

**PAUL
NT 501
Instructor: Harry O. Maier
Spring 2010**

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Purpose

To introduce students to the major themes of Pauline theologies represented by New Testament texts and, where appropriate, other New Testament and extra-canonical literature. To situate these theologies in the social matrix of antiquity and to identify the interaction of theology and culture implicit in these theologies. To assess the relevance of these theologies for Christian existence in society and the critical issues entailed in their contemporary appropriation. To explore a variety of approaches to Pauline texts (minimally feminist, non-eurocentrist, post-structuralist). To introduce students to the critical scholarly debates in Pauline studies. To introduce students to an understanding of textual criticism, manuscript traditions, and scholarly debates concerning the formation of the Christian canon.

Competence Objectives

1. To demonstrate a level exegetical and interpretive skill compatible with a first year of theological study in the critical historical, literary and socio-historical study of contested and uncontested Pauline texts.
2. To demonstrate knowledge of the differences between the contested and uncontested corpus through discussion in two papers, one identifying a main theme in the uncontested Pauline corpus and a second comparative paper that takes up a similar theme in the contested corpus.
3. Through exegetical discussion to demonstrate an understanding of the social context, literary influences, ideological considerations, and historical environment that shaped Paul and the developments of his theology, as well as the scholarly reconstructions of that theology and its developments.
4. To develop an increasing ability to write an abstract of a critical journal article that identifies scholarly methods of interpretation, formulates the main outlines of a scholarly article, and assesses the relative strengths and weaknesses of academic Pauline scholarship, as well as to communicate orally one's findings to student peers.
5. To be able to describe the Reformation treatment of Paul and the Paul of the "new perspective," to compare and contrast them, and to assess their relative strengths and weaknesses.

6. The ability to offer a contextual analysis of Pauline and contested Pauline writings by situating them in their historical, social, and cultural contexts.
7. To identify the location of Pauline thinking in the currents of Intertestamental “Judaism” and to show how Paul reflects and develops his Jewish heritage.
8. To gain a familiarity with New Testament textual criticism, its practices, and its uses in the interpretation of New Testament texts.

In the normal course of the programme, students learn the Greek Alphabet in NT 500 (The Synoptic Gospels) – the usual first New Testament course in the Biblical Division. If students elect to take Paul as their first introductory New Testament course they will be given the resources to learn the alphabet, in preparation for the part of the course devoted to textual criticism, where a working knowledge of the Greek alphabet is presupposed. Students should weigh this when considering their workload.

Format

One three-hour class weekly. Lecture with small group discussion. In addition, one hour of class per week will be devoted to student-led small group discussion of a series of secondary readings which model differing approaches to and interpretations of Pauline themes and texts. In the textual criticism part of the course this model will be modified slightly.

Content

- I. Paul
 - A. Luke as a Source for Paul
 - B. The Social Context of Paul
 - C. Paul and Apocalyptic
 - D. Jews, Gentiles and Justification
 - E. Ethics and Eschatology

- II. Deutero-Paul
 - A. Pseudonymous Literature and Tradition in Hellenism
 - B. Transpositions of Paul
 - a. Colossians
 - b. Ephesians
 - C. The Battle for Paul in the Pastoral Epistles and Gnosticism
 - D. The Rehabilitation of Paul in Irenaeus
 - E. The Legacy of Paul

- III. An Introduction to Textual Criticism and the Formation of the Christian Canon

Evaluation

***If you don't bring your Bible, please do not come to class!**

1. Class attendance and participation. Students absent from a lecture are required to meet with the professor to determine make-up work.
2. A reading journal of a page per week which records reflections on the secondary sources read in preparation for small group discussion. **In order to gain credit for this course assigned exercises must be handed in on each meeting date and any missed assignments must be completed by the last day of class.** E-mail submissions are welcome. Please attend to the rubrics outlined in the guide to email submissions, which will be distributed early in the term.
3. Two papers on the topics listed below. ***Please note the word limit; papers that exceed the limit by more than 10% will be turned back for resubmission. Bibliography is NOT included in the word limit.***
 - a. Pauline Theology (paper description to be distributed in class). 2000-2500 words/8-10 pages that uses 10 bibliographical entries beyond the course texts as research resources (**Due Monday March 1**). ***This is a strict deadline and only in exceptional cases will there be extensions beyond this date. Students are encouraged to begin their work on their papers early in the term and to familiarize themselves with the Academic Calendar in requesting extensions.*** Email submissions are welcome so long as they conform to protocol regulations defined by the instructor. Only RTF or Microsoft Word versions will be accepted.
 - b. The Development of Pauline Theology (paper description to be distributed in class). 2000-2500 words (**Due Friday, March 26**). that uses 10 bibliographical entries beyond the course texts as research resources (**Due Monday March 1**). ***This is a strict deadline and only in exceptional cases will there be extensions beyond this date. Students are encouraged to begin their work on their papers early in the term and to familiarize themselves with the Academic Calendar in requesting extensions.*** Email submissions are welcome so long as they conform to protocol regulations defined by the instructor. Only RTF or Microsoft Word versions will be accepted. This paper is to identify a theme common to the genuine and pseudonymous Pauline literature and to discuss the differing ways that theme is treated in the corpus.

Texts

A Bible of choice, but no paraphrases or pocket-sized additions, and preferably a critical study edition (Oxford NRSV; HarperCollins; NIV; etc.). If the King James Version is preferred students are obliged to bring another translation.

Roetzel, Calvin J. *The Letters of Paul* (Atlanta: John Knox, 1999)

Keck, L.E. *Paul and His Letters* (Minneapolis: Fortress, 1990)

Pregeant, Russell. *Engaging the New Testament: An Interdisciplinary Approach* (Minneapolis: Fortress, 1998)

Meeks, Wayne. *The First Urban Christians* (New Haven: Yale University Press, 1999)

Schüssler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins* (New York: Crossroad, 1994).

Greenlee, J. Harald. *Introduction to New Testament Textual Criticism*, Rev. ed. (Peabody, Mass.: Hendrickson, 1998).

Recommended

Nestle, Eberhard and Aland, Barbara and Kurt, eds. *Greek-English New Testament*, 27th Ed. (Stuttgart: Deutsche Bibelgesellschaft, 1994).

Reading Pack

Students will be assigned a packet of readings on the first day of class, on reserve in the library