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: Andy Johnson, Ph.D.  
Email: ajohnson@nts.edu
Office: (816) 268-5485
Office Hours: By appointment

Catalog Description
Translation and exegesis of Romans. Attention will be given to syntax, style, and vocabulary.

Enlarged Description: This class will be conducted seminar style with each student expected to contribute to the learning environment in each class session. Some attention will be given to recent studies on socio-historical, rhetorical, and theological aspects of Romans, particularly with regard to how such matters impact the translation, and therefore, the possibilities for the meaning of the epistle.

Course Narrative & Rationale
It is difficult to overstate the impact that Paul’s Epistle to the Romans has had on the Church throughout its history. Its canonical place at the beginning of the Pauline corpus has always given impetus for Christian interpreters to read the rest of the corpus through its lens—whether consciously or unconsciously, rightly or wrongly. From the time that Luther discovered a “new” way to read the phrase “the righteousness of God” (Rom 1:17) giving birth to the traditional Protestant view of justification, through the day of Wesley’s “strangely warmed heart” while hearing the preface to Luther’s commentary on Romans, on into the day when Barth dropped his (Romans commentary) bombshell on the theologians’ playground, all the way down to the present day controversies over justification, Romans has not only nourished the Church; it has also been a scriptural flashpoint for heated disagreements. In this class, we’ll be discussing some of those
disagreements in the interpretation of this important letter, e.g., the meaning of important phrases like dikaiosunē tou Theou and pistis Christou, the meaning of justification, the proper background against which to hear the letter, Paul’s view of Israel. We’ll certainly be paying close attention to the Greek of Romans as our first task. However, we won’t be able to do that without giving attention to how rhetorical, epistolary, socio-political, narrative, and theological aspects of Romans impact its translation, and therefore, the possibilities for the meaning of the epistle. Reading Romans in Greek can be a bit like going on a journey—one of the most complex, frustrating, and (hopefully) joyfully transforming journeys of your life. Every time I take that journey, I learn something new. I invite you to join me on that journey this semester.

This course will consist of a combination of lectures and group discussions.

**Degree Objectives Directly Addressed by This Course**

**MDiv**
2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)

**MA(TS)**

**General Academic Track**
1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course only addresses the student’s knowledge of biblical studies directly but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to the material in Romans. See all course outcomes.)

**Research Track**
1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See all course outcomes.)

**MACE**
1. Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See all course outcomes.)

**MAICS**
2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See all course outcomes. Since all biblical interpretation [especially translation!] is in some sense “cross cultural,” it requires familiarity with another culture to interpret/translate the Bible well.)

**Course Outcomes**

Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated an ability to translate advanced grammatical constructions in Romans and to offer a compelling defense of your translation (R1, R2).
2. Demonstrated an awareness of how a translator’s understanding of a variety of background issues impacts her translation (R1-R3).
3. Demonstrated an awareness of how a translator’s theology and/or current ecclesial situation impacts his translation (R1-R3).
4. Demonstrated a basic understanding of the content and theology of this epistle (R1- R3).
5. Demonstrated an awareness of recent, scholarly discussion of Paul’s understanding of justification with a particular focus on the place of Romans in that discussion (R3).
**Required Texts & Course Materials**


Rahlfs, Alfred. *Septuaginta.* (We will be referring to this fairly often. An electronic copy is acceptable.)

Choose one of the following commentaries in consultation with the instructor (the sooner you contact me, the more likely you are to get your first choice):


Dunn, James D.G. *Romans 1-8.* Vol. 38A; *Romans 9-16* Vol. 38B. WBC. Dallas: Word Books, 1988. (Note that these are two separate volumes to buy.)


Jewett, Robert. *Romans: A Commentary.* Hermeneia. Minneapolis: Fortress, 2007 (Very long at around 1,000 pages but is the most recent, exhaustive, critical commentary on Romans available.)


**Additional Required Reading:** In addition to what is below there may be a small amount of additional reading assigned on an ad hoc basis. If there is, it will be made available through the NTS library or through Moodle and I will base a portion of your translation grade for the day on how well you demonstrate familiarity with it. The reading of Campbell and Wright will be due on November 18, the first day of the Justification discussion. The reading of Dunn, Hays, and Stubbs, as well as any other additional reading, will be assigned based on the particular passage we will be covering in class.


Wright, N. T. “Romans” in *Justification: God’s Plan and Paul’s Vision*, 177-248 (available in PDF form in Moodle).


**Recommended Websites**

One of the best overall websites on Paul, a part of the NT Gateway sites (see below).

This is the Romans section of the NT Gateway site. NT Gateway is one of the best sites on the Web for generally reliable information on Romans and the rest of NT studies.

[http://www.torreys.org/bible/](http://www.torreys.org/bible/)
This is another one of the best overall websites for NT studies in general.

**Course Outline**

See Course Calendar below.

**Course Assignments & Requirements**

1. **Oral Translation/Discussion of Assigned Readings.** You will be expected to be able to orally translate any portion of the assigned passage for each class period, including any portion of the LXX that Paul may be rather obviously alluding to in the letter. After preparing your translation, read the corresponding section in the commentary you have chosen and any additional reading assigned for the session. You will be expected to be familiar with your commentator’s positions on important exegetical issues and to be able to defend them or to defend alternate positions you have taken in your translation in dialogue with your commentator. You will also be expected to be familiar with the additional assigned reading and be able to articulate how it might impact the way you translate/understand the text. You may not bring a written translation to class. Oral translation and discussion of the assigned reading missed due to unexcused absences may not be made up. You may earn up to 800 points over the semester for your oral translations and discussion of assigned readings.

2. **Group Romans Written Summary and Class Presentation.** I will divide the class into groups, the number of which will depend on the number of students in the class. Each group will write a summary of the argument of Romans. It should be approximately 2,000-2,500 words (around 8-10 double-spaced pages). In order to do so, each group member should proceed as follows: Read Romans in English at least three times. For your readings, you should read from the NRSV, NIV, and CEB. Read Grieb’s, *The Story of Romans* carefully. Then, as a group, write a summary in dialogue with Grieb (avoiding long quotes from her) making sure that you put chapter and verse references in parentheses in support of your summary statements. I will evaluate your group’s written summary on the basis of: (1) how well it summarizes the argument of Romans; (2) how well it illustrates a conscious dialogue (whether in agreement or disagreement) with
Grieb; (3) how well-written it is in terms of English grammar and syntax. Your group may earn up to 70 points for this part of the assignment. To submit this assignment, one group member should email the final version of it to me as an attached MS Word file by 11:55 PM on Thursday, September 19. If this written portion of the assignment is late, I will assign a letter grade penalty to it. I will not accept it at all unless I receive it prior to the class session on Monday, September 23.

Your group will be given a portion of the class period on September 23 to summarize the argument of Romans orally. I’ll designate a particular portion of the epistle to each group member. Therefore, every group member will give a part of the group’s oral summary of the argument of Romans. However, no one will know which portion of Romans they will have to summarize until I call on them to summarize their particular portion on behalf of their group. I will evaluate your individual presentation on the basis of: (1) how well it summarizes the portion of Romans you were assigned; (2) how well it illustrates a conscious dialogue (whether in agreement or disagreement) with Grieb. However, you will not be allowed to simply read from your group’s written summary. You may earn up to 30 points for your individual performance in the presentation. The total number of points you may earn in connection with this assignment is 100.

3. Justification Discussion. I will either divide the class into groups, the number of which will depend on the number of students in the class, or the entire class will function as one discussion group. The group(s) will discuss the views of justification represented in Campbell, Wright, and Gorman. We will devote the entire class periods on November 18 and 25 to this discussion. The session on November 18 will be a group discussion of the views of Campbell and Wright. The session on November 25 will be a group discussion of the views of Gorman. Toward the end of the class period on November 25, your group will be given 20 minutes to orally summarize the positions of these three scholars on justification noting in particular the use they make of Romans to shape their views. Each group member will give a part of the group’s oral summary. I will evaluate your group’s oral summary on the basis of: (1) how well it summarizes the positions of these three scholars including what your group understands to be the strengths and weaknesses of each; (2) how well your oral summary shows familiarity with their use of Romans in constructing their positions. Your group may earn up to 100 points for this assignment.

Note Carefully: I will not be in class with you on November 18. I will be at a professional conference. Someone will, however, be there to monitor the discussions. In addition, each group will be responsible for recording their conversations. If it becomes apparent to me that you were not prepared and made little contribution to your group efforts, I will assign an individual grade to you that reflects the level and quality of your participation.

Distribution of Student Learning Hours

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<tr>
<th>Hours</th>
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<tr>
<td>Face-to-face Class Sessions</td>
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<tr>
<td>Participation in group</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Translating</td>
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<tr>
<td>Exams &amp; Quizzes</td>
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<td>TOTAL</td>
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Method for Submitting Assignments
The single written assignment for this class is to be submitted to me as an attached MS Word file sent directly to my email at ajohnson@nts.edu.

Form and Style Expectations
There are no style requirements for the single written assignment other than what is mentioned in the description of that assignment.

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 Attendance
Since the majority of your grade is based on in-class oral translation, it is crucial that you attend class regularly and participate in the daily discussions. Attendance will be taken daily. An absence will only be excused in accordance with the guidelines established in the NTS catalogue. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. In general, if the absence is excused, you will have to submit a written translation of the assigned passage (or a section of it) with footnotes detailing your defense of grammatical constructions as well as giving evidence of a dialogue with your commentary. 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 Grading
The final grade will be computed using the following point scale. There are 1,000 possible points.

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>800</td>
<td>Daily Oral Translations</td>
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<tr>
<td>70</td>
<td>Written Romans Group Summary</td>
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<tr>
<td>30</td>
<td>Individual Summary Oral Presentation</td>
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<tr>
<td>100</td>
<td>Justification Discussion</td>
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The following point scale will determine letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1,000-900</td>
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<tr>
<td>B</td>
<td>899-800</td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
</tr>
<tr>
<td>D</td>
<td>699-600</td>
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<tr>
<td>F</td>
<td>599-0</td>
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Documented Learning Disabilities
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.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar** *(There may be additional reading assigned on an ad hoc basis.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>09/09</td>
<td>1</td>
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| 09/16 | 2    | Translation of select passages in Romans and read commentary  
Written group summary of Romans due on Thursday, 9/19 at 11:55 PM |
| 09/23 | 3    | Translation of select passages in Romans and read commentary  
Oral summary presentations of portions of Romans |
| 09/30 | 4    | Translation of select passages in Romans and read commentary |
| 10/07 | 5    | Translation of select passages in Romans and read commentary |
| 10/14 | 6    | Translation of select passages in Romans and read commentary |
| 10/21 | 7    | Reading and Research Week: No Class |
| 10/28 | 8    | Translation of select passages in Romans and read commentary/Interaction with Gaventa |
| 11/04 | 9    | Translation of select passages in Romans and read commentary |
| 11/11 | 10   | Translation of select passages in Romans and read commentary |
| 11/18 | 11   | Justification Discussion: Campbell and Wright |
| 11/25 | 12   | Justification Discussion: Gorman and Oral Summary |
| 12/02 | 13   | Translation of select passages in Romans and read commentary |
| 12/09 | 14   | Translation of select passages in Romans and read commentary |

**Selected English Commentary Bibliography (excluding the ones listed above)**


