

**WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF RELIGION AND PHILOSOPHY  
WBUONLINE**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title and Number:** RLGN 4322 – Life and Letters of Paul

**Term:** Winter, 2018-19

**Name of Instructor:** Dr. Ben D. Craver, Professor of Religion and Philosophy

**Office Phone Number and WBU Email Address:** 210-826-7595; [craverb@wbu.edu](mailto:craverb@wbu.edu)

**Office Hours, Building, and Location:** Office at 11550 IH 35 North; San Antonio, Texas  
Official Office Hours: Tuesdays, 2:00 pm – 6:00 pm and Thursdays, 2:00 pm – 6:00 pm; other times by prior arrangement.

**Class Meeting Time and Location:** Online class; weeks of November 12 through February 16.

**Catalog Description:** Life and times of the apostle Paul with an interpretation of his letters.  
Prerequisite(s): RLGN 1301 or RLGN 1303 [OT maj/min], and RLGN 1302 or RLGN 1304 [NT maj/min].

**Required Textbook(s) and/or Resource Material:**

- David B. Capes and Rodney Reeves, *Rediscovering Paul: An Introduction to His World, Letters and Theology* (November 21, 2017), IVP Academic; ISBN: 978-0830851911.
- Gerald F. Hawthorne and Ralph P. Martin, *Dictionary of Paul and his Letters* (November 28, 1993), IVP Academic; ISBN: 978-0830817788.

**Course Outcome Competencies:**

1. Demonstrate knowledge of the outline of Paul's Life as revealed in the Letters of Paul and the Book of Acts.
2. Demonstrate understanding of the main teachings of Paul in his letters in light of their original context, and how to apply those teachings to the lives of believers and unbelievers living in the twenty-first century.
3. Demonstrate knowledge of some of the textual and interpretive problems involved in understanding Paul's Life and Letters.

**Attendance Requirements:** My expectation is that all students participate in all required instructional activities in their courses. Online courses are no different in this regard; however, the University defines participation in a different manner. **Student “attendance” in an online course is defined as active participation in the course** as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will have, at a minimum, weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting assignments in Blackboard, or communicating with the instructor.

Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. *Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, MAY [and likely WILL] receive an F for that course.* Instructors may also file a **Report of Unsatisfactory Progress (ROUP)** for students with excessive non-participation.

Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. ***To be counted as actively participating, it is NOT sufficient simply to log in and view the course. The student must be submitting work as described in the course syllabus.*** Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

#### Course Requirements and Grading Criteria:

▪ Participation in Discussion Boards*	(10 pts per DB) 90 pts
▪ Report #1 from the Dictionary on Paul*	50 pts
▪ Midterm examination*	100 pts
▪ New Perspective on Paul [NPP] Analysis *	75 pts
▪ Report #2 from the Dictionary on Paul*	50 pts
▪ Curriculum Vita for Paul*	75 pts
▪ Final Examination*	100 pts

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**TOTAL 540 pts**

*\*Detailed information on how to complete these assignments follows in the syllabus.*

#### Galatians 2:17-21 (ESV):

**17** But if, in our endeavor to be justified in Christ, we too were found to be sinners, is Christ then a servant of sin? Certainly not! **18** For if I rebuild what I tore down, I prove myself to be a transgressor. **19** For through the law I died to the law, so that I might live to God. **20** I have been crucified with Christ. It is no longer I who live, but Christ who lives in me. And the life I now live in the flesh I live by faith in the Son of God, who loved me and gave himself for me. **21** I do not nullify the grace of God, for if righteousness were through the law, then Christ died for no purpose.

### Schedule of Topics, Readings, Examinations, and Assignments:

<b>CHRISTIAN THEOLOGY</b>			
1 - w/o* 12 Nov	S1: <i>Introduction to Paul</i>	^RP Intro	+DB1
2 - w/o 26 Nov	S2: <i>Paul and his World</i>	RP, 1	DB2
3 - w/o 3 Dec	S3: <i>Christ, Paul, and His Letters</i>	<b>REPORT 1</b>	RP, 2-3 DB3
4 - w/o 10 Dec	S4: <i>Paul as Itinerant Evangelist, Pt 1</i>	RP, 4-5	DB4
5 - w/o 17 Dec	<b>MIDTERM EXAMINATION</b>		
6 - w/o 7 Jan	S5: <i>Paul as Itinerant Evangelist, Pt 2</i>	RP, 6-7	DB5
7 - w/o 14 Jan	S6: <i>Paul as Imprisoned Evangelist</i>	<b>ANALYSIS OF NPP</b>	RP, 8 DB6
8 - w/o 21 Jan	S7: <i>Paul as Pastoral Evangelist</i>	<b>REPORT 2</b>	RP, 9 DB7
9 - w/o 28 Jan	S8: <i>Paul's Theology and Spirituality</i>	RP, 10	DB8
10 - w/o 4 Feb	S9: <i>Paul's Legacy Then and Now</i>	<b>PAUL'S CV</b>	RP, 11-12 DB9
11 - w/o 11 Feb	<b>FINAL EXAMINATION</b>		
^RP = Capes and Reeves, <i>Rediscovering Paul</i> and assigned chapters * = week of    + = Discussion Board (DB)    S = Study number			

#### Course Evaluation (Method of Determining Grade)

#### Of a TOTAL of **540** possible points:

A	540-486 points	I	INCOMPLETE**
B	485-432 points	WP	WITHDRAWAL PASSING
C	431-378 points	WF	WITHDRAWAL FAILING
D	377-324 points	W	WITHDRAWAL
F	BELOW 324 points		

\*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met. A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

**Plagiarism:** Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Academic plagiarism is the presentation of the work of another as one's own work. It is the student's responsibility to be familiar with penalties associates with plagiarism stated in the catalog.

You can avoid **PLAGIARISM** for the most part simply by citing your sources. In this class, you will be writing papers and reports. That usually involves searching through various sources for the information in your paper. Again, just cite the source and you won't be guilty of plagiarism.

More about course requirements, etc., on the following pages!

**REMEMBER . . . ONLY YOU CAN  
PREVENT PLAGIARISM**

**RLGN 4322—LIFE AND LETTERS OF PAUL**  
**GUIDELINES FOR DICTIONARY REPORTS**

These guidelines are to be used in preparing your TWO REPORTS on articles found in the textbook, *Dictionary of Paul and his Letters* edited by Gerald F. Hawthorne and Ralph P. Martin. Carefully consider each directive you prepare the reports.

**General:**

Each report shall be at least **600 but no more than 800 words**, double-spaced, Times New Roman 12 pt font, based on information found in your reading. For matters of style and form, consult WBU's *Digest of Writing* or, for more detail, Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. As religion students, you must follow this format. Remember, APA or MLA will NOT be accepted for any assignment!!

**Due date REPORT #1: End of the day, SUNDAY, 9 DEC**  
**Due date REPORT #2: End of the day, SUNDAY, 27 JAN**

**Substantive:**

It should be descriptive in approach that is, describe what you're reading. Focus on the thinking and conclusions of the various authors who wrote your articles. As you write, select quotes which adequately characterize what the author believes about the topic.

For an article to qualify for your report, it must be at least 1,500 words in length. No full article less than that, regardless of how "good" it is, or how much you want to write about it, will qualify.

You may, however, select a sub-section of a lengthy article as long as it meets the word count. For example, the article on the "Death of Christ" is lengthy. The article is composed of five sections:

1. The Centrality of Christ's Death
2. The Significance of the Cross: A Plurality of Images
3. The Death of Christ and the Purpose of God
4. The Death of Christ and the Human Condition
5. The Crucified Messiah and the Christian Life

Here, you may choose to write on, for example, the first one which is a little more than 1,800 words. Please be sure to note that you are writing on a sub-section of an article in your report.

Below are the items that *must* be in each of your two reports, *AND* the order in which you are to cover them in your reports:

1. The exact title of the article about which you are writing, page numbers, and the word count (here, include words of the article only); and/or, the sub-section of the article in question.
2. The name and academic background of the article's author (found in the dictionary).
3. A summary of the article in a descriptive manner (as noted above)
4. Two or three key references in Paul's letters that relate to your article or topic.
5. Identify at least two ways to relate your topic to the ministry of the church.

This report is to be done completely from the dictionary. There's no need for outside research or references.

**RLGN 4322—LIFE AND LETTERS OF PAUL**  
**AN ANALYSIS OF THE NEW PERSPECTIVE ON PAUL**

The New Perspective on Paul [NPP] originated in the book *Paul and Palestinian Judaism: A Comparison of Patterns of Religion* by E. P. Sanders in 1977. Below is an excerpt from a website that will be helpful in coming to terms with the NPP; you might want to read the entire article:

Sanders argued that the alleged legalism of Judaism was a scholarly myth imposed on the evidence by Christian scholars who read Judaism through jaundiced eyes. Protestants in particular tended to read the polemic against Judaism in the New Testament through the glasses of their conflict with Roman Catholicism in the sixteenth century. They projected the defective view of grace in Roman Catholicism onto Jewish sources. An objective reading of the Second Temple Jewish sources, however, demonstrated that Judaism had a robust doctrine of God's grace.

SOURCE: The Gospel Coalition; UR: <https://www.thegospelcoalition.org/blogs/justin-taylor/what-is-the-new-perspective-on-paul-how-should-it-be-assessed/>.

The assignment is *not* about E.P. Sanders. It is rather about a debate between two New Testament scholars. **N. T. Wright** and **James Dunn** pertaining to the NPP. You will find the video source for your assignment online at: <https://www.youtube.com/watch?v=cqZYbcvANhM>. The video is a brief 10 minutes and 55 seconds. But, it contains some quality information about NPP from Wright, followed by Dunn. They have opposing perspectives.

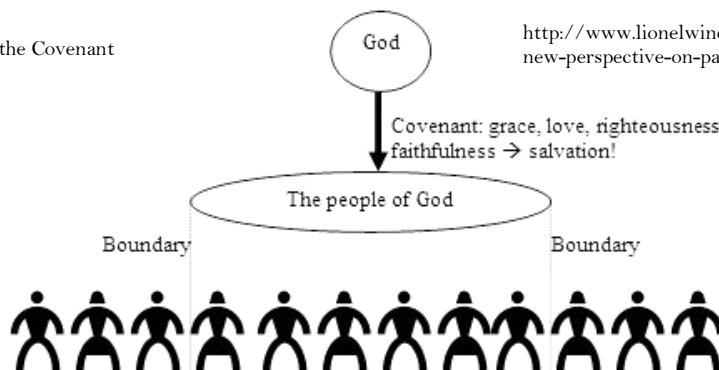
Here's the assignment:

- Listen to the video at least a couple of times, maybe more. Once you're comfortable with it, compose your paper in good form, including a cover page, footnotes as necessary, and a bibliography (which will include an entry for the video).
- Address the issues based on what you heard from Wright and Dunn:
  1. Who are these scholars? (150 words)
    - *Google* their names and offer a brief introduction of each.
  2. What is the purpose of God's covenant with Israel? (300 words)
    - Why is this an issue within the Lutheran church?
    - Do you see an implied anti-Semitism in either man?
  3. What is the role of the works of the Law? (300 words)
    - What is the meaning of the term "Pelagian" (at the 0:47 and 1:43 marks)?
  4. What is the significance of the grace of God? (300 words)
  5. Who do you think best supports the biblical concept of these ideas? (300 words)
    - What difference does this make in the life of the church?

**Due date: End of the day, SUNDAY, 20 JAN**

N.T. Wright's view of the Covenant

<http://www.lionelwindsor.net/2006/02/01/the-new-perspective-on-paul-summary-and-reflections/>



**RLGN 4322—LIFE AND LETTERS OF PAUL**  
***A CURRICULUM VITA FOR PAUL***

In the academic world, the term *curriculum vita* usually takes the place of the resume in the business world. *Curriculum vitae* or C.V. is a Latin expression which can be loosely translated as “course of life.” The C.V. in the U.S. is lengthy in order to impress a college or university who may be looking to hire someone. It includes all formal education, every position, every writing, every presentation or speech, etc. that a person has to her/his credit, along with some personal information.

This assignment is to compose a C.V. for **Paul T. Apostle**. In it, you are to include the following:

- Education (you may have to hunt for that, but it’s there)
- Experience
  - Religious work with brief explanation
  - Secular work with brief explanation
- Current vocation
- Language competencies, spoken and written
- Writings and publications
  - Titles (presented in date order)
  - Dates written and location when written
  - One or two sentence description/thesis statement
- Activities (for example, Jerusalem Council participant, audience with Agrippa, etc.)
- Personal (birthplace, citizenship, family, health, etc.)
- References

C.V.s are, as I noted above, lengthy and thorough. I’ll be looking for that although I don’t have a specific number of pages, etc. for the assignment. You may need to consult resources, like our textbook for some information; if you do, you’ll need to cite it in a bibliography. No need to place footnotes in the C.V. You may want to *Google* some examples of C.V.s to see how others have composed theirs. I’m looking for a particular format, just thorough coverage.

***Due date: End of the day, SUNDAY, 10 FEB***

**RLGN 4322—LIFE AND LETTERS OF PAUL**  
***DISCUSSION BOARDS***

Every student will write substantive comments to the questions. That means that you interact critically (= in a thinking way) with the questions. Your responses should be between 300 - 400 words. And, yes, good grammar, spelling, style, and other literary matters will count in my grading.

You are required to respond to ONE of your colleagues in a helpful, constructive manner.

I don't plan to close the discussions. However, that doesn't mean you can wait three weeks before posting. My expectation would be that you post not later than Sunday EOD following the original posting. After that, **5 points** will be deducted from the total possible points of 10; a response that is ten days after the original posting will receive **0 points**.

**THE END**