



NTST535
READINGS IN THE PAULINE WRITINGS
FALL 2021

Carlos Camarena, PhD

In this course and depending on the time spent discussing the different “readings”, four or more biblical themes in the Pauline writings, illuminated by the teachings of Jesus and as understood by the writers of the Gospels, will be examined. This course aims to transmit to the students one of the most practical methodologies so that each student may learn to extract the intended messages of any theological theme on his/her own. This methodology aims to help the student reach conclusions based solely on the biblical text as to what would have been the most probable meaning the apostle Paul wanted his original readers/hearers to understand, without the intervention of what theologians or commentators have said about them throughout history.

CLASS & CONTACT INFORMATION

Class location: [Pacific Union](#)

The offices of the Southeastern California Conference: 11330 Pierce Street, Riverside, CA 92505.

Class meeting dates: September 19-23, 2021

Class meeting times: Sunday September 19, 5:00 – 8:00 p.m.; Monday to Thursday September 20-23, 8:30 a.m. – 12:00 p.m.; 1:30 p.m. – 5:30 p.m.

Course Info: https://www.andrews.edu/sem/ihtm-spa/master/center_6.html

Instructor Tel.: 619-962-7188

INSTRUCTOR EMAIL: CARLOS.CAMARENA@SECCSDA.ORG OR CCARLOS@ANDREWS.EDU

Office hours:

COURSE PREREQUISITES

Pre-Intensive Requirements:

1. Reading report — Because this course touches on a variety of “readings” from the Pauline perspective, there is no textbook nor specific books recommended. The student is to read a variety of sources whether physical or on-line books and extract **three** selected quotes of each of the following “readings” (themes): Soteriology (justification and sanctification), Eschatology, Ecclesiology, Pneumatology, the Kingdom of God, the judgement (final or stages of), and the *Parousia*. The report should be submitted electronically via the LearningHub and to the professor’s email in MSWord by the *first day of class (September 19)*.
2. Collective learning — Students will submit their conclusions based on what they glean from the teachings of Paul (and Jesus), and solely from the biblical text (no books, commentaries or EGW) on the following themes. All assignments are due on the first day of class and must be limited to no less than three pages and no more than five, single spaced:

a) **Confirmar o corregir la teología del juicio en los siguientes himnos: “Cuando junte Jesús las naciones” (himnario adventista nuevo #311; <https://www.youtube.com/watch?v=yQGf-baYoo0>). “Cuando suene la trompeta” (#169; <https://www.youtube.com/watch?v=ckHexsMp8S8>).** Confirme o corrija el dónde, cuándo y cómo se llevará a cabo este juicio. Considere la letra de estos himnos dentro del contexto o visión del mensaje bíblico de la justificación (y el nuevo nacimiento) y lo que sucede con los justos a la segunda venida. Ilustre el proceso de juicio con algún diagrama o visual que un miembro laico pueda entender.

b) Defender o corregir la siguiente cita “Cuando el carácter de Cristo sea perfectamente reproducido en su pueblo, entonces vendrá él para reclamarlos como suyos” (Palabras de Vida del Gran Maestro, pág. 47). “When the character of Christ shall be perfectly reproduced in His people, then He will come to claim them as His own” (Christ’s Object Lessons, 69).

c) **Qué (o quiénes) es “la iglesia” y su función en Mateo?** Considere su respuesta en torno al hecho que la palabra “iglesia” (ekklesia); de las 72 veces usadas en el NT, aparecen anacrónicamente tres veces en Mateo (16:18; 18:17) cuando en realidad es un concepto pos-pentecostés usado mayormente por Pablo.

Post-Intensive Requirements

1. **Final project.** Students are to turn in their class notes organized in the manner given by the instructor in the first day of class. Students are expected to add their own comments, views or perspectives on the themes/issues discussed in class or even challenge the instructor on a given position with coherent, logical, and biblical soundness. The final day for submission will be — **December 19, 2021**. Late submission of this assignment is penalized with a 10-point deduction.

OBJETIVOS DEL CURSO

Direccionales:

1. Contribuir en la formación de pastores que se identifiquen con las verdades bíblicas como fueron presentadas por los autores del NT, con el propósito de no solo enriquecer la teología y la misión de la Iglesia Adventista del Séptimo Día, sino hacerlos teólogos en la exposición del “Escrito está”.
2. Alcanzar un entendimiento más claro sobre cómo Dios transmitió verdades eternas a través de nuestro Señor Jesucristo y la forma peculiar como quienes escribieron acerca de estas verdades en un contexto totalmente fuera del nuestro, todavía tengan relevancia para el cristiano posmoderno.
3. A través del análisis de diferentes énfasis teológicos, quede claro que ningún individuo posee toda la “verdad” y que tampoco un solo individuo, sea quien sea, posee la palabra final sobre cualquier tema.

Operacionales:

1. Habilitar al estudiante a considerar críticamente los asuntos metodológicos básicos asociados con las “teologías” del NT.
2. Desafiar al estudiante a “crear” conceptos teológicos que se cuadren con la naturaleza teológica inherente en los escritos de Pablo al considerar todo tema bíblico dentro de su contexto cultural, social, religioso, lingüístico, etc. antes de pasar a considerarlo dentro de nuestro contexto cultural, social, religioso, lingüístico, etc.
3. Desafiar al estudiante a interesarse en la literatura académica que ilumine su mundo teológico más allá de las fronteras denominacionales.

4. Habilitar al estudiante a aplicar a su vida y ministerio los descubrimientos teológicos obtenidos durante el curso.

COURSE OVERVIEW

Intensive		
Sunday, September 19	General instructions, syllabus review, course introduction.	Group questions/discussion
Monday, September 20	Three Theological Foci	Lecture
Tuesday, September 21	Readings on Christology	Lecture and class/group discussion
Wednesday, September 22	Readings on Ecclesiology	Lecture and class/group discussion
Thursday, September 23	Readings on Eschatology and Soteriology	Lecture and class/group discussion
Thursday, December 19, 2021		Final project due: the final project and all missing assignments must be posted on the LearningHub and emailed in MSWord format to: carlos.camarena@seccsda.org by midnight this day: December 19, 2021
Wednesday January 19, 2022		Late assignments receive no more than a B by midnight on this day: January 19, 2022.
Sunday, February 20, 2022		Late assignments receive no more than a C by midnight this day: February 20, 2022.
Thursday, March 13, 2022		172 days from the first day of class. Students who have not completed all intensive requirements by March 13, 2022 , will receive a F . This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.

ATTENDANCE

Attendance is required to pre-intensive on-line meetings and intensive week. When the total number of absences exceeds 10% of the total course appointments, the student may be assigned a failing grade. Late registration, work-related or vacation absences in which a student misses one or more on-line pre-intensive meetings, students must contact the professor to make arrangements for missed work. For attendance purposes, computer cameras must remain turned on during pre-intensive meetings. Camera-off will be counted as absent.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- Courses for academic masters' (e.g. MAPM]) degree include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

MPMIn Program Class Hours			
		3 Credits	Percentage Points
Contact Hours	Pre-Intensive Assignments and on-line meetings #1-3	45 hours	24
	Face to Face Instructional Time	35 hours	16
Independent Learning Activities	Pre-Intensive assignment: "Reading Paul" on the selected themes above and selection of quotes.	35 hours	20
	Post-Intensive Assignment Preparation of class notes	40 hours	40
Total:		135 hours	100

Note. To make grading fair for everyone, grades will be assigned based on the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be turned in on Learning Hub before or on the date indicated in the Course Overview above. Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be reduced in percentage points to the discretion of the instructor. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be accompanied by a valid reason as to why the work could not be done on time.

Como establecido por la Universidad y el Seminario Teológico, el curso dura **172 días** en total. El requisito final a de entregarse a los **90 días** desde el primer día de iniciar el curso (**19 de diciembre**). Para aspirar a una "B", los requisitos no pueden llegar **120 días** después de haber iniciado el curso (**19 de enero 2022**). Para aspirar a una "C", los requisitos no pueden llegar **150 días** después de haber iniciado el curso (**20 de febrero 2022**). "F" será asignada a todo alumno que no concluya todos los requisitos en **172 días** de haber iniciado el curso (**13 de marzo, 2022**).

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student finishes the course or program. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit for another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during an examination other than those explicitly allowed by the instructor.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another student during a regular or take-home test or quiz.
- Assisting others in acts of academic dishonesty.
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Use of Electronics

Courtesy, respect, and professionalism dictate that laptops (no cell phone use during class) are to be used only for class-related activities during class time. The professor, at his discretion and upon notifying the student, may consider a student as "absent" should it be confirmed that he used his/her computer for other purposes during class.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their **Andrews University e-mail**, Moodle, and iVue alerts regularly.

LearningHub Access

Your Learning Hub username and password are the same as your Andrews username and password. The following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub:

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

APPENDIX 1: INTERPRETING LETTER GRADES

THE A- to A (90-100%) GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight.

THE B- to B+ (75-89%) GRADE

The B grade is a sign that you have competently fulfilled all the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence, and professional presentation standards.

THE F GRADE

A failing grade is given when all assignments are not submitted within the dates indicated in the Course Overview Table.

EMERGENCY PROTOCOL

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

ABOUT YOUR INSTRUCTOR

Carlos Camarena (PhD), has a long history of pastoral and teaching ministry (pastor 1979-1989 and 2002-present in the Southeastern California Conference) and teaching history, formation, text, and theology of the New Testament since 1989; first at Faculdade Adventista da Bahia (formerly Instituto Adventista do Nordeste [IAENE]), Cachoeira, Bahia, Brazil, 1989-1995); contract instructor at Andrews University religion department, 1996-2001; instructor of biblical Greek, Introduction to Seminary life, and Introduction to the New Testament, Andrews University Theological Seminary 1998-2001; and since

1997, professor Camarena has been teaching for the master in pastoral ministry program, Hispanic Institute, Andrews University SDA Theological Seminary. Since 2007, Camarena has been teaching courses on New Testament interpretation for the Interamerican Division Theological Seminary (SETAI), and the same for the South American Division Theological Seminary (SALT) since 2009.

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized	Table of contents and subheading levels follow	Paper provides a table of contents and is organized	Paper provides first level headings, but	Does not provide a table of contents and	

	using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	using different subheading level. However, does not follow AU standards of written work	headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in punctuation, spelling, and sentence formation	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

