Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: C. Jeanne Serrão, Ph.D.
Office: (740) 397-9000 Ext. 3602
Email: jeanne.serrao@mvnu.edu
Office Hours: By appointment

Catalog Description
Various views of the setting and epistolary form of the letter will be surveyed as the background to an exegetical-theological study of the book. (Recommended Prior Coursework: BIB550 or equivalent)

Course Narrative & Rationale
The faculty of NTS view the Bible as foundational, informing all the life of the church. This conviction is the guiding principle of the study of the Letter of James, part of the Bible curriculum at Nazarene Theological Seminary.

Degree Objectives
This course will aid the student in working toward the following objectives:

M.Div. Objectives:
2. Articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments, exhibited in the following outcomes; the student will:
   a. Identify the basic storyline of Scripture
   b. Use scholarly methods for understanding Scripture
c. Identify key theological themes as they arise from Scripture
d. Identify and relate literary and theological emphases of Scripture
e. Understand the formative power of Scripture in shaping corporate and personal Christian life
f. Appropriate Scripture to personal and corporate life both in and beyond the church

3. Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life, exhibited in the following outcomes; the student will:
   a. Identify the basic creedal affirmations of the Christian faith
   b. Use scholarly methods for understanding the history and theology of Christianity
   c. Identify how key figures and movements from the history of Christianity shape theological discourse
   d. Identify and relate theological literature of a historical period to its particular setting and to theology today
   e. Appropriate the formative power of theology (whether systematic or historical) in shaping corporate and personal Christian life
   f. Apply theological convictions to personal and corporate life both in and beyond the church

**M.A. Christian Formation and Discipleship:**
1. A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church. This personal commitment and redemptive ministry will be exhibited in the following outcomes; the student will:
   a. Identify aspects of the biblical narrative (scriptures and theological themes) that shape both personal journey and vocational ministry.
   b. Draw from core doctrines to shape both personal journey and vocational ministry.
   c. Discern ecclesial dynamics (historic and contemporary) that influence the nature of Christian Formation and Discipleship.

2. The development of a practical theology of Christian ministry consistent with the student’s theological heritage and vision of the transformed life will be exhibited in the following outcomes; the student will:
   a. Develop a coherent theology of ministry consistent with the student’s biblical and theological heritage
   b. Articulate a coherent theology of ministry that pertains directly to a specific avenue of ministry within Christian Formation and Discipleship.

**M.A. Intercultural Studies:**
1. Fundamental knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions, exhibited in the following outcomes; the student will:
   a. Interpret biblical texts with awareness of Scripture’s formative power and of the role of culture in the writing and interpretation of Scripture
   b. Describe the major developments of the Christian Church in light of their historical and cultural contexts
c. Explain the core doctrines of the Christian faith that must find interpretation and application in every cultural expression of Christianity

d. Value spiritual formation, in both its personal and communal dimensions, in a variety of cultural settings

Course Outcomes

*Faithful adherence to all the requirements of this course will enable to student to: (CAR - Course Assignments and Requirements; see syllabus section, pages 3-4)*

1. Describe the historical, political, religious, cultural, and geographical setting of the Letter of James (CAR - A1, A2b, B1, B2, C4)
2. Summarize the literary structure and content of the Letter of James (CAR - A2a, A2b, B1, C4)
3. Discuss the major theological themes of the Letter of James (CAR - A2b, B1 B3, C1, C4)
4. Do appropriate and adequate exegesis of the text of the Letter of James for personal study, and for teaching and preaching in various settings (CAR - A1, B1, B3, C4)

Required Texts & Course Materials


Course Schedule and Calendar

January 28 - March 10, 2013-Pre-Module Session:

1) Read the Letter of James and James NBBC volume and write 10 short reflections:
   - February 15 5 two-page Research/Reflections Due
   - March 8 5 two-page Research/Reflections Due

2) Reading Report (250 words) on Letter of James and NBBC volume on James. Due March 9, 2013

Monday, March 11 (1:00 - 5:00 p.m.) Module Classes Begin on MVNU Campus

1 - 2 p.m. Introductory Issues: Syllabus & Requirements
2 - 3 p.m. Specific Issues in the Interpretation of James
3 - 3:15 p.m. Break
3:15 - 4:15 p.m. Class Exegesis: James, Chapter 1:1-4
4:15 - 5 p.m. Answering the “Who” Questions: Author & Readers

Reading Due: James 1:1-4, Bauckham, Prologue and Chapter 1

Tuesday, March 12 (8:00 a.m. - 5:00 p.m.)

8 - 9 a.m. Answering the “Where” Questions: Author & Reader
9 - 10 a.m. Class Exegesis: James, Chapter 1:5-11
10 - 10:15 a.m. Break
10:15-11:15 Class Exegesis: James, Chapter 1:12-18
11:15- Noon Answering the "When" Question
12 - 1 p.m. Lunch
Wednesday, March 13 (8:00 a.m. - 5:00 p.m.)

8 - 9 a.m.  Class Exegesis: James, Chapter 2:1-7
9 - 10 a.m. Class Exegesis: James, Chapter 2:8-13
10-10:15 a.m. Break
10:15-11:15 a.m. Class Exegesis: James, Chapter 2:14-20
12 - 1 p.m.  Lunch
1 - 2 p.m.  James and Paul: Same Gospel? Part II
2 - 3 p.m.  Class Exegesis: James, Chapter 2:21-26
3:30 - 3:45 p.m. Break
3:45 - 4:15 p.m. Class Exegesis: James, Chapter 3:1-12
4:15 - 5 p.m. Review and Reflection

Reading Due: James 2:1 - 3:12, Bauckham, Chapter 3

Thursday, March 14 (8:00 a.m. - 5:00 p.m.)

8 - 9 a.m.  Class Exegesis: James, Chapter 3:13-18
9 - 10 a.m. Anger and Envy
10 - 10:15 a.m. Break
10:15-11:15 a.m. Class Exegesis: James, Chapter 4:1-5
11:15 - Noon Class Exegesis: James, Chapter 4:6-10
12 - 1 p.m.  Lunch
1 - 2 p.m.  Class Exegesis: James, Chapter 4:11-17
2 - 3 p.m.  Class Exegesis: James, Chapter 5:1-6
3 - 3:15 p.m. Break
3:15 - 4:15 p.m. Who is my neighbor, the poor, the rich?
4:15 - 5 p.m. Review and Reflection

Reading Due: James 3:13-5:6, Bauckham, Chapter 4

Friday, March 15 (8 a.m. - Noon)

8 - 9 a.m.  Class Exegesis: James, Chapter 5:7-12
9 - 10 a.m. Class Exegesis: James, Chapter 5:13-20
10 - 10:15 a.m. Break
10:15 - 11:15 a.m. James and Holiness
11:15 - Noon Review and Reflection

Reading Due: James 5:7-20, Bauckham, Epilogue

March 16-May 3, 2013 - Post-Module

April 12 - Critical evaluation of Wesley Wachob’s The Voice of Jesus in the Social Rhetoric of James Due
May 3 - Exegetical Study Due
Course Assignments & Requirements (abbreviated CAR)

A. Pre-Module Assignments to be completed between January 28 and March 10

1. **10 Short Reflection Assignments.** As you read through the Letter of James and the NBBC volume, select 10 passages for short reflection notes. Each reflection note should include the following:
   a. Chapter and verses, subject of the passage
   b. Brief summary of the socio-religious context and literary features that are portrayed in the passage (250 words)
   c. Brief summary of what God is saying to the readers through James in each text (250 words)
   (Addresses Course Outcomes 1 & 4)

   **5 Reflection Assignments Due:** February 15, 2013 (Submit on Moodle)
   **5 Reflection Assignments Due:** March 8, 2013 (Submit on Moodle)

2. Submit a Reading Report (250 words) stating that you have completed the following:
   a. **Read thoroughly the Letter of James.** Read 2-3 standard translations of your choice. Familiarize yourself with the structure and organization of the content of the letter. In your reading report indicate what translations you used and why. (Addresses Course Outcome 2)
   b. **Read carefully the NBBC commentary on James.** (Addresses Course Outcomes 1, 2, 3)

   **Reading Report Due:** March 9, 2013 (Submit on Moodle)

B. During the Module (March 11-15)

1. Attend and participate in the discussion in all class sessions. Students are required to read again the Letter of James (see the schedule and calendar above for chapter, verse assignment)
   (Addresses Course Outcomes 1-4)

2. Read assigned sections of Richard Bauckham’s *James: Wisdom of James, disciples of Jesus the sage.* (Addresses Course Outcome 1)

3. Participate in a community learning experience. You will be assigned to a group (2-3 students in a group) and each group will be given specific texts for further study and reflection on March 12, 13, 14 & 15. Each group will submit on the day of that the scripture passage is scheduled a report on the texts assigned for the dates listed above (Total of 4 reports, length for each report: 500 words). (Addresses Course Outcomes 3 & 4)

   *This community learning experience should focus on three key questions:*
   a. What are the religious and social ideologies of the 1st century readers which the text is attempting to confront?
   b. How is James reconstructing or correcting his readers’ misunderstanding of the Gospel?
   c. How does this text interpret for us (its modern readers) the world in which we live, and what is the challenge/invitation of the text to us today?
C. Post-Module Assignments (March 16-May 3, 2013)

1. Read Wesley Wachob’s *The Voice of Jesus in the Social Rhetoric of James* and write a critical evaluation. This evaluation should include the following:
   a. Discussion of Wesley Wachob’s basic approach to James as “fundamentally deliberative rhetoric” and the social function of the relocation of a saying of Jesus in James 2:5. (750 words)
   b. Chapter by chapter summary of the book (1500 words)
   c. Strengths and weaknesses of the book (750 words)
   (Addresses Course Outcome 3)
   Critical Evaluation Due: April 12, 2013 (Submit on Moodle)

2. An Exegetical Study of a text chosen by the student. Choose a text that is 5-8 verses long. The study should include the following:
   a. A section that deals with the political, social, religious, and cultural setting of James.
   b. A section that discusses the genre, literary setting, literary structure and detailed analysis of verses, with attention given to the meaning of words and phrases
   c. A section that deals with the critical ethical and theological claims of James. (James’s construction of reality in relation to his readers ideologies that he seeks to confront and challenge). This section also should deal with the way it helps us to interpret the world in which we live and its challenge/invitation to us today.
   (Addresses Course Outcomes 1-4)

   This study should utilize at least four recent commentaries on James, in addition to the NBBC volume.

Suggested commentaries:


Total Expected Length – 2000-2500 words
This assignment is due on May 3, 2013
## Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face Class sessions</td>
<td>32</td>
</tr>
<tr>
<td>Reading the Letter of James</td>
<td>4</td>
</tr>
<tr>
<td>Reading the NBBC volume (Serrao)</td>
<td>11</td>
</tr>
<tr>
<td>Reading The Voice of Jesus</td>
<td>13</td>
</tr>
<tr>
<td>Reading Wisdom of James</td>
<td>14</td>
</tr>
<tr>
<td>10 Short Reflection Assignments</td>
<td>30</td>
</tr>
<tr>
<td>Community Learning Experience</td>
<td>16</td>
</tr>
<tr>
<td>Evaluation of The Voice of Jesus</td>
<td>12</td>
</tr>
<tr>
<td>Exegetical Study</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

### Method for Submitting Assignments

All assignments are to be submitted electronically using the appropriate assignment tab on the NTS Moodle site for this course.

### Form and Style Expectations

Students are required to cite the sources quoted, summarized or used in any of the assignments for this course.

Students may use the citations in text style, using the author-date-page format (example: Lyons 2011, 110).

The exegetical study should also have a bibliography page.

### Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### Policy Regarding Late Work & Missed Exams

Since this course is being taught as an intensive one week course, students are required to be in every class session.

Absence in any of the sessions will automatically disqualify a student from receiving the grade of “A” for this course.

Absence in 1-4 class sessions (not days) will result in the reduction of one letter grade.

Absence in five or more class sessions will automatically result in the grade of “F” for the course.

**Penalty for Late work:**

1-5 days late - reduction of 10% of the grade/score assigned for the late work

6-10 days late - reduction of 20% of the grade/score assigned for the late work

No grade for the late work submitted after 10 days.
Additional Costs
There are no additional costs for this course beyond NTS tuition, fees, and textbook costs. Students are responsible for their own housing and meals to, during, and from the module.

Course Grading
Reading of the Letter of James and the NBBC volume 100 points
10 Short Reflection Assignments (10 points each) 100 points
3 Community Learning Experiences (25 points each) 75 points
Reading & Evaluation of Wachob 100 points
Exegetical Study 125 points
Total 500 points

Grading scale
450 points or above - A; 400-449 points - B; 350-399 points - C; 300-349 points - D
Below 300 points - F

Disability Statement: In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. You are expected to be in your seat and ready for class at the start of each class session during the Module week.

If you must be absent or tardy because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

If a student is absent for 8 hrs of a one week module or is absent (does not participate) four or more weeks of the pre/post module, the professor may automatically fail the student. Four tardys will be equal to one hour of absence.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.
### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/13</td>
<td>1</td>
<td>Pre-Module Begins&lt;br&gt;Read the Letter of James and James NBBC volume and write 10 short reflections. Due dates below.</td>
</tr>
<tr>
<td>2/4/13</td>
<td>2</td>
<td>Reading and writing</td>
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<tr>
<td>2/11/13</td>
<td>3</td>
<td>February 15: 5 two-page Research/Reflections Due (submit on Moodle)</td>
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<tr>
<td>2/18/13</td>
<td>4</td>
<td>Reading and writing</td>
</tr>
<tr>
<td>2/25/13</td>
<td>5</td>
<td>Reading and writing</td>
</tr>
<tr>
<td>3/4/13</td>
<td>6</td>
<td>March 8: 5 two-page Research/Reflections Due (submit on Moodle)&lt;br&gt;March 9: Submit a Reading Report (250 words) on Moodle stating that you have completed the following:&lt;br&gt;a. Read thoroughly the Letter of James. Read 2-3 standard translations of your choice. Familiarize yourself with the structure and organization of the content of the letter. In your reading report indicate what translations you used and why.&lt;br&gt;b. Read carefully the NBBC commentary on James.</td>
</tr>
<tr>
<td>3/11/13</td>
<td>7</td>
<td>Module Face to Face Begins&lt;br&gt;&lt;br&gt;<strong>Monday, March 11 (1:00 - 5:00 p.m.)</strong>&lt;br&gt;1 - 2 p.m. Introductory Issues: Syllabus &amp; Requirements&lt;br&gt;2 - 3 p.m. Specific Issues in Interpretation of James&lt;br&gt;3 - 3:15 p.m. Break&lt;br&gt;3:15 - 4:15 pm Class Exegesis: James, Chapter 1:1-4&lt;br&gt;4:15 - 5 p.m. Answering the “Who” Questions: Author &amp; Readers&lt;br&gt;&lt;br&gt;<strong>Reading Due:</strong> James 1:1-4, Bauckham, Prologue &amp; Chapter 1&lt;br&gt;&lt;br&gt;<strong>Tuesday, March 12 (8:00 a.m. - 5:00 p.m.)</strong>&lt;br&gt;8 - 9 a.m. Answering the “Where” Questions: Author &amp; Reader&lt;br&gt;9 - 10 a.m. Class Exegesis: James, Chapter 1:5-11&lt;br&gt;10 - 10:15 a.m. Break&lt;br&gt;10:15-11:15 Class Exegesis: James, Chapter 1:12-18&lt;br&gt;11:15- Noon Answering the “When” Question&lt;br&gt;12 - 1 p.m. Lunch&lt;br&gt;1 - 2 p.m. Class Exegesis: James, Chapter 1:19-21&lt;br&gt;2 - 3 p.m. Class Exegesis: James, Chapter 1:22-27&lt;br&gt;3 - 3:15 p.m. Break&lt;br&gt;3:15- 4:15 pm Wisdom in James&lt;br&gt;4:15-5 p.m. Review and Reflection&lt;br&gt;&lt;br&gt;<strong>Reading Due:</strong> James 1:5-27, Bauckham, Chapter 2&lt;br&gt;&lt;br&gt;<strong>Wednesday, March 13 (8:00 a.m. - 5:00 p.m.)</strong>&lt;br&gt;8 - 9 a.m. Class Exegesis: James, Chapter 2:1-7&lt;br&gt;9 - 10 a.m. Class Exegesis: James, Chapter 2:8-13&lt;br&gt;10-10:15 a.m. Break&lt;br&gt;10:15-11:15 am Class Exegesis: James, Chapter 2:14-20</td>
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<tr>
<td>Time</td>
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<tr>
<td>12 - 1 p.m.</td>
<td>Lunch</td>
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<tr>
<td>1 - 2 p.m.</td>
<td>James and Paul: Same Gospel? Part II</td>
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<tr>
<td>2 - 3 p.m.</td>
<td>Class Exegesis: James, Chapter 2:21-26</td>
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<td>3:3:15 p.m.</td>
<td>Break</td>
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<tr>
<td>3:15 - 4:15 pm</td>
<td>Class Exegesis: James, Chapter 3:1-12</td>
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<tr>
<td>4:15 - 5 p.m.</td>
<td>Review and Reflection</td>
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<tr>
<td><strong>Reading Due:</strong></td>
<td>James 2:1 - 3:12, Bauckham, Chapter 3</td>
<td></td>
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**Thursday, March 14 (8:00 a.m. - 5:00 p.m.)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8 - 9 a.m.</td>
<td>Class Exegesis: James, Chapter 3:13-18</td>
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<tr>
<td>9 - 10 a.m.</td>
<td>Anger and Envy</td>
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<tr>
<td>10 - 10:15 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:15-11:15 am</td>
<td>Class Exegesis: James, Chapter 4:1-5</td>
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<tr>
<td>11:15 - Noon</td>
<td>Class Exegesis: James, Chapter 4:6-10</td>
</tr>
<tr>
<td>12 - 1 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1 - 2 p.m.</td>
<td>Class Exegesis: James, Chapter 4:11-17</td>
</tr>
<tr>
<td>2 - 3 p.m.</td>
<td>Class Exegesis: James, Chapter 5:1-6</td>
</tr>
<tr>
<td>3 - 3:15 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3:15 - 4:15 pm</td>
<td>Who is my neighbor, the poor, the rich?</td>
</tr>
<tr>
<td>4:15 - 5 p.m.</td>
<td>Review and Reflection</td>
</tr>
<tr>
<td><strong>Reading Due:</strong></td>
<td>James 3:13-5:6, Bauckham, Chapter 4</td>
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</table>

**Friday, March 15 (8 a.m. - Noon)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8 - 9 a.m.</td>
<td>Class Exegesis: James, Chapter 5:7-12</td>
</tr>
<tr>
<td>9 - 10 a.m.</td>
<td>Class Exegesis: James, Chapter 5:13-20</td>
</tr>
<tr>
<td>10 - 10:15 a.m.</td>
<td>Break</td>
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<tr>
<td>10:15 - 11:15 am</td>
<td>James and Holiness</td>
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<tr>
<td>11:15 - Noon</td>
<td>Review and Reflection</td>
</tr>
<tr>
<td><strong>Reading Due:</strong></td>
<td>James 5:7-20, Bauckham, Epilogue</td>
</tr>
</tbody>
</table>

**3/18/13**

**8**

**Reading and Research Week**

**3/25/13**

**9 Post-Module Begins**

Read Wesley Wachob’s *The Voice of Jesus in the Social Rhetoric of James* and write a critical evaluation. This evaluation should include the following:

a. Discussion of Wesley Wachob’s basic approach to James as “fundamentally deliberative rhetoric” and the social function of the relocation of a saying of Jesus in James 2:5. (750 words)

b. Chapter by chapter summary of the book (1500 words)

c. Strengths and weaknesses of the book (750 words)

**4/1/13**

**10**

**Reading and Evaluation of Wachob.**

**4/8/13**

**11**

**Critical Evaluation of Wachob Due: April 12, 2013 (Submit on Moodle)**

**4/15/13**

**12**

**Begin an Exegetical Study of a text chosen by the student.** Choose a text that is 5-8 verses long. The study should include the following:

a. A section that deals with the political, social, religious, and cultural setting of James.

b. A section that discusses the genre, literary setting, literary
c. A section that deals with the critical ethical and theological claims of James. (James’s construction of reality in relation to his readers ideologies that he seeks to confront and challenge). This section also should deal with the way it helps us to interpret the world in which we live and its challenge/invitation to us today.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/22/13</td>
<td>Research and writing of Exegetical Study</td>
</tr>
<tr>
<td>4/29/13</td>
<td>Exegetical Study due on May 3, 2013 (Submit on Moodle)</td>
</tr>
<tr>
<td></td>
<td>Total Expected Length - 2000-2500 words</td>
</tr>
<tr>
<td></td>
<td>Course Evaluations (approximate release time by the Dean’s Office)</td>
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