



ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE

B7260A Pauline Literature



Semester Two, 2022

Synchronous / Face-to-face class

Teaching Staff:

Senior Lecturer:

Sr (Assoc Prof) Dr Margaret Beirne

B7260A Pauline Literature

Semester Two, 2022

Credit value:	9 credit points
Mode of study:	Face-to-face class
Pre-requisite units:	9 credit points in Biblical Studies
Exclusion:	B9260A Pauline Literature and Theology
Teaching Staff:	Senior Lecturer: Sr (Assoc Prof) Dr Margaret Beirne Phone: 0418 682 133 Email: margaret.beirne@rscoffice.com
Workload:	Weeks in Teaching Session: 12 weeks Total Workload/week: 12 hours

Curriculum Objective

This course unit develops the knowledge and skills acquired in the prerequisite introductory Biblical Studies unit. It forms part of a major or sub-major in Biblical Studies. The Unit provides students with a comprehensive survey of the historical context, literary features, and theology of Paul's letters.

Learning Outcomes

At the end of this course unit, students will be able to:

1. Analyse the significance of the historical, social, and religious background of Paul's letters.
2. Identify the major Pauline themes.
3. Exegete selected passages from the Pauline letters.
4. Integrate quality scholarly literature into the critical study of Pauline Literature.
5. Relate insights from Pauline literature to a range of life and ministry situations.

Content

1. The historical, social, and religious background of Paul and his conversion.
2. The historical, social, and religious aspects of Paul's mission to the Gentiles.
3. The literary structure and purpose of Paul's letters.
4. Significant Pauline theological themes.
5. Exegesis of selected passages from the letters of Paul.
6. The continuing debate over methods of interpretation of Pauline theology.

Learning activities

- Lecture, presenting the content of the week's topic, face-to-face and on Zoom
- Audio-visual supplements
- Class discussion - student contributions from lecture / set readings
- Short written and/or exegetical exercises

Content

Week 1 25 July	Introduction to course unit; Review of Paul's life, conversion, missionary journeys; structure of letters; example: The Letter to Philemon.
Week 2 1 August	Acts and Paul's letters; 1 Thessalonians: literary outline; relationship with Paul; theological concerns.
Week 3 8 August	Philippians: Acts 16:11-40; Letter: literary outline; relationship with Paul; theological concerns.
Week 4 15 August	Corinth and the Corinthians; Acts 18:1-18; structure, overview of 1 Corinthians.
22 – 26 August Non-teaching week	
Week 5 30 August	1 Corinthians, reading of letter; exegetical approach to the letters of Paul
Week 6 6 September	2 Corinthians: context; link 1 Corinthians; literary and theological aspects
Week 7 13 September	Letter to "the churches of Galatia"; the problem Paul is addressing; Galatians: tone, structure; close study of key passages.
Week 8 20 September	Romans: the historical context, structure of the letter; close study of key passages
26 September – 10 October Mid-semester break	
Week 9 11 October	Romans: key theological concerns; the 'new perspective'; DVD: Paul and the Law.
Week 10 18 October	Deutero-Pauline letters: 2 Thessalonians; Colossians; Colossae: archeological case study.
Week 11 25 October	Ephesians: background; purpose; outline; literary links with Colossians; theology
Week 12 31 October	Pastoral letters: Titus, 1 and 2 Timothy; application to preaching; Patristics on Pauline literature

Recommended Bibliographical Works

Akerlund, Truls. "'To Live Lives Worthy of God: Leadership and Spiritual Formation in 1 Thessalonians 2:1-12". *Journal of Spiritual Formation and Soul Care* (2016), 18-35.

Bolt, Peter G. and James R. Harrison, eds. *Romans and the Legacy of St Paul: Historical, Theological, and Social Perspectives*. Macquarie Park: SCD Press, 2020.

Byrne, Brendan. *Galatians and Romans*. Collegeville: Liturgical Press, 2010.

- Fitzmyer, Joseph A. *The Acts of the Apostles: a new translation*. New Haven: Yale University Press, 2007.
- Gray, Patrick. *Opening Paul's Letters: a reader's guide to genre and interpretation*. Grand Rapids: Baker Academic, 2012.
- Marchal, Joseph A. (ed.). *Studying Paul's Letters; Contemporary Perspectives and Methods*. Fortress, 2012.
- Martyn, J. Louis. *Theological Issues in the Letters of Paul*. London: Continuum, 2005.
- Murphy-O'Connor, Jerome. *Keys to First Corinthians: revisiting the major issues*. Oxford: Oxford University Press, 2009.
- Phillips, Thomas E. *Paul, his letters, and Acts*. Peabody, Mass: Hendrickson, 2009.
- Porter, Stanley E. *The apostle Paul: his life, thought, and letters*. Grand Rapids, Mich: William B. Eerdmans, 2018.
- Puskas, Charles B. & Mark Reasoner. *Letters of Paul: An Introduction*. Collegeville, Miss: Liturgical Press, 2013.
- Roetzel, Calvin J. *The Letters of Paul: Conversations in Context*. 6th ed. Louisville: Westminster John Knox, 2015.
- Spitaler, Peter (ed.). *Celebrating Paul: Festschrift in honour of Jerome Murphy-O'Connor & Joseph A. Fitzmyer*. Washington DC: Catholic Biblical Association of America. 2011.
- Thiselton, A. *1 Corinthians, a shorter exegetical and pastoral commentary*. Grand Rapids: Eerdmans, 2006.
- Wright, Nicholas T. *Paul and his Recent Interpreters, Some Contemporary Debates*. London: SPCK, 2015.

Articles in Journals

- Johnson, Lee A. "Paul's Letters Re-Heard, A Performance-Critical Examination of the Preparation, Transportation, and Delivery of Paul's Correspondence", *Catholic Biblical Quarterly*, (3) 2017, 60-76.
- Ryuskyte, Licita. "God's Mercy. The Key Thematic Undercurrent of Paul's Letter to the Romans", *Catholic Biblical Quarterly*. 1(2019), 85-105.
- Sibley, Jim R. "Israel and the Gospel of Peter, Paul and Abraham", *Bibliotheca sacra* 1(2016) 18-31
- Tilley, M. "Social Equality and Christian Life in Paul's First Letter to the Corinthians." *Acta Theologica* 23, 2016, 225-237.
- Thompson, James W. "Preaching to Philipppians", *Interpretation* July 2007, 298-309.
- Wright, Nicholas T. "Paul and the Patriarch; the role of Abraham in Romans 4", *Journal for the Study of the New Testament* 1(2013) 207-241

Assessment

All students must complete all assessment requirements and conform with SCD Policy.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Critical book review	20%	Thursday 25 August 2022	# 1, 2, 5
Exegetical Essay	40%	Thursday 22 September 2022	# 2, 3, 4
Thematic essay	40%	Monday 24 October 2022	# 1, 2, 4, 5

Detailed information on assessment tasks and assessment standards

Assessment Task 1 Critical Review (1,000 words)

Write a critical review of the article:

Truls Akerlund. “‘To Live Lives worthy of God’: leadership and spiritual formation in 1 Thessalonians.” *Journal of Spiritual Formation and Soul Care* (2016), 18-35.

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Assessment task 2. Exegetical essay (2,000 words)

Write an exegetical essay of approximately 2,000 words on 1 Corinthians 11:17-34.

The exegetical method to be used for the letters of Paul is similar to that you have learned to use for the Gospels. However, because they are a quite different genre (as genuine letters), there are some variations in our suggested methodology. These will be explained and practised in class.

In addition to the biblical text and background materials recommended in class, you will be expected to draw upon at least seven bibliographical works, especially articles and major commentaries on 1 Corinthians.

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3. Thematic essay (2,000 words)

In Romans 1:16-17, Paul states his central theme that righteousness before God is available to all since it is based on faith not adherence to works of the Law. Explain what is meant by this statement and how Paul develops it in Romans 1:18-4:25.

A minimum requirement for the essay is seven bibliographical titles, especially commentaries and articles on the Letter to the Romans.

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General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.

Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

Course Unit Revision

The learning activities, learning resources, and assessment details were thoroughly revised as at 21 July 2022.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Course Unit Standards

The Grading System for assessment tasks in all coursework units was revised in July 2019 and is outlined in the SCD Handbook, pp.82-85.

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Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and

signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the [SCD Handbook](#).

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.
