

BRIERCREST

BLST 620 Pauline Epistles Fall 2021

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Course Dates: November 22–26, 2021

3 Credit Hours

COURSE DESCRIPTION

A study of the key themes in the letters of Paul, especially as these relate to his Jewish heritage and Greco-Roman context. The study will include careful analysis of the biblical text as well as critical engagement with the methods and perspectives of leading Pauline scholars. Special attention will be given to a range of issues that have significance for the church including church leadership, the role of women in ministry, the work of the Spirit, and the use of the Jewish scriptures as a frame of reference for Christian life.

COURSE INTEGRATION

This course will provide a context where students can ask tough ministry questions and practice applying the truth of the Scriptures in a way that is honoring to God and respectful of those who hold a different view. Students will interact closely with primary sources (the Pauline Letters and the Book of Acts) and secondary sources. The course will ground students in a biblical-theological understanding of the Pauline Corpus, and contribute to ministry formation and vocational competency. Students will be challenged to live a life that increasingly reflects the high standards set forth in Paul's letters.

COURSE TEXTS

Barclay, John M. G. *Paul: A Very Brief History*. London: SPCK, 2017.

Capes, David B., Rodney Reeves, and E. Randolph Richards. *Rediscovering Paul: An Introduction to His World, Letters and Theology*. Downers Grove, IL: InterVarsity, 2007.

Wright, N. T. *Paul in Fresh Perspective*. Minneapolis, MN: Fortress, 2009.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon successful completion of this course, students should be able to:

1. gain an understanding of the life and career of the Apostle Paul.
2. understand the genre and features of ancient letter writing and their significance for studying the Pauline Epistles.
3. identify and interact with the central features of Paul's theology.
4. comprehend Paul's Jewish, Hellenistic, and Roman contexts, and to see how these contexts impact our reading of Paul's letters.
5. evaluate their own theology in light of the teachings of Paul.
6. identify the occasion and key issues of each letter in the Pauline Corpus.
7. apply Paul's writings to contemporary issues.

COURSE OUTLINE AND CONTENT

A complete daily schedule of the course will be posted to Canvas prior to the course start date. The course will cover the message of Paul's letters, as well as key themes that occur throughout Paul's writing. We will also address:

- Pseudepigraphy
- Paul and the Law
- The "New Perspective" on Paul
- Paul's Teaching on the Role of Women in the Church
- Pauline Soteriology
- Pauline Ecclesiology
- Pauline Pneumatology

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Due: Monday, November 22, 2021 @ 8:59am

1. Reading Paul's Letters & Gospel Summary (15%)

Read through the Pauline Epistles (Romans – Philemon) in their entirety twice before the first day of class. For each letter, set aside enough time to read through the letter in its entirety in one sitting. Choose a different translation for your second reading.

As you read, make a list of where Paul uses the language of "Gospel" or "Good News".

Before class on the first day, submit a report indicating the percent of the reading that you have completed, along with a brief summary (no more than 1 page) of the Gospel based on the list that you've made as you read through Paul's letters. For this summary, consider only the passages that you have noted in your list. In other words, if you only had this list of passages (where Paul specifically uses the language of "Gospel" or "Good News"), what would you believe

about the Gospel? Your Gospel summary should begin with the phrase, "According to Paul's use of the word Gospel, the Gospel is . . ."

2. *Rediscovering Paul* Reading and Response Essay (15%)

Read *Rediscovering Paul* in its entirety and write a brief 2-3 page essay (600-900 words) describing the most important ways that this book helped you to understand Paul's letters, or features of Paul's letters, more clearly. As you read, also make a list of questions that the book raises in your mind and points with which you significantly agree or disagree. You do not need to submit this list, but you will want to keep these questions and observations in mind for our time together in class, and feel free to raise them as our discussions touch on relevant topics.

3. *Paul: A very Brief History* Critical Book Review (10%)

Read through Barclay's book, and write a 4 page (1200 words) critical book review. Be sure in your review to summarize the content of the book, but also identify the main arguments, analyze the strengths and weaknesses, and conclude with an overall assessment.

Mid-Course Assignments:

1. *Paul in Fresh Perspective* Discussion and Participation (30%)

Throughout the week, we will be taking time to discuss Wright's book, *Paul in Fresh Perspective*. Student's will be responsible to lead a discussion on one chapter of Wright's book. Discussion leaders should plan to give a brief summary of the main argument of the chapter, and then prepare a few questions and observations for the class to facilitate a 45-minute discussion. Emphasis should be given to how Wright's work impacts our understanding, interpretation, and application of Paul's letters.

A sign-up sheet for chapters will be available 1 month prior to the class. It is expected that some students may need to co-facilitate the discussion, as there may be more students than chapters. In this case, it will be expected that discussion leaders prepare together for their summary and facilitation of discussion.

Post-Course Assignments:

Due: Friday, January 21, 2022 @ 11:59pm

1. Major Assignment (30%)

Research and present your findings on one of the below topics in either a 10-page (3000 words) research paper, a sermon, or a Bible study. Sermon presentations and Bible studies must show research and cite sources equivalent to the expectations of a research paper. The format chosen must also incorporate a complete bibliography and appropriate footnotes.

Possible Topics:

- A Pauline View of Suffering
- A Pauline Practice of Prayer
- Paul's Theology of the Last Times
- A Pauline Model of Leadership
- A Pauline Ecclesiology
- Paul's View on Women in Church Leadership

A Study of Paul's Gospel
A Pauline Theology of the Holy Spirit

Other topics may be chosen upon discussion with and approval by your instructor.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

SELECT BIBLIOGRAPHY***General Works:***

- Fisk, Bruce. *First Corinthians*. Louisville, KY: Geneva, 2000.
- Gray, Patrick. *Opening Paul's Letters*. Grand Rapids, MI: Baker, 2012.
- Gundry, Robert H. *A Survey of the New Testament*. Grand Rapids, MI: Zondervan, 1981.
- Harvey, John D. *Interpreting the Pauline Letters: An Exegetical Handbook*. Grand Rapids, MI: Kregel Academic, 2012.
- Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven; London: Yale University Press, 1986.
- Kirk, Daniel J. R. *Jesus Have I Loved, but Paul?* Grand Rapids, MI: Baker, 2012.
- Longenecker, Bruce W., ed. *Narrative Dynamics in Paul: A Critical Assessment*. Louisville: Westminster John Knox Press, 2002.
- McGowan, A.T.B. *The Divine Authenticity of Scripture*. Downers Grove: IVP, 2008.
- Patzia, Arthur G. *Making of the New Testament*. Downers Grove, IL: InterVarsity, 1995.
- Polhill, John B. *Paul & His Letters*. Nashville, TN: Broadman & Holman, 1999.
- Porter, Stanley E., and Craig A. Evans, eds. *The Pauline Writings*. Sheffield, England: Sheffield Academic Press, 1995.
- Schreiner, Thomas R., Johnson, Luke Timothy, Campbell, Douglas A., and Nanos, Mark D. *Four Views on Apostle Paul*. Grand Rapids, MI: Zondervan, 2012.
- Talbert, Charles H. *Romans*. Smith and Helwys Bible Commentary. Macon, GA.: Smith and Helwys, 2002.

Works on the Life of Paul:

- Bailey, Raymond. *Paul the Preacher*. Nashville, TN: Broadman, 1991.
- Barclay, John M.G. *Paul: A Very Brief History*. London: SPCK, 2017.
- Becker, Johan. *Christian Heirs of Paul: Paul's Legacy in the New Testament and Today*. Minneapolis, MN: Fortress, 1991.
- Best, Ernest. *Paul and His Converts: The Sprunf Lectures*. Edinburgh: T & T Clark, 1988.
- Bird, Michael F. *Introducing Paul: The Man, His Mission and His Message*. Downers Grove, IL: IVP Press, 2009.

- Brauch, Manfred T. *Hard Sayings of Paul*. Downers Grove, IL: InterVarsity, 1989.
- Bruce, F.F. *Paul: Apostle of the Heart Set Free*. Grand Rapids, MI: Eerdmans, 1977.
- _____. *Paul and His Converts: How He Nurtured the Churches He Planted*. Downers Grove, IL: InterVarsity, 1985.
- Finger, Reta Halteman. *Paul and the Roman House Churches*. Scottsdale, PA: Herald, 1993.
- Fitzpatrick, Joseph P. *Paul: Saint of the Inner City*. New York, NY: Paulist, 1990.
- Hawthorne, Martin Reid. *Dictionary of Paul and His Letters*. Downers Grove, IL: InterVarsity, 1993.
- Hays, Richard. *The Conversion of the Imagination, Paul as Interpreter of Israel's History*. Grand Rapids, MI: Eerdmans, 2005.
- McRay, John. *Paul: His Life and Teaching*. Grand Rapids, MI: Baker, 2003.
- Picirilli, Robert E. *Paul the Apostle*. Chicago, IL: Moody, 1986.
- Pollock, John. *The Apostle: A Life of Paul*. Wheaton, IL: Scripture Press, 1985.
- Porter, Stanley E. *Paul and his opponents*. Boston: Brill 2005.
- Schnabel, Eckhard J. *Paul the Missionary*. Downers Grove, IL: IVP Press, 2008.
- Strom, Mark. *Reframing Paul: Conversations in Grace & Community*. Downers Grove, IL: InterVarsity, 2000.
- Taylor, Walter F. *Paul: Apostle to the Nations: An Introduction*. Philadelphia, PA: Fortress, 2012.
- White, Reginald E.O. *Meet St. Paul*. Wilton, CN: Morehouse, 1989.

Works on the Theology of Paul:

- Beker, J. Christian. *Paul The Apostle: the Triumph of God in Life and Thought*. Philadelphia, PA: Fortress, 1980.
- Brauch, Manfred T. *Hard Sayings of Paul*. Downers Grove, IL: InterVarsity, 1989.
- Bruce, F.F. *Paul and Jesus*. Grand Rapids, MI: Baker, 1974.
- Capes, David B., Rodney Reeves, and E. Randolph Richards. *Rediscovering Paul*. Downers Grove, IL: IVP Press, 2007.
- Carson, D.A. *Showing the Spirit*. Grand Rapids, MI: Baker, 1987.
- Dunn, James D.G. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 1998.
- Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2004.
- _____. *Cruciformity: Paul's Narrative Sprituality of the Cross*. Grand Rapids: Eerdmans, 2001.
- Hengel, Martin. *The Pre-Christian Paul*. Chicago, IL: Moody, 1986.
- Porter, Stanley E., ed. *Paul and His Theology*. Boston: Brill, 2006.
- Sanders, E.P. *Paul, the Law and the Jewish People*. Philadelphia, PA: Fortress, 1983.
- Schnelle, Udo, *Apostle Paul: His Life and Theology*. Grand Rapids, MI: Baker, 2005.
- Schreiner, Tom. *Paul, Apostle of God's Glory in Christ: A Pauline Theology*. Downers Grove, IL: InterVarsity, 2006.
- _____. *Faith Alone: The Doctrine of Justification*. Grand Rapids, MI: Zondervan, 2015.
- _____. *Interpreting the Pauline Epistles, 2nd ed.* Grand Rapids, MI: Baker, 2011.
- Thielman, Frank. *Paul and the Law: A Contextual Approach*. Downers Grove, IL: InterVarsity, 1994.
- Wiles, Virginia. *Making Sense of Paul: A Basic Introduction to Pauline Theology*. Peabody, MA: Hendrickson, 2000.
- Wright, N.T. *Paul: In Fresh Perspective*. Minneapolis, MN: Fortress, 2005.
- _____. *What Saint Paul Really Said*. Grand Rapids, MI: Eerdmans, 1997