
NTST567 Theology of the English NT: Theology of the Pauline Epistles

Fall 2024

P. Richard Choi, Professor of New Testament

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	NPUC Conference Office, Ridgefield, Washington
Class meeting times:	October 20–24, 2024
Instructor Telephone:	269-429-4171
Instructor Email:	choir@andrews.edu
Office location:	Seminary N128
Office hours:	Arranged Contact Sandra Johnson at 269-471-3219 or ntst@andrews.edu to arrange a Zoom appointment.

BULLETIN DESCRIPTION OF COURSE

Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with different topics. Greek is not required for this course.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

2. Demonstrate proper biblical interpretation skills.

COURSE OVERVIEW AND ASSIGNMENT DUE DATES

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

The learning objective of this course is to equip the student with the following six CLO's through a comprehensive look at the Pauline Letters in English. The CLOs for this course are:

1. Discuss Paul's theology in an academically responsible manner.
2. Study the Letters of Paul from the perspective of the cross and its five interpretative models.
3. Understand the concepts of salvation from a Pauline standpoint.
4. Explain the significance of Paul's discussion of the law in the context of the early church from an Adventist perspective.
5. Apply exegetical tools to Pauline theology.
6. Write theological essays on Paul.

Date	Topic	Textbook References	Assignment Due	CLOs Addressed
September 15			13 Letters of Paul	
October 10		(1) Dunn, 1-389; (2) Dunn, 390-733	2 Book Reviews	
October 20	Syllabus and Overview			
October 21	The Five Models			CLO# 1-3
October 21	Salvation History	Dunn, 128-181; 461-532		CLO# 1-4
October 21	Salvation History	Dunn, 128-181; 461-532		CLO# 1-4

Date	Topic	Textbook References	Assignment Due	CLOs Addressed
October 21	Justification	Dunn, 317-389		CLO# 1-3
October 21	Justification	Dunn, 317-389		CLO# 1-3, 5-6
October 22	Sanctification	Dunn, 79-127; 390-459	Exam 1	CLO# 1-4
October 22	Sanctification	Dunn, 79-127; 390-459		CLO# 1-3, 5-5
October 22	Sanctification	Dunn, 533-562		CLO# 1-3
October 23	Reconciliation	Dunn, 533-562		CLO# 1-3
October 23	Reconciliation	Dunn, 27-50; 266-315; 461-498; 565-620		CLO# 1-3, 5-6
October 23	Apocalyptic	Dunn, 27-50; 266-315; 461-498		CLO# 1-3
October 24	Apocalyptic	Dunn, 625-733	Exam 2	CLO# 1-3
October 24	Using the Methods to Interpret the Text and Ethics			
October 24	Topics and Conclusion			CLO# 1-4, 6
November 15			Final Paper	

COURSE MATERIALS

Required Course Materials

Dunn, James D. G. *The Theology of Paul the Apostle*. Grand Rapids, MI: Eerdmans Publishing Company, 1998. ISBN # 0-8028-3844-8.

Paul the Apostle. *Romans, 1 and 2 Corinthian, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, and Philemon*. Recommended Versions: RSV, NRSV, NASB, NIV, TNIV or KJV.

Recommended:

Cullmann, Oscar. *The Christology of the New Testament*. Translated by Shirley C. Guthrie and C. A. M. Hall. Revised Edition. Philadelphia: Westminster Press, 1963.

All Biblical Language and Exegesis students are required to own either Accordance or Logos software containing at minimum:

BHS Hebrew Old Testament w. apparatus	Rahlfs' Greek Septuagint
Abridged BDB Hebrew Lexicon	NETS or Lexham English Septuagint translation
NA28 Greek New Testament w apparatus	New King James Version (NKJV)
Barclay-Newman Greek Lexicon	English Standard Version (ESV)

These are the 8 most valuable resources for in-depth biblical study made vastly more useful with the addition of computer searching capabilities.

PRE-INTENSIVE COURSE REQUIREMENTS

Thirteen Letters of Paul. For more information, see under "Guidelines for Course Assignments" below. See Appendix 3 for the submission form.

Reading Reports on the required reading.

- i. Submit two 5-page report on Dunn's book.
- ii. Expectations: See Appendix 3.

A	B	C	D	F
Excellent grasp of the concepts illustrated with appropriate examples. Well written, coherent essay. No typos or errors. Evidence of the ability to work with abstract ideas and images.	A good grasp of the concepts. A graduate level of clarity in writing.	Confusion with some concepts. Inaccuracies in information. Not always easy to follow.	Poor grasp of the concepts. Poorly written with typos and errors. Unclear arguments.	Shows no evidence that the student has read the book. None of the concepts in the book are discussed in the essay. Poorly written with many typos and errors.

REQUIREMENTS DURING THE INTENSIVE

Examinations:

Two exams will be given during the intensive, one on Tuesday and the other on Thursday at 8:00-8:50 a.m., over the lecture materials and the corresponding portions of Dunn's book. All the exams will be open-book, open-notes, and essay type. Two questions will be given per exam from which you can choose one. Each exam is worth 50 points. The exams will NOT be accumulative. On the exams, students will be expected to demonstrate a knowledge of the lecture materials (80%) and Dunn's book (20%). *Therefore, it is strongly recommended that students carefully read the required textbook before arriving on site to start the class, as there will be very little time to read it while the class is in progress or during the one-hour exam.* Inasmuch as the exam is open-notes and open-book, the grade will be based on the student's ability to demonstrate that he or she understands the material presented in class. Therefore, demonstrate on your essay that (1) you are able to produce a coherent essay on any topic discussed in the class and (b) adduce proofs from the lectures and the reading to support your arguments.

POST-INTENSIVE COURSE REQUIREMENTS

Final Paper. Detailed instructions and examples will be given on the final paper at the intensive site during lectures. Special time will be set aside each day to help you get started on the paper.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

- **Courses for professional masters' degrees** include 15 instructor contact hours and 30 hours of independent learning activities, hence 45 credits, *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.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		MAPM Program
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	34 hrs
	2 Book Reviews (5 pages each)	20 hrs
Independent Learning Activities	Reading Paul’s Letters	7 hrs
	Reading Dunn’s Book	40 hrs
	2 Exam Preparations	8 hrs
	Final Paper	25 hrs
Total Number of Hours		134 hours

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

- Average reading speed: 15-20 pages/hour for light reading not to be tested on
10-15 pages/hour for heavy reading for exams
- Writing time: 2.5 – 3 hours/double spaced page, from start to finished product
- Reflective Writing Assignment: 0.5 hour per page
- An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
2 Book Reviews	32%

2 Exams	36%
Bible Reading Report	2%
Final Paper	30 %
Total	100%

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No special arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

Submission of Assignments

- **13 Letters of Paul.** Submit on LearningHub a signed statement you have read all 13 letters of Paul on or before **September 15, 2024**
- **2 Book Reviews.** Submit both reviews on LearningHub. The due date is **October 10, 2024**. Do not submit hard copies.
- **Final Paper.** Submit on Learning Hub. The due date is **November 15, 2024**. Do not submit hard copies.
- **Exams.** Submit both exams on Learning Hub immediately after you finish them. The exams must be completed within the fifty-minute class period.

Late Submission of Assignments

- There will be a penalty of 3% per day on all late submissions.
- Students may not be allowed to register if they have not submitted all their pre-session assignments.

ABOUT YOUR INSTRUCTOR

P. Richard Choi, PhD, is a professor of New Testament Studies and chair of the New Testament Department at the Seventh-day Adventist Theological Seminary at Andrews University. His doctorate is from Fuller Theological Seminary. He serviced as a former president of the Adventist Society for Religious Studies, a Regional Coordinator for the Midwest Society of Biblical Literature, and Chair of Regional Coordinators for the Society of Biblical Literature, and as Executive Secretary of the Chicago Society of Biblical Research. He contributed the notes on Romans, 1 and 2 Corinthians, Galatians, and Philippians in the Andrews Study Bible. He is currently working on a commentary on Galatians. He is married to Louise and has two grown children. He enjoys reading, travel, classical music, ethnic foods, and golf.



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, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. 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 every time use is made of 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 a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another 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.
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ChatGPT and Generative AI Chatbots.

- Turnitin scans all student submissions for content generated by AI. If the instructor receives the red flag that the student has used an AI chatbot to generate the assignment, they will be given an oral examination concerning the content. If it is determined that the student has used an AI chatbot to generate the assignment, they will be given a failing grade for the assignment.
- Computer programs like ChatGPT often make up answers and offer false information. For a course in biblical studies and theology, what ChatGPT generates is also often too general and stereotyped and could apply to any topic. Any such papers will receive poor marks. Your submissions will be graded as is. There will be no second chance given to redo the assignment.
- The instructor is looking for your own unique voice in your assignments. It is better to submit a unique assignment with human feelings and reasoning that contains some grammatical errors than an immaculate one that has no unique voice, content, or feeling.

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

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

LearningHub Access

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

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	

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 .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

THE B GRADE

The B grade is a sign that you have competently fulfilled all of 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 essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A 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, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Salvation History

Cullmann, Oscar. *The Christology of the New Testament*. Translated by Shirley C. Guthrie and C. A. M. Hall. Revised Edition. Philadelphia: Westminster Press, 1963.

Davies, W. D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology*. 4th ed. Fortress, Philadelphia: 1980.

Dunn, James D. G. *Jesus, Paul and the Law: Studies in Mark and Galatians*. Louisville, Kentucky, 1990.

_____. *The Parting of the Ways between Christianity and Judaism and Their Significance for the Character of Christianity*. Philadelphia: Trinity Press International, 1991.

Goppelt, Leonhard. *Theology of the New Testament*. Vol. 2. Edited by Jürgen Roloff. Translated by John E. Alsup. Grand Rapids: Eerdmans, 1982.

Hultgren, Arland J. *Paul's Gospel and Mission: The Outlook from His Letter to the Romans*. Philadelphia: Fortress, 1985.

Kim, Seyoon. *The Origin of Paul's Gospel*. Grand Rapid: William B. Eerdmans, 1982; reprint ed., vol. 4 in the second series. *Wissenschaftliche Untersuchungen zum Neuen Testament*. Tübingen: J. C. B. Mohr (Paul Siebeck), 1981.

Munck, Johannes. *Paul and the Salvation of Mankind*. Atlanta: John Knox, 1959.

Räsänen, Heikki. *Paul and the Law*. *Wissenschaftliche Untersuchungen zum Neuen Testament*. Edited by Martin Hengel et al. Tübingen: J. C. B. Mohr (Paul Siebeck), 1983.

Stendahl, Krister. *Paul among Jews and Gentiles: and Other Essays*. Philadelphia: Fortress, 1976.

Thielman, Frank. *Paul & the law: A Contextual Approach*. Downers Grove, Ill.: InterVarsity Press, c1994.

Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis: Fortress, 1991.

Justification by Faith

Barth, K. *The Epistle to the Romans*. Translated by E. E. Hoskyns. London: Oxford, 1933, paperback, 1968.

Bultmann, Rudolf. *Theology of the New Testament*. 2 vols. Translated by Kendrick Grobel. New York: Charles Scribner's Sons, 1951-55.

_____. "Prophecy and Fulfillment." Translated by C. G. Greig. *Essays on Old Testament*

Hermeneutics. German edited by Claus Westermann. English edited by James Luther Mays. Atlanta: John Knox, 1979 [as paperback]. Pp. 50-75; reprint ed., *Studia Theologia* 2 (1949): 21-44; and *Zeitschrift für Theologie und Kirche* (1950): 360-83.

Conzelmann, Hans. *An Outline of the Theology of the New Testament*. Trans. John Bowden. New York: Harper and Row, 1969.

Jeremias, J. *The Central Message of the New Testament*. Philadelphia: Fortress, 1965.

Käsemann, Ernest. *Perspectives of Paul*. Translated by Margaret Kohl. Philadelphia: Fortress, 1971.

Klein, Günter. *Rekonstruktion und Interpretation: Gesammelte Aufsätze zum Neuen Testament*. München: Chr. Kaiser Verlag, 1969.

Westerholm, Stephen. *Israel's Law and the Church's Faith: Paul and His Recent Interpreters*. Grand Rapids: Eerdmans, 1988.

Sanctification/Mysticism

Dunn, James, D. G. *The Theology of Paul the Apostle*. Grand Rapids, MI: Eerdmans, 1998.

Deissmann, Adof. *Paul: A Social and Religious History*. Translated by W. E. Wilson. 2nd edition. New York: Harper and Brothers, 1926.

Roetzel, Calvin. *Paul: the Man and the Myth*. Minneapolis: Fortress, 1997.

Schnackenberg, Rudolph. *Baptism in the Thought of St. Paul: A Study in Pauline Theology*. Translated by G. R. Beasley-Murray. Oxford [Eng.]: Basil Blackwell, c1964.

Schweitzer, Albert. *The Mysticism of Paul the Apostle*. With a Prefatory note by F. C. Burkitt. Translated by William Montgomery. New York: Seabury Press, 1968, c1931.

Smedes, Lewis B. *All Things Made New: A Theology of Man's Union with Christ*. Grand Rapids: Eerdmans, 1970.

Tannehill, Robert C. *Dying and Rising with Christ. A Study in Pauline Theology*. Berlin: Töpelmann, 1967.

Reconciliation

Bruce, F. F. *The Epistle of Paul to the Romans: An Introduction and Commentary*. The Tyndale New Testament Commentaries. Edited by R. V. G. Tasker. Grand Rapids: Eerdmans, 1963.

_____. *Paul: Apostle of the Heart Set Free*. Grand Rapids: Eerdmans, 1977.

Martin, R. P. *New Testament Foundation: A Guide for Christian Students*. vol. 2. Revised edition. Grand Rapids: Eerdmans, 1978. Pp 3-307.

_____. *Reconciliation: A Study of Paul's Theology*. New Foundations Theological Library. Edited by P. Toon and R. P. Martin. Atlanta: John Knox, 1981.

Ridderbos, Herman. *Paul: An Outline of His Theology*. Translated by John R. De Witt. Grand Rapids, MI: Eerdmans Publishing, 1975.

J. Paul Sampley. *Pauline Partnership in Christ: Christian Community and Commitment in Light of Roman Law*. Philadelphia: Fortress Press, c1980.

Apocalyptic

Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress, 1984.

Ladd, George Eldon. *A Theology of the New Testament*. Grand Rapids, MI, Eerdmans, 1974. Pp 359-568.

Sanders, E. P. *Paul and Palestinian Judaism: A comparison of Patterns of Religion*. Philadelphia: Fortress, 1977.

_____. *Paul, the Law, and the Jewish People*. Philadelphia: Fortress, 1983.

Schade, Hans-Heinrich. *Apokalyptische Christologie bei Paulus : Studien zum Zusammenhang von Christologie und Eschatologie in den Paulusbriefen*. Göttingen: Vandenhoeck & Ruprecht, c1981.

Assorted

Barrett, C. K. *Paul: An Introduction to His Thought*. Louisville, KY: Westminster/John Knox Press, 1994.

Bassler, Jouette M., ed. *Pauline Theology Volume I: Thessalonians, Philippians, Galatians, Philemon*. Minneapolis, Fortress, 1991.

Furnish, Victor Paul. *Theology of Ethics in Paul*. Nashville: Abingdon, 1968.

Hay, David M. and E. Elizabeth Johnson. *Pauline Theology Volume III*. Minneapolis: Fortress, 1995.

Hay, David M. *Pauline Theology Volume II*. Minneapolis: Fortress, 1993.

Hengel, Martin. *Between Jesus and Paul: Studies in the Earliest History of Christianity*. Philadelphia: Fortress, 1983.

_____. *The Pre-Christian Paul*. Philadelphia: Trinity Press International, 1991.

Hasel, Gerhard F. *New Testament Theology: Basic Issues in the Current Debate*. Michigan: William B. Eerdmans, 1978.

Sandmel, S. *Judaism and Christian Beginnings*. New York: Oxford University Press, 1978.

Fitzmyer, Joseph. *According to Paul: Studies in the Theology of the Apostle*. New York: Paulist Press, c1993.

APPENDIX 3: ASSIGNMENT GUIDELINES

Reading Reports on the 13 Letters of Paul

A typed, signed statement stating that you have read all thirteen letters of Paul during *this* semester is due on the due date (**September 15, 2024**). Please use this form below to submit your reading reports:

Since the beginning of this semester, I, _____, have read *Romans, 1 and 2 Corinthian, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, and Philemon* in their entirety.

Signed _____. *No hand written statements will be accepted.*

Book Reviews

Dunn's book supplements the lectures, and the relevant portions of the book will be part of the exam (see above under exams for more details.) The goal of these book reviews is to demonstrate that (1) you have read the book and (2) did so thoughtfully. First review is over the material in pp. 1–389, and the second review is over the material in pp. 390-733. Each review should be **no more than 5 pages**, typed and double-spaced, 12 pitch Times Roman. It should contain the following:

- Brief summaries of the chapters. Brevity and accuracy are the key. Your ability to succinctly summarize the chapters will be valued.
- Discussion of points you found especially interesting
- Discussion of points you wish to debate. Cite the author's words verbatim if you wish to criticize the author.
- Conclusion

All borrowed material from Dunn must be enclosed in quotation marks, and accurate page numbers must be provided in parenthesis.

In the Reviews, Any quotes not enclosed in quotation marks and provided with accurate page numbers will be considered plagiarized. Avoid using AI to generate your reviews. All your submitted assignments will be run through a plagiarism checker. Any reports that contain plagiarized material, AI generated texts, false information and page numbers will receive an automatic zero.