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: Roger L. Hahn, Ph.D.  Email: rlhahn@nts.edu
Office: (816) 268-5412
Office Hours: By appointment

Catalog Description
An introduction to Paul’s theological method and an exploration of the fundamental theological insights of his Epistles.

Course Narrative & Rationale
As a course in Biblical Theology, Theology of Paul assumes exegetical and hermeneutical skills and experiences. In the NTS Bible curriculum courses in Biblical Languages, Biblical Hermeneutics, and Exegesis develop analytical skill in the study of the Bible. The courses in Biblical Theology are synthetic in nature, built on the assumption of the analytical work as foundational.

The Theology of Paul is a Biblical Theology elective course. It may fulfill 3 hours of New Testament or 3 hours of Biblical Area Electives in the MDiv. It may also fulfill 3 hours of the Bible Domain requirements for the MACE degree. It may fulfill the New Testament Theology requirement in the MATS, Biblical Studies Research Track, or 3 hours of any New Testament elective in any of the MATS tracks. It may also serve as a free elective in any of
the Masters level degree programs. The recommended prior coursework includes BIB550, Biblical Hermeneutics, and 6 hours of exegetical courses. Students who have not had at least one course in exegesis should consult with the instructor before enrolling.

Course Vision

If God were to really bless this course students would be captivated by the message and method of Paul’s thought. Their understanding of Paul’s view of the church and of the gospel would focus the direction of their own Christian lives and ministries. They would be captured by the vision of experiencing the faithfulness of God and union with Christ and would give their lives to nurturing of communities of faith within the Pauline tradition. Their participation in Paul’s struggle to form the churches and individuals to which he wrote would give them the confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in students their ministries would spill confidence in God into the life of the church. As the church begins to live out of the forming reality of the gospel the world would discover authentic Christianity and receive both a winsome and challenging witness to the call of Christ. Some in the world would reject this gospel because of correctly understanding it. Some would accept the call of Christ with joy.

Degree Objectives

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: 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.”

- MACFD Objective 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.”

- MAICS Objective 1, “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,” and Objective 2, “Articulation of the biblical-theological understandings of the missio Dei in ways that assist the church’s response to God’s call to participate in that mission, exhibited in the following outcomes, the student
will: a. Trace the *missio Dei* in the narrative of scripture through the lives of key people and through critical turning points.”

- MA(TS) General Academic Track Objective 2, “Knowledge of the major theological disciplines and their interrelationships exhibited in the following outcomes, the student will: a. Analyze and integrate important terminology in the fields of biblical studies, theology and church history,” and “b. Compare and integrate key voices (both persons and movements) in biblical studies, theology and church history,” and Objective 3, “Ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons; students reflect this ability through the following outcomes: a. Identify and analyze key problems (practical and conceptual) that theological insights address for Christian life.”

**Course Outcomes**

At the completion of this course the student should:

1. Be able to describe the broad contours of the history of Pauline studies in the 19th and 20th centuries, identifying the major influences and turning points to the Present (accomplished in Assignments 1 and 5),
2. Be able to compare and contrast the strengths and weaknesses of viewing Paul primarily from a Hellenistic perspective and from a Jewish perspective (accomplished in Assignments 1, 2, 3, and 5),
3. Be able to describe the “New Perspective” on Paul and evaluate its strengths and weaknesses (accomplished in Assignments 1, 2, 3, and 5),
4. Be able to identify and evaluate the major streams of interpretation of Paul's view of Sin, humanity, Law, the person of Christ, the work of Christ, righteousness, being "in Christ," sanctification, the church, and the sacraments (accomplished in Assignments 2, 3, and 5),
5. Be able to identify the significant passages in Paul dealing with Sin, humanity, Law, the person of Christ, the work of Christ, righteousness, "in Christ," sanctification, the church, and the sacraments (accomplished in Assignments 2, 3, and 5),
6. Be able to identify and assess the major issues for interpreting a significant selected Pauline issue or passage (accomplished in Assignment 4),
7. Be able to identify and classify the approaches of the major contemporary Pauline Scholars (accomplished in Assignments 1, 2, 3, and 5), and
8. Be able to apply Paul’s thought to contemporary Christian and world issues (accomplished in Assignments 4 and 5).

**Church of the Nazarene COSAC Competencies**

The following COSAC Competencies are addressed in this course:

**CN 11**  Ability to identify the significant elements of the message of Jesus and Paul (accomplished in Assignment 1, 2, 3, and 5),
Required Texts & Course Materials
The Bible: Students who do not use Greek and Hebrew should access the text through the NASB, ESV, or NRSV. The reading of the Pauline letters should be done from an edition with the fewest interpretive aids printed with the biblical text.


Recommended Texts & Course Materials

Course Outline
I. Introductory Material
   A. Paul in the 19th and 20th Centuries
   B. Contemporary Issues in Methodology
      1. Paul the Letter Writer
      2. Sources and the question of authorship
      3. The Use of Acts and Pauline Chronology
      4. Recent Approaches to Paul and his Thought
   C. Context and Assumptions
      1. 2nd Temple Judaism
      2. The Hellenistic World
      3. Pre-Pauline Christianity
      4. Paul’s Theological Presuppositions
      5. Eschatology as a Framework for Pauline Thought
   E. Paul’s Use of the Old Testament.

II. Issues Relating to Soteriology
   A. Paul’s View of Humankind apart from Christ
   B. Sin and the Flesh
   C. Law and the Old Testament
   D. The Person of Christ
   E. The Death of Christ
F. The Resurrection of Christ
G. The Righteousness of God

III. Areas Relating to Life "In Christ"
   A. Paul's "in Christ" mysticism
   B. Sanctification
   C. The Church
   D. The Sacraments and Ministry
   E. Ethics
   F. Israel

IV. Key Issues and Passages in Paul

Course Assignments & Requirements

1. Textbook Reading (Outcomes 1, 2, 3, 7, CN11, and CN14) – The texts by Zetterholm, Dunn and Gaventa are to be read according to the schedule on the Course Calendar below. With the exception of the first session, the reading should be completed by the date for which it is listed. You should be prepared to answer and to ask questions from the reading on that day. The letter (Z, D, G) in the schedule represents the first letter of the last name of the author of the textbook in question (e.g., D = Dunn’s Theology of Paul the Apostle).

You should also read the letters attributed to Paul in the New Testament and the section of Acts dealing with Paul several times within the course of the semester. The schedule below suggests a first read through and texts to be aware of with the seminar sessions.

2. Outside Reading and Oral Reporting (Outcomes 2, 3, 4, 5, 7, CN11, and CN14) - The first four weeks of class will be devoted primarily to lecture designed to set the stage for seminar work on Paul the remainder of the semester. For each of the seminar sessions except the final day of class, you will assigned an outside reading (usually between 60 and 120 pages) from a scholar with significant input for the subject(s) being discussed that day. You will receive the reading assignment no later than the class session one week prior to the treatment of that subject. You will have two primary responsibilities from your reading each week. The first is that you will be responsible to report the perspective of your assigned reading in the course of the seminar discussion that the instructor will guide. You should be able to describe the perspective or "angle" taken by your author, the flow of argument (if any), the key scripture passages your author identified and how she or he used those passages. Use the material from Zettholm and the lecture on the history of Pauline studies to identify the perspective represented by the author you are reading and reporting on. You should be prepared to participate in a free flowing discussion by contributing the appropriate material from your author at the appropriate time. You will not be asked to provide a report of your material all at once.

The Course Calendar provided below the date, the subject matter, the teaching style (lecture or seminar discussion guided by instructor), the required reading pages from the
textbooks, the key Pauline texts you should read, and space to indicate the reading you will be assigned for the seminar discussions.

3. Outside Reading Summary Reports (Outcomes 2, 3, 4, 5, 7, CN11, and CN14)-
Eight (8) one page “summary” reports with the information mentioned above must be submitted at the end of each seminar session. You will not be asked to read that report, but, rather as the discussion moves along you should discuss with the group if and how your author dealt with the subject/passage under discussion. You should be especially aware of the passages from Paul that pertain to the subject and be prepared to show how your author used those passages in support of his or her position. The report should list at the top the bibliographic information describing what you read. Use page numbers in parentheses ( ) if you want to cite (a) specific page(s) from the book. The one page “summary” of your reading should be uploaded to the Moodle link provided by class-time for the date of the subject discussion.

4. Major Paper (Outcomes 6 and 8) - The final and major evaluative piece for the class will be major paper on a significant subject or passage in Paul. The paper should be approximately 5,000-6,000 words and follow the style guidelines of Turabian. The due date will be 11:55 pm, April 24, 2013. The paper must be submitted in electronic form designed for use in the Logos Personal Book Builder program. This will allow a copy of all papers to be distributed to the class on May 2 in preparation for discussion of the papers on May 9.
Possible subjects include:
- Paul’s Understanding of Apostleship
- Paul’s Understanding of the Gospel
- The Significance and Influence of Paul’s Conversion
- Paul’s Theology of the Resurrection of Jesus
- Hilasterion in Romans 3:21-26
- Galatians 5:16-25 as a rhetorical climax to Galatians 2:15-5:15
- Paul’s Self-Estimation
- Paul’s Understanding of Israel
- Paul’s View of Women
- Christology in Colossians
- The Theology of one of the Hymns (Phil. 2:6-11; Col. 1:15-20; 1 Tim. 3:16)
- Spiritual Gifts in Light of Paul’s Theology of the Church
- Romans 7 - The Impact of Differing Interpretations on Exegesis of Romans
- Letter and Spirit: Paul’s Hermeneutic and 2 Corinthians 3
- Contributions of Sociological Exegesis to the Theology of Paul
- Paul’s Understanding and Exercise of Authority
- Themes in the Prayers and/or Prayer Reports of Paul
- Paul’s Methods of Conflict Resolution
- Pauline Adaptations of Pre-Pauline Traditions
- Pauline Use of Household Codes
Other paper topics are possible, but must be approved by the instructor. The decision of your paper topic should be finalized by Mar. 14.

5. Class Participation (Outcomes 1, 2, 3, 4, 5, 7, 8, CN11, and CN14) - After the first four days of the class the primary source of instruction will be come through student participation. Your attendance and participation is crucial because you are a primary resource. Your attention is important when others are speaking because you may have material that is needed to respond to the other's material. Your attendance and participation record will be considered heavily in the course grade and calculated separately for the eight (8) seminar sessions and the other sessions. Lack of participation in the seminar due to failure to have read the assigned material will result in a zero for the day. Participation in the course evaluation will be made available on Moodle following the May 2 class session.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>38</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>48</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>161</strong></td>
</tr>
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</table>

**Method for Submitting Assignments**

All written assignments should be uploaded to the appropriate assignments link in the course Moodle site.

**Form and Style Expectations**

The Major Research Project should be written in conformity with the form and style instructions of the most recent edition (7th) of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The eight (8) one page summary papers will contain bibliographic information at the top. Simply use page numbers in parentheses ( ) for any citations in your summary paper.

**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**
Assignments submitted late may be reduced in their grade by 10% per day late. Lack of participation in the seminar due to failure to have read the assigned material will result in a zero for the day.

**Additional Costs**
There are no additional costs for this course beyond the tuition and books. Distance students may incur costs for mailing library books needed for the course.

**Course Grading**
The final grade will be computed on the basis of the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Paper</td>
<td>35%</td>
</tr>
<tr>
<td>8 summary of outside reading reports @ 2% each</td>
<td>16%</td>
</tr>
<tr>
<td>Oral Participation in 8 Seminar sessions @ 4 each</td>
<td>32%</td>
</tr>
<tr>
<td>Participation and Attendance in other class sessions</td>
<td>12%</td>
</tr>
<tr>
<td>Responses to the Papers on May 9</td>
<td>5%</td>
</tr>
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</table>

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 that have been beneficial for the student in the past.

**Class Attendance**
Especially given the seminar nature of much of this course attendance is essential for accomplishing the learning outcomes of this course and for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If you are absent four or more weeks of the semester, the professor may automatically fail the student.

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>Subject</th>
<th>Style</th>
<th>Textbook Pages</th>
<th>Key Texts in Paul</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-7</td>
<td>Introduction Organization Paul’s Life and Letter Writing</td>
<td>Lecture</td>
<td>Z, 1-32</td>
<td>Acts 9, 13-28</td>
<td></td>
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<tr>
<td>2-14</td>
<td>19th and 20th Century Pauline Studies</td>
<td>Lecture</td>
<td>Z, 33-193</td>
<td>Romans 1-1 Cor. 16</td>
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<tr>
<td>2-21</td>
<td>Contemporary Issues in Methodology</td>
<td>Lecture</td>
<td>Z, 195-240 D, 1-26</td>
<td>2 Cor. 1-Philippians 4</td>
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<tr>
<td>2-28</td>
<td>Context and Assumptions</td>
<td>Lecture</td>
<td>D, 27-50 G, 3-111</td>
<td>Colossians 1-Philemon</td>
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<tr>
<td>3-7</td>
<td>Humankind, Flesh, Sin</td>
<td>Seminar</td>
<td>D, 51-127 G, 113-136</td>
<td>Rom. 5:12-7:25; 2 Cor. 5:1-5</td>
<td>Summary Reading Report 1 due</td>
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<td>3-14</td>
<td>Use of OT Law</td>
<td>Seminar</td>
<td>D, 128-161</td>
<td>Rom. 7; Gal. 3-4</td>
<td>Summary Reading Report 2 due</td>
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<td>3-28</td>
<td>Person of Christ</td>
<td>Seminar</td>
<td>D, 182-206, 234-293</td>
<td>Phil. 2:6-11; Col. 1:15-20</td>
<td>Summary Reading Report 3 due</td>
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<td>4-4</td>
<td>Work of Christ or Atonement</td>
<td>Seminar</td>
<td>D, 207-233</td>
<td>Eph 2; Rom. 3-5:11</td>
<td>Summary Reading Report 4 due</td>
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<td>4-11</td>
<td>Righteousness of God and justification</td>
<td>Seminar</td>
<td>D, 317-389</td>
<td>Rom. 3-4; Gal. 2:11-4</td>
<td>Summary Reading Report 5 due</td>
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<td>4-18</td>
<td>“In Christ” &amp; sanctification</td>
<td>Seminar</td>
<td>D, 390-441, 461-498</td>
<td>2 Cor 5:17-21; Phil 3:3-16</td>
<td>Major Paper due April 24 Summary Reading Report 6 due</td>
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<tr>
<td>4-25</td>
<td>Church and Sacraments</td>
<td>Seminar</td>
<td>D, 533-624, 442-460, G, 137-160</td>
<td>1 Cor. 3, 10-14; Rom. 6, 12-15:13</td>
<td>Summary Reading Report 7 due</td>
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<tr>
<td>5-2</td>
<td>Ministry Ethics Israel</td>
<td>Seminar</td>
<td>D, 625-712,499-532</td>
<td>Rom. 9-13; 2 Cor. 4-5; Phil. 3:3-11</td>
<td>Summary Reading Report 8 due</td>
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<tr>
<td>5-9</td>
<td>Final Report on Papers</td>
<td>Seminar</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Bibliography**

**Dictionaries:**

Prior to research in the monographs it is often profitable to consult dictionary articles that provide summations of scholarship. The following dictionaries may be helpful in this regard.


**Monographs:**


Ramsey, William. St. Paul, the Traveler and the Roman Citizen, 1897.
________. Paul, the Law and the Jewish People, 1983.
________. *Paul and His Interpreters*, 1912.
Segal, Alan F. *Paul the Convert*, 1990.
Stewart, James. *A Man in Christ*,


