</i>	<i>Assigned Reading</i>
<b>Week 4 (July 24<sup>th</sup> – 28<sup>th</sup>)</b>		
Mon.	1 <sup>st</sup> Corinthians	<b>1 Cor 1-4</b> Bruce: p. 248- 263 DPHL: p. 164-167, 172-174
Tues.	1 <sup>st</sup> Corinthians continued Being “in Christ”/Transformation in Progress; The problem of Immorality	<b>1 Cor 5-10</b> <b>Sanders: p. 118-36</b> Review Sanders; p. 81-90
Wed.	Paul’s Christology; Participatory Aspects of Paul’s Soteriology Baptism in Paul’s Thought	<b>Blackboard: Horrell: p. 57-73</b> <b>Sanders: p. 91-97</b>
Thurs.	Corporate Christology; Life in the Spirit; The Lord’s Supper in Paul’s Thought Community Ethics	<b>1 Cor 11- 14; Rom 12-15:13</b> <b>2 Cor 1-7</b> <b>Blackboard: Hays: p. 16-59</b>
Fri.	Monotheism, Christology, & Spirit	<b>Blackboard: Wright: p. 83-107</b>
<b>Week 5 (July 31<sup>st</sup> – Aug. 4<sup>th</sup>)</b>		
Mon.	<b>Position Paper #3 is due</b> The importance of the Collection for the Saints	<b>1 Cor 16; 2 Cor 8-9;</b> <b>Rom 15:14-Rom 16</b> <b>DPHL: p. 143-146</b>
Tues.	Philippians Joy, Suffering, and Participation	<b>Philippians</b> <b>DPHL: p. 707-713</b>
Wed.	Philemon	<b>Philemon</b> <b>DPHL: p. 703-706</b> Bruce: p.393- 406
Thurs.	Pauline Theology: Coherent or Inconsistent? Does Paul’s Theology have a Center?	<b>Review previous reading in</b> <b>DPHL: p. 666-679</b>
Fri.	What about Colossians and 2 Thessalonians?	<b>DPHL: p. 147-153, 937</b>
<b>Week 6 (Aug. 7<sup>th</sup> –11<sup>th</sup>)</b>		
Mon.	<b>Position Paper #4 is due</b> Paul’s Legacy in the New Testament	<b>TBA</b>

Tues.	TBA
Wed.	Class Debate
Thurs.	No Class: Term 2 Reading Period
Fri.	Final Exam: 2:00 – 5:00 PM