



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

## ***Course Identification***

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Course Number : WYB3719HS/WYB6719HS  
 Course Name: Paul's ethics  
 Campus: St. George

## ***Instructor Information***

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Instructor: Ann Jervis  
 E-mail: a.jervis@utoronto.ca

## ***Course Description***

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This seminar course will provide an introduction to Paul's ethical thinking in the context of the theological fabric of his thought. It will provide an opportunity to read some of the great commentators on Paul's ethics and to discuss the interrelationship between Paul's ethics and his theology.

## ***Course Methodology***

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This is a seminar course; that is, all students are expected to fully participate in the work of discussion

## ***Course Outcomes***

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
• will have examined the basics of Paul's ethics and the theological fabric of which those ethics are a part;	Reading Notes and Reflections	<b>MTS: 1.1, 2.1</b> <b>MDiv: 1.1, 2.1</b>
• will recognize and interpret particular approaches to Paul's ethics;	Leading Discussion of a book	<b>MTS: 1.1, 2.3</b> <b>MDiv: 1.1, 2.1</b>

• will have practiced orally communicating aspects of Paul's ethics.	Class participation	<b>MTS:</b> 2.3 <b>MDiv:</b> 2.1
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***AD Outcomes:***

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
• will have examined the basics of Paul's ethics and the theological fabric of which those ethics are a part;	Reading Notes and Reflections	<b>PhD:</b> 1.1 <b>MA:</b> 1.1 <b>ThM:</b> 1.1 <b>DMin:</b> 1.1
• will recognize and interpret particular approaches to Paul's ethics;	Leading Discussion of a book	<b>PhD:</b> 1.1 <b>MA:</b> 1.1 <b>ThM:</b> 1.1 <b>DMin:</b> 1.1
• will have practiced orally communicating aspects of Paul's ethics.	Class participation	<b>PhD:</b> 1.1 <b>MA:</b> 1.1 <b>ThM:</b> 1.1 <b>DMin:</b> 1.1

***Course Resources***

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**Required Course Texts** (Available at U. of T. bookstore)

- V. P. Furnish, *Theology and Ethics in Paul*. Nashville: Abingdon, 2009.
- M. J. Gorman, *Inhabiting the Cruciform God. Kenosis, Justification, and Theosis in Paul's Narrative Soteriology*. Grand Rapids: Eerdmans, 2009.
- S. Eastman, *Paul and the Person. Reframing Paul's Anthropology* Grand Rapids: Eerdmans, 2017).
- Course Packet (online on Quercus)

## ***Class Schedule***

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**Week 1 (January 10)** Introduction.

**Week 2 (January 17)** The Social Context of Paul's Ethics

*Readings:* W. Meeks, *The Moral World of the First Christians* (Philadelphia: Westminster, 1986): pp. 19–39; 97–136. On reserve for leader at: Graham Library.

Paul, *Philemon*.

**Week 3 (January 24)** Parallels with Jewish Traditions

*Readings:* P. Tomson, *Paul and the Jewish Law. Halakha in the Letters of the Apostle to the Gentiles* (Minneapolis: Fortress, 1990): pp. 1–30; 97–124. On reserve for leader at: Graham Library

Paul, *1 Corinthians*.

**Week 4 (January 31)** Parallels with Graeco-Roman Ideas

*Readings:* A. Malherbe, *Paul and the Thessalonians* (Philadelphia: Fortress, 1987): pp. 61–94. On reserve for leader at: Graham Library.

Paul, *1 Thessalonians*.

**Week 5 (February 7)** Parallels with Graeco-Romans Ideas

*Readings:* T. Engberg-Pedersen, *Paul and the Stoics* (Edinburgh: T&T Clark, 2000): pp. 33–70; 293–304. On reserve for leader at: Graham Library.

Paul, *Philippians*.

**Week 6 (February 14)** The Teaching of Jesus in Paul's Ethics

*Readings:* W. D. Davies, *Paul and Rabbinic Judaism*, Fourth ed. (Philadelphia: Fortress, 1980): pp. 147–176. On reserve for leader at: Graham Library.

Paul, *Colossians*.

**Week 7 (February 21)** Reading Week.

**Week 8 (February 28)** The Teaching of Jesus in Paul's Ethics

*Readings:* D. Wenham, *Paul. Follower of Jesus or Founder of Christianity?* (Grand Rapids: Eerdmans, 1995): pp. 1–8; 373–402. On reserve for leader at: Graham Library.

Paul, *2 Corinthians*, chapters 1–9.

**Week 9 (March 7)** Theological Ethics

*Readings:* V. P. Furnish, *Theology and Ethics in Paul* (Nashville: Abingdon, 2009): pp. 162–80; 207–41.

Paul, *2 Corinthians*, chapters 10–13.

### **Week 10 (March 14)** Anthropological Ethics

Readings: S. Eastman, *Paul and the Person. Reframing Paul's Anthropology* (Grand Rapids: Eerdmans, 2017): pp. 1-26, 85-105, 151-175.

Paul, *Galatians*.

### **Week 11 (March 21)** Paul as Critic of Empire

Readings: N. Elliott, *The Arrogance of Nations. Reading Romans in the Shadow of Empire* (Minneapolis: Fortress, 2008): pp. 1–23; 59–85. On reserve for leader at: Graham Library.

Paul, *Romans*, chapters 1–8.

### **Week 12 (March 28)** Theological Ethics

Readings: M. J. Gorman, *Inhabiting the Cruciform God. Kenosis, Justification, and Theosis in Paul's Narrative Soteriology* (Grand Rapids: Eerdmans, 2009): pp. 105–60.

Paul, *Romans*, chapters 9–16.

### **Week 13 (April 4)** Closing Discussion

## ***Evaluation***

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### **Requirements**

1. *Leading Discussion*: Each student will lead discussion of a book (20%).

The leader's pedagogical goal is to summarize the entire book so that the rest of the class, which will have read only the portion in the course packet, will understand the context of the portion they have read and how it fits into the book's overall argument or claims. Excellent preparation for discussion leadership will include addressing:

- What does the class need to know from the rest of the book so as to understand well the portion they were assigned?
- What are the most interesting claims and/or observations of this book?
- Does this book help me/us appropriate Paul's ethics today, either by understanding his ethics better or applying them now?

Leaders are to hand in their presentation in written form to the professor at the end of the class at which they lead discussion.

2. *Reading Notes and Reflections*: Students are required to hand in three sets of reading notes and reflections. Students can choose which weeks they do so. However, they must hand in at least one set per month during January, February and March. If students wish to hand in more than one per month, that is fine. The point is that at the very least, by the end of the first month of class, students must have handed in no less than one set; by the end of the second month, no less than two sets, and by the end of the third month, no less than three sets.

Each set of reading notes and reflections should be 6 pages for Basic Degree students and 9 pages for Advanced Degree students. Each set is worth 20%.

For BD students 1/3 of the grade for each set will be for the reading note portion and 2/3 of the grade for each set will be for the reflection portion.

For AD students 1/4 of the grade for each set will be for the reading note portion and 3/4 of the grade for each set will be for the reflection portion.

- a) The reading notes portion of the assignment is a summary and critique of the reading for the week in the course packet. This portion should be no more than 2 pages. (This length is the same for BD and AD students).
- b) The reflection portion of the assignment is a mini-essay on the Pauline reading assigned for the week. The questions to be addressed to the Pauline reading are:
  - What aspects of character is Paul attempting to form in the Christian community to which he is writing?
  - What behaviour does Paul advise and how is this related to the character he is seeking to form?
  - What convictions (based on this Pauline writing alone) do I think Paul holds that have shaped his understanding of the best character and behaviour?

It is expected that some secondary material (two to three articles or books for BD students; 5-6 for AD students) will be consulted and acknowledged in the mini-essay portion of the assignment. This portion of the assignment should be 4 pages for BD students and 7 pages for AD students.

3. *Class Participation.* (20%) All students must participate in discussion. All students are required to read and be prepared to discuss the material in the course packet and the Pauline text assigned for the week. As a significant portion of the final grade is assigned to contributing to the seminar, students must keep up with their reading and study and be willing to offer their thoughts during the seminar.

## Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty

AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### ***Policies***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at **Crux Books**