

exegetical paper on a specific passage of a Pauline letter. You will be expected to include relevant secondary literature in your discussion. Length: 10-15 pages.

Participation 20%

Explanation: Presence in class and participation to the discussions (see self-evaluation form enclosed)

Papers can be submitted electronically (PDF format only) and can be submitted in the following languages: English, French, Spanish, and German.

Policy on late papers: 10% of the final grade per day (including weekends)

4. TEXT

BROWN, Raymond E. *An Introduction to the New Testament*. Anchor Bible Reference Library. New York: Doubleday, 1997. ISBN 0385247672 (required)

HORRELL, David G. *An Introduction to the Study of Paul*. 2nd edition. T&T Clark Approaches to Biblical Studies. New York/London: T&T Clark, 2006. ISBN 0567040836 (required)

5. CALENDAR (Some adjustments may occur during the semester concerning the themes, the readings, and the films)

February 5	Introduction	Horrell, ch. 1 and 9
February 8	Biographical Sketch	READING: Phil 3:4-6; Gal 1:11–2:2; Rom 15:22-29; Brown 422-437; Horrell ch. 2 and 3; Knox 1950
February 6	Social Setting of the Pauline Churches	READING: Horrell 106-111; D. J. Tidball; Achtmeier, Green & Thompson 2001A FILM: PBS From Jesus to Christ
February 12	Paul the Letter Writer	READING: Samples of Letters from Antiquity; Horrell ch. 4; Jerome Murphy-O'Connor 1996A
February 15	Philemon	READING: Philemon; Brown ch. 21; Petersen 1985A
February 19	1 Thessalonians	READING: 1 Thessalonians; Brown ch. 18
February 22	2 Thessalonians	READING: 2 Thessalonians; Brown ch. 26; Horrell 129-131 ASSIGNMENT 1
February 26	Eschatology and Apocalypticism	READING: Horrell 69-73; ABD_Eschatology; Neyrey 1990A; Beker 1982A

February 29	1 Corinthians	READING: 1 Corinthians, Brown ch. 10; Schweizer
March 4	Marriage and Celibacy	READING: 1 Cor 7; Furnish 1979A; Ward 1988A; Ellis 2002
March 7	Philippians	READING: Philippians, Brown ch. 20; Horrell 63-68
March 11	2 Corinthians	READING: 2 Corinthians; Brown ch. 23
March 14	The Resurrection of the Dead; Suicide and Personal Resurrection	READING: 1 Thess 4:13-18; 1 Cor 15; Phil 3:20-21; 2 Cor 4:14-5:10; Furnish 1984A; Murphy-O'Connor 1991A; Meyer 1986A; Meyer 1987A; Plevnik 1984A; Roetzel 1992A
March 18	The Collection and Suffering	READING: 2 Cor 1:5; 4:7-12,17-18; 8—9; Lambrecht 1990A; Linss 1985A
March 21	Galatians	READING: Galatians; Brown ch.19
March 24	Reading Week	
March 28	Reading Week	
April 1	Gentiles as part of the elected people	READING: Sanders 2001A; Donaldson 1997A SHORT PAPER
April 4	Romans	READING: Romans; Brown ch. 24
April 8	Sin, Death, and Baptism	READING: Rom 6; Horrell 60-63; Dunn 1998; Bultmann 1951
April 11	Salvation, Law, and Righteousness	READING: Horrell 73-80; Stendahl 1963A, Boring 1986; Sanders 2001 READING ASSIGNMENT 2
April 15	Paul and His Jewish Heritage	READING: Horrel ch. 6; PBC 2002: The Jewish People and Their Sacred Scriptures in the Christian Bible; Senior 2003
April 18	Colossians	READING: Colossians; Brown ch 27
April 22	Ephesians	READING: Ephesians; Gorman ch 28
April 25	Church	READING: 1 Cor 12; Ep; Viviano 2001A; Dunn 1998; Becker 1993A; Banks 1994A
April 29	Images of Christ	READING: 1 Cor 15; Col 1:1–2:23; Phil 2:5–11; Hooker 2003A
May 2	Acts of Paul and Thecla	READING: McGinn 1993A

May 6	Women	READING: Gal 3:25–28; 1 Cor 11:2–16; 14:34–35; Col 3:18–19; Eph 5:21–33; 1 Tim 2:9–15; Horrell 114-120; Schüssler-Fiorenza 1983A; Roberts-Gaventa 2000A
May 9	Ministry	READING: 1 Thess 2:1-12; 1 Cor 2—4; 2 Cor 2:14-17; 6:1-13; Rom 1:1-17; 15:14-21; Horrell 111-112; Hooker 1998A; Fiore 2003; Schäffer 1999A
May 13	Conversion and Mysticism	READING: Gal 1:11-23; 2 Cor 12:1-10; Segal 1990A
May 16	Paul and Jesus	READING: Furnish 1989A; Wedderburn 1989A

SCALE OF GRADES JSTB

A (and A+)	4.0
A-	3.7
B+	3.3
B	3.0
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B-	2.7
C+	2.3
C	2.0
C-	1.7

Adapted from the JTSB Catalog 2007-2009, p. 10.

ADDITIONAL GUIDELINES FOR THE ASSIGNMENTS

A. Layout

1. Avoid complicated binding; just use a staple (no paper clip, please)
2. Use abbreviations such as HB, OT, NT, LXX respectively for the Hebrew Bible, the Old Testament, the New Testament, the Septuagint preceded by the definite article.
3. Title of biblical books are abridged with the typology found in common editions of the Bible. If you referred to a whole biblical book, write the complete title, e.g., “in the letter to Philemon, Paul pleads...”

B. Style

1. For both short and longer assignments, try to clearly organize your ideas and to express them succinctly. Do not quote the Bible for any purpose (I also have a copy). The biblical text is quoted only when it is part of your argument. Concerning secondary literature, a good paraphrase and a summary of an author's argument often take less space than a complete quotation.
2. In shorter assignments, make sure to answer the questions which are asked instead of merely sharing your moods and feelings.
3. Avoid unsubstantiated claims.
4. *To plagiarize* means to copy sentences or paragraphs *verbatim* from an author's work so to give the impression that they are yours. It is intellectual theft. Such papers will be given a "fail" mark.
5. As much as possible, attempt to use inclusive language. For instance, the term "man" should be used to designate a masculine individual. In other cases, you may use terms such as "person", "human being", "people."
6. **Short assignments (i.e., less than 10 pages) do not need a title page nor bibliography.** Only write your name, the title of the course, the title of the assignment at the top of the first page.

SELF-EVALUATION OF PARTICIPATION

Circle the number that best describes you.

CLASS PREPARATION

- 5 I did the required readings for each class. I read, reread and “rereread,” underlined elements of information, wrote summaries to help me conceptualize them. I could serve as a model.
- 4 I did all the required readings. I confess that there is room for minor improvement to my work.
- 3 I did all the required readings, but I am aware that my reading was sometimes superficial.
- 2 I have not done all the required readings and I often read superficially.
- 1 I have not done the required readings.

CLASS DISCUSSIONS AND COLLECTIVE PROJECTS

Participation

I make an important contribution to discussions and projects

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

Management of group discussions

When I am responsible for leading the group’s work, I call the group to order promptly to begin work, make sure all have an opportunity to participate, and keep the discussion on track and moving along, etc.

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

Attitude

With enthusiasm and respect for others, I help to establish a good work climate and to maintain good relations among the participants. I express a positive attitude.

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

Result on _____ /20

Your name: _____

Nota bene: The judgment of the instructor will prevail if s-he perceives that there is a too significant discrepancy between your assessment of your participation and his/her assessment..

Adapted from GOULET, Paul. *Psychologie cognitive et enseignement collégial. Textes et travaux de cours*. Université Laval, 2002, pp. 299-301.