

**Saint Leo University**

**REL 327**

**The Life and Writings of Paul**

**Course Description:**

The life of Paul and a study of his writings. Problems of law and freedom, faith and works, the idea of the church, and early Christian worship.

**Prerequisite(s):**

REL 123, REL 124, REL 201, or REL 223

**Textbooks:**

Soards, Marion J. *The Apostle Paul: An Introduction to his Writings and Teaching*. New York: Paulist Press, 1987. Print. ISBN: 9780809128648

Stendahl, Krister. *Paul Among Jews and Gentiles*. Minneapolis: Fortress Press, 1976. Print. ISBN: 9780800612245

Bible—computerized or printed; either is fine. There are a lot of inexpensive bible search programs and there are free ones like [www.biblegateway.com](http://www.biblegateway.com).

**Recommended Textbooks:**

**Dictionaries**

Hawthorne, Gerald, Ralph Martin, and Daniel Reid. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity Press, 1993.

Martin, Ralph P. and Peter H. Davids, eds. *Dictionary of the Later New Testament and Its Development*. Downers Grove: InterVarsity Press, 1997.

**Systematic Theology**

McGrath, Alister E. *Christian Theology*. Malden, MA: Blackwell, 2007.

Guthrie, Donald. *New Testament Theology*. Downers Grove, IL: InterVarsity Press, 1981.

**New Testament Introductions**

Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.

Brown, Raymond E. *An Introduction to New Testament Christology*. Mahwah, NJ: Paulist Press, 1994.

Carson, D. A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1992.

Kümmel, Werner G. *Introduction to the New Testament*. Nashville: Abingdon, 1973.

**Learning Outcomes**

1. Factual Learning Outcome

- 1.1. Identify the key points in the early development of Paul that contributed to his missionary endeavors
- 1.2. Describe/define specific times/events leading to Paul's conversion

- 1.3. Identify the major centers of missionary activity and their significance
- 1.4. Distinguish between Paul's undisputed letters and those of Christian tradition
- 1.5. Identify Paul's major theological themes
2. Conceptual Learning Outcome
  - 2.1. Discuss the relationship between Paul's Jewish background and his Gentile mission
  - 2.2. Describe/discuss/relate Paul's concept of conversion
  - 2.3. Describe/discuss/relate Paul's concept of the Christian life
  - 2.4. Identify the key issues of Paul's theology and their application
    - 2.4.1. To the Christian life (pastoral impact)
    - 2.4.2. To the Church (ecclesial impact)
3. Application of Learning Outcome
  - 3.1. Demonstration of the comprehension of the reading material in the writing of weekly summary papers
  - 3.2. Demonstration of research and comprehension in the major paper
4. Spiritual Learning Outcome
  - 4.1. Discuss the impact of Paul's conversion/life on your own Christian journey

### **Core Values:**

The School of Arts and Science has chosen to focus on the Saint Leo University core value of respect for this course.

*Respect:* Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

### **Methods of Assessment**

This is a writing intensive class with papers due every module. Students are expected to elicit critical thinking skills and make informed judgments.

*Summary Papers* - For each module, students are required to write a Summary Paper after choosing from two or three different focus themes. Summary papers are to be 350 to 700 words per reading (1–2 pages if you double-space). Papers should be written in 12-point font with 1” margins and cover only the salient points of the reading. This project requires a good understanding of the text to be able to restate it in a shortened fashion. Original authors should be cited using MLA format when paraphrased or quoted. A list of guidelines and a rubric for this assignment are available in each module of the course.

*Discussion Board Postings* - Students must actively participate in the weekly discussion by contributing a response to each discussion question and by responding to at least two peers in each module. Students should provide support for arguments, observations, and conclusions including properly formatted text citations and references. A list of guidelines and a rubric for this assignment are available in each module of the course.

*Research Paper* - In order to assess the degree of progress over the entire semester, students are expected to write an exegetical paper for their Research Paper assignment. In writing this exegetical paper, students will choose one of the passages from the Pauline Letters in the New Testament, then research and write an analysis of the text in order to: (a) discover and present what the passage meant to its original receivers in its original context and (b) interpret this original meaning theologically and practically for the reader today. Although the exegetical paper is due at the end of Module 7, students are encouraged to start work on the paper as early as possible. The final exegetical paper must be a minimum of 3000 words in length. A list of guidelines, a timeline, and a rubric for this assignment are available in the first module of the course.

### Evaluation:

Assignment	Points	Percentage
Discussions (8 at 30 points each)	30	
Summary Papers (8 at 45 points each)	45	
Final Paper	160	
<b>Total</b>	<b>235</b>	<b>100%</b>

### Course Schedule:

#### Module 1 Paul the Man: Paul's Life, Calling, and Writings

**Objectives** When you complete this module, you should be able to:

- Explain the sources and meanings of Paul's core theological beliefs.
- Offer a timeline of Paul's life with major points before, during, and after his conversion.
- Summarize Paul's Missionary Journeys.
- Explain the Jewish and Greco-Roman influences on Paul.
- Identify the parts of an ancient Greco-Roman epistle in one of Paul's letters.
- Apply key insights from Paul's life and conversion to your own life.

**Readings** Soards, *The Apostle Paul*, pages 1–43 and Appendix, pages 206–207  
Stendahl, *Paul Among Jews and Gentiles*, pages v–ix and 1–23

### Assignments

Items to be Completed:	Due No Later Than:
Post introduction to the class	Thursday 11:59 PM EST/EDT
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 1	Sunday 11:59 PM EST/EDT

#### Module 2 Paul's Undisputed Letters, Part I

- Objectives** When you complete this module, you should be able to:
- Relate the background to, occasions of, issues addressed, and main themes in Paul’s letters of: 1 Thessalonians, Galatians, 1 & 2 Corinthians.
  - Explain the meanings of “works of the Law,” “faith,” “righteousness,” and “justification” in Paul’s letter to the Galatians.
  - Summarize what we can learn from 1 Thessalonians about Paul’s missionary method and way of reaching new converts .
  - Discuss the moral concerns Paul had for his converts in 1 Corinthians.
  - Explain Paul’s apocalyptic theology in 1 Thessalonians.
  - Summarize how Paul addresses the challenges to his authority in 2 Corinthians.

**Readings** Soards, *The Apostle Paul*, pages 44 – 94.  
 Sanders, *Paul: A Very Short Introduction*, 32–40, 52–75, 98–117.  
 Paul’s Letters: 1 Thessalonians, Galatians, 1 Corinthians, 2 Corinthians.

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 2	Sunday 11:59 PM EST/EDT

**Module 3 Paul’s Undisputed Letters, Part II**

- Objectives** When you complete this module, you should be able to:
- Relate the background to, occasions of, issues addressed, and main themes in Paul’s letters of: Romans, Philippians, and Philemon.
  - Discuss how Paul clarifies and defends his message and mission in Romans and define key terms used.
  - Explain aspects of ancient Roman law regarding slaves and explain how they inform Paul’s letter.
  - Identify “pre-Pauline” traditions in some of Paul’s Undisputed Letters to the Romans and Philippians and explain how he uses them.
  - Discuss Paul’s explanation in his letter to the Romans regarding the relationship between Jews who do not believe in Jesus and Christians.

**Readings** Soards, *The Apostle Paul*, 95–127  
 Paul’s Letters: Romans, Philippians, and Philemon

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 3	Sunday 11:59 PM EST/EDT

## Module 4 Paul's Disputed Letters and the Pastoral Epistles

- Objectives** When you complete this module, you should be able to:
- Explain “pseudepigrapha” in the ancient world, why it existed, techniques used by pseudonymous authors, and ways scholars detect pseudepigraphical writings.
  - Identify the “Disputed Letters of Paul/Deutero-Pauline Epistles.”
  - Identify the “Pastoral Epistles.”
  - Relate the background to, occasions of, issues addressed, and main themes in The Disputed Pauline and Pastoral Epistles.

**Readings** Soards, *The Apostle Paul*, 129–162  
The New Testament: 2 Thessalonians, Colossians, Ephesians, 1 and 2 Timothy, Titus

### Assignments

Items to be Completed:	Due No Later Than:
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 4	Sunday 11:59 PM EST/EDT

## Module 5 Pauline Theology Part I: Perils and Promises of Finding a Center and System of Paul's Thought

- Objectives** When you complete this module, you should be able to:
- Discuss the problems with constructing a “Pauline Theology,” and some of the proposed solutions.
  - Explain the roles of the concepts of “Law” and “Faith” in Paul's theology.
  - Explain why some argue that “justification,” not “forgiveness,” is one of the centers of Paul's theology.
  - Discuss the scholarly debate over the meaning of the key Pauline term “righteousness of God,” and present their own position on its meaning, with supporting arguments and evidence.
  - Relate central features of the “New Perspective on Paul” and explain how and why it differs from the Old Perspective on Paul.

**Readings** Soards, *The Apostle Paul*, 163–172 and 180–182  
Stendahl, *Paul Among Jews and Gentiles*, 23–40

### Assignments

Items to be Completed:	Due No Later Than:
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT

Submit Summary Paper 5	Sunday 11:59 PM EST/EDT
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**Module 6 Pauline Theology Part II: Paul on Jesus Christ, the Holy Spirit, and Speaking in Tongues (Glossolalia)**

- Objectives** When you complete this module, you should be able to:
- Discuss Paul’s view of the person and work of Jesus Christ, and how they are similar and different from other portraits of Jesus in the New Testament.
  - Explain Paul’s view of Jesus and the Holy Spirit in conjunction with his Jewish monotheistic belief in only one God.
  - Explain the role of the Holy Spirit in Paul’s theology.
  - Discuss Paul’s view of the gifts of the Holy Spirit and speaking in tongues.

**Readings** Soards, *The Apostle Paul*, 173–179 and 187–190  
 Stendahl, *Paul Among Jews and Gentiles*, 109–124

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 6	Sunday 11:59 PM EST/EDT

**Module 7 Pauline Theology Part III: Paul on Humanity**

- Objectives** When you complete this module, you should be able to:
- Explain the problem of constructing a Pauline theology of humanity, and the various possibilities offered by different scholars for doing so.
  - Identify and define key terms Paul uses in describing human beings.
  - Identify evidence in Paul’s letters that have led some to think Paul might have had a physical disability.
  - Discuss the relative roles of sin, guilt, conscience, weakness, and power in Paul’s view of human beings.
  - Contrast later Christian views of the human problem and its solution to Paul’s understanding of the human problem and its solution.
  - Demonstrate the ability to write an academic exegetical paper.

**Readings** Soards, *The Apostle Paul*, 191–194  
 Stendahl, *Paul Among Jews and Gentiles*, 40–52 and 78–96

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT

Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 7	Sunday 11:59 PM EST/EDT
Submit Final Paper	Sunday 11:59 PM EST/EDT

**Module 8 Pauline Theology Part IV: Paul on Christian Living, the Church, and the End**

- Objectives** When you complete this module, you should be able to:
- Discuss the problem of constructing systematic ethical teachings from Paul.
  - Explain the influences on Paul’s ethics, and why Paul was viewed as “radical,” “liberal,” and “non-traditionalist” in his time.
  - Identify and discuss common misconceptions of the central and driving concerns of Paul’s ethics.
  - Define key terms and metaphors Paul uses to discuss the Church and explain the main influences on Paul’s views of the Church.
  - Define key terms and ideas in Paul’s teachings on the end of the world.
  - Discuss how Paul’s views of ethics, the Church, and the end of the world differ from other New Testament writers.

**Readings** Soards, *The Apostle Paul*, 183–186, and 195–203  
 Stendahl, *Paul Among Jews and Gentiles*, 52–77, 97–108, and 125–133

**Assignments**

<b>Items to be Completed:</b>	<b>Due No Later Than:</b>
Post initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Summary Paper 8	Sunday 11:59 PM EST/EDT