The Temple of Apollo in Corinth
**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](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**

*Catalogue Description:* An intensive exegetical study of 1 Corinthians in light of introductory issues and the distinctive themes of the Epistle.

*Enlarged Description:* This course will consist of a careful study of major passages in the epistle in their socio-historical, literary/rhetorical, and theological dimensions. Special attention will be paid to the way Paul attempts to persuade the epistle’s audience to share his theological and ecclesiological vision.

**Course Narrative & Rationale**

What we call 1 Corinthians is one of the richest documents in the New Testament for resourcing our thinking about ecclesiology. It allows us to look over Paul’s shoulder and watch as he addresses all sorts of situations that had arisen since he’d left Corinth. Some of these situations have a very contemporary ring to them making us feel like our churches are “just like the Corinthians”—things like disputes and divisions in the church, sexual immorality, marriage issues, and “worship wars.” But others make us feel like we have little in common with this first century church located in ancient Roman Corinth—things like controversy over meat sacrificed to a god (like Apollo whose temple is in the picture above) or goddess or whether a woman’s head should be covered or uncovered. But whether we immediately identify with one or another of these issues, watching Paul frame them theologically (when most of his audience probably didn’t understand them as being theological problems) is very instructive for pastors to be. The ability to frame community issues theologically for your parishioners and help them to shape their life together in ways that are consistent with their identity as the body of Christ is one of the most important skills you can have as a pastor. My hope and prayer this semester is that this course will open a window for you to watch Paul work at this task so that you will become more adept at it yourself.

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)
5. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership. (See course outcome 3)
6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures. (See course outcome 2)

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 the gospel of Mark. See course outcomes 1-2.)

Research Track
1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See course outcomes 1-2, 4)
2. Students will develop skill in academic research and writing as a basis for further graduate studies. (This is only addressed if the student chooses to write a research paper in assignment 6. See outcomes 1 and 2.)

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 course outcomes 1-2)

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

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

1. Demonstrated a basic grasp of the content and theology of 1 Corinthians (R1, 2, 4, 6).
2. Demonstrated a rudimentary understanding of the historical, socio-political, and literary background against which it is best understood (R2, 4, 6).
3. Demonstrated an ability to utilize responsibly a passage or passages from these epistles in an ecclesial setting, i.e., most probably teaching or preaching in a local church or para-church setting (R5).
4. Demonstrated an ability to exercise creative theological imagination by evaluating one contemporary ecclesiological proposal and constructing your own in light of Paul’s vision of Christian community in 1 Corinthians (R3, 6).
**Required Texts & Course Materials**


**Recommended Critical Commentaries in English:**


Recommended Websites

http://www.ntgateway.com/paul-the-apostle/
This is the Paul section of the NT Gateway site. It is one of the best sites on the Web for generally reliable information on Paul and the rest of NT studies. (The following websites are also available as hyperlinks from this website.)

http://gbgm-umc.org/umw/corinthians
Conflict and Community in the Corinthian Church. Edited by J. Shannon Clarkson: excellent and extensive materials from The Women’s Division of the General Board of Global Ministries, The United Methodist Church. This well designed web-site is both scholarly and devotional. Current features include Corinth at the Time of Paul’s Arrival, Maps Related to the Life of Paul and an Annotated Bibliography.

http://www.luthersem.edu/ckoester/Paul/journey2/CorinthStreet.htm

Course Outline

See Course Calendar below.

Course Assignments & Requirements (Course Outcome = CO)

1. Reading 1 Corinthians. (CO 1) You must read 1 Corinthians through (preferably in one sitting but in no more than two sittings) at least ten times during this course. The due dates for each reading are listed in the Course Calendar below. (Note carefully: The first of these readings is due on Friday, February 7 by 11:55 PM CT.) Use one translation for each reading but do not use the same translation each time. Make sure you use at least four different translations for the 10 readings. You may also count a hearing of the letter (an audio recording) as a reading. By the due date/time of the reading, you must have posted a statement in the Reading 1 Cor. Forum in the Assignments area of Moodle saying that you have completed that due date’s reading of the epistle. Each reading counts 10 points making all ten readings count for 100 points toward your final grade. You cannot “make up” any of this reading. You can only get credit for what you actually read by the due date listed on the Course Calendar below. Because these are basically “give away” points, this is an all or nothing assignment. You do not get credit for partial reading.

**Note Carefully** To save time, as you read 1 Corinthians, you should keep a running master list of critical questions and insights of comprehensive or theological significance that arise from a careful reading of the text. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions will later become a part of requirement 4 described below.

2. Witherington Assignment. (CO 1, 2) Read Ben Witherington’s fictional account, A Week in the Life of Corinth. Then read 1 Corinthians carefully (this will count as your third reading of 1 Corinthians). Assume for now that Witherington’s book accurately captures the socio-historical, cultural, and especially the political feel of the first century setting in which 1 Corinthians would have been first heard. Write a 1,000-1,250 word paper, typed, and double-spaced, answering the following question: How does understanding 1 Corinthians in light of this background change the way I read it? Give specific examples from the text of 1 Corinthians which sound different to you after reading Longenecker and explain why they now sound different.
The assignment must be uploaded as an MS Word file by 11:55 PM on Tuesday, February 18. You may earn up to 100 points for this assignment.

3. **Fishbowl Discussion of Brower’s *Living as God’s Holy People.* (CO 4)** You may earn up to 75 points by actively participating in a “fishbowl” discussion of this book. The “fishbowl” will consist of a class discussion/critical analysis of this book. I will not simply give these points away because you show up in class. You must make regular contributions during this discussion period in a way that demonstrates an understanding of, and a critical engagement with, the assigned reading. Depending on how many students are in the class, I will split the class into groups with one group discussing one part of the book and the other group(s) discussing the other part(s) of the book. You will not know in advance which part of the book your group will discuss. In any case, you are responsible for all of the book. Hence, you should carefully read all of the assigned reading and take careful notes on it (in some form or fashion) or even bring a summary of it to refer to during the discussion. The fishbowl will take place on Tuesday, March 25.

I will attempt to focus the discussions by asking at least a couple of the following questions: (1) How does this proposal relate to Paul’s vision of Christian community expressed/implied in 1 Corinthians? (2) What are the pastoral ramifications of this discussion for how we might engage in shaping Christian communities in North America?

4. **Critical Reading Responses (CRR) to 1 Corinthians, Hays, Perkins, Winter, (and Johnson in CRR2). (CO 1, 2)** You will prepare two critical reading responses of 1250-1750 words each in which you critically engage a portion of 1 Corinthians and the textbook reading associated with it. For the specific content and due dates of these CRR’s, see the Course Calendar below.

These responses should have three sections: (1) **Critical** questions and insights of comprehensive or theological significance that arise from a careful reading of 1 Corinthians itself prior to reading the selections from the textbooks. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions should be an edited version of your running master list of critical questions and insights that you generated during your prior readings of 1 Corinthians. Note carefully: you must have at least one critical question on each chapter from 1 Corinthians (1-10 in CRR1 and 11-16 in CRR2). (2) Critical questions and observations (not just “insights”) that your reading of Hays, Perkins, and Winter (and Johnson in CRR 2) raises in your mind about the biblical text and/or vice-versa, critical questions and observations that reading the biblical text raises in your mind about your reading of Hays, Perkins, and Winter (and Johnson in CRR 2). (3) A comparative section noting any significant disagreements or inconsistencies between Hays, Perkins, Winter (and Johnson in CRR 2) as to how they address specific critical issues. An example of an “A” quality CRR will be available in Moodle in the Additional Course Resources topic area. It will be called “Model CRR.” In addition, a grading scale for the CRR’s will be available in the Additional Course Resources topic area.

CRR1 must be uploaded as an MS Word file by 11:55 PM on Tuesday, March 11 and CRR2 by 11:55 PM on Tuesday, April 15. You may earn up to 125 points for each CRR making them both together count for 250 points toward your final grade. My assistant may be grading your CRRs.

5. **“In Ministry” Assignment. (CO 3)** After February 25, you will teach or preach from a passage in 1 Corinthians. You could do this in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at a local rescue mission, leading a Bible study at a local nursing home or youth center,
etc.). Whatever setting you choose, you must ask someone (preferably a pastor, a person in charge, someone with theological training (who is not currently an NTS student), or a professional type person) to fill out an evaluation form and sign it. I must approve the person you plan to ask ahead of time. I will use that person’s evaluation of your presentation as well as your written sermon, notes, lesson plan, etc. to evaluate this assignment. The person will complete the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will give that back to you and you will either place it in my box at NTS by Tuesday, April 29 at 4:30 PM CT or mail the unopened envelope together with your written sermon and/or sermon notes, lesson plan, etc. to me at NTS. If you mail it, it must be postmarked by no later than Tuesday, April 29 at 4:30 PM CT and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. You and/or your evaluator might also choose to submit your material electronically via an email directly to me. If so, I must have received all these materials by Tuesday, April 29 at 4:30 PM CT. Please note: I will not accept this assignment late. You may earn up to 75 points for it.

6. **Synthetic Essay Exam. (CO 4)** You will write a take-home essay on a question (or questions) that will be made available on Tuesday, April 15. If I approve it, you may write a research paper on some aspect of the interpretation of 1 Corinthians instead. The approximate length of the take-home essay should be 3,000-5,000 words and the research paper should be approximately 5,000-6,000. Your essay/paper must be uploaded as an MS Word file by 11:55 PM on Tuesday, May 6. You may earn up to 400 points for this assignment.

The take-home essay will be a question (or questions) related to the interpretation of 1 Corinthians and the ministry implications of the material we’ve covered in class and in the reading. Hence, to answer it, you will creatively draw on your class notes, all your course reading, and on your own theological reflections in the context of a ministry situation. There is a grading rubric for the Essay Exam in the Additional Course Resources topic area of Moodle.

Unless you will have regular access to the NTS library or another equivalent theological library, you should not consider writing the research paper. As a research paper, it clearly requires additional research over and above your class resources. I must approve not only your doing it but also your topic by no later than Tuesday, April 22.

As general guidelines for the research paper, follow the instructions given by Joel Green in the document, “Some Comments on Research Papers” (which also contains a grading rubric albeit based on a 100 point scale). It is located in Moodle in the Additional Course Resources topic area. I will assume you have read and followed Green’s directions when I grade your paper. Note carefully: You should begin your research paper with a thesis statement that explicitly states the thesis you intend to argue and return to that thesis statement in your conclusion. While the paper should generally follow Turabian style, you may consult the SBL Handbook of Style for proper form for footnotes, abbreviations, etc. You may also use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Additional Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style.
Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>37</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
</tr>
<tr>
<td>Writing</td>
<td>39</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

Method for Submitting Assignments

Written assignments are to be submitted in Moodle using the appropriate assignment link.

The one exception to the procedure above is the “In-Ministry” Assignment which may be mailed to my office using the following address: Andy Johnson, Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. Or it may be emailed directly to me. See instructions under this assignment above.

Form and Style Expectations

Should you choose to write a research paper, it should generally follow Turabian style. However, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. and/or use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style. **There are no style requirements for the other written assignments.**

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 and Late Work

You are expected to 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. Unless I have noted above that I will not accept a written assignment late, I will assign a letter grade penalty to all written assignments turned in after the time they are due. When an assignment is more than one week late, I will assign a two letter grade penalty to it. **I will not accept an assignment that is more than two weeks late.**

Course Grading

A Word about Grading: Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material in a critical way; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a consistent ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them incisively and with excellence, you can expect to receive an A. If you demonstrate an ability to do
these things often, but not consistently, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does not mean “bad” or “unsatisfactory.”) If you seldom demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following point scale. There are 1,000 possible points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Reading 1 Corinthians</td>
</tr>
<tr>
<td>100</td>
<td>Witherington Assignment</td>
</tr>
<tr>
<td>75</td>
<td>Brower Fishbowl</td>
</tr>
<tr>
<td>250</td>
<td>Critical Reading Responses</td>
</tr>
<tr>
<td>75</td>
<td>In-Ministry Assignment</td>
</tr>
<tr>
<td>400</td>
<td>Synthetic Essay/Research Paper</td>
</tr>
</tbody>
</table>

The following point scale will determine letter grades:

- A: 1,000-900
- B: 899-800
- C: 799-700
- D: 699-600
- F: 599-0

**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 that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential 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 a student is 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.

**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
(Schedule of class topics may be changed at professor's discretion)

CRR = Critical Reading Response to Scripture and Commentaries

<table>
<thead>
<tr>
<th>Date</th>
<th>Week #</th>
<th>Class Topic</th>
<th>Assignment Due by 11:55 PM CT on date class meets unless otherwise noted in red</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/04</td>
<td>1</td>
<td>Intro/Approach/1 Corinthians 1</td>
<td>1 Corinthians Reading Due 2/7 by 11:55 PM CT</td>
</tr>
<tr>
<td>02/11</td>
<td>2</td>
<td>1 Corinthians</td>
<td>1 Corinthians Reading</td>
</tr>
<tr>
<td>02/18</td>
<td>3</td>
<td>1 Corinthians</td>
<td>1. 1 Corinthians Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Witherington Assignment</td>
</tr>
<tr>
<td>02/25</td>
<td>4</td>
<td>1 Corinthians</td>
<td>1 Corinthians Reading</td>
</tr>
<tr>
<td>03/04</td>
<td>5</td>
<td>1 Corinthians</td>
<td>1 Corinthians Reading</td>
</tr>
<tr>
<td>03/11</td>
<td>6</td>
<td>1 Corinthians</td>
<td>1. 1 Corinthians Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Possible Guest Lecturer)</td>
<td>2. CRR 1 (Includes 1 Cor 1:1-11:1 and comments thereon in Hays and Perkins; Winter 1-120)</td>
</tr>
<tr>
<td>03/18</td>
<td>7</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>03/25</td>
<td>8</td>
<td>1 Corinthians</td>
<td>Browser Fish Bowl</td>
</tr>
<tr>
<td>04/01</td>
<td>9</td>
<td>1 Corinthians</td>
<td>1 Corinthians Reading</td>
</tr>
<tr>
<td>04/08</td>
<td>10</td>
<td>1 Corinthians</td>
<td>1 Corinthians Reading</td>
</tr>
<tr>
<td>04/15</td>
<td>11</td>
<td>1 Corinthians</td>
<td>1. 1 Corinthians Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. CRR 2 (Includes 1 Cor 11:2-16:24 and comments thereon in Hays and Perkins; Winter 121-301; Johnson, all three articles)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Take Home Essay to be made available</td>
</tr>
<tr>
<td>04/22</td>
<td>12</td>
<td>1 Corinthians</td>
<td>1. 1 Corinthians Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Work on Final Essay/Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Research topic must be approved if doing research paper</td>
</tr>
<tr>
<td>04/29</td>
<td>13</td>
<td>1 Corinthians</td>
<td>1. Work on Final Essay/Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. In-Ministry Assignment due by 4:30 PM CT</td>
</tr>
<tr>
<td>05/06</td>
<td>14</td>
<td>1 Corinthians</td>
<td>Final Essay/Paper due by 11:55 PM CT</td>
</tr>
</tbody>
</table>