



WYB 2751HS – The Epistle to the Romans
Wycliffe College
Toronto School of Theology
Summer, 2017

Instructor Information

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Course Identification

Course Number: WYB 2751
Course Name: The Epistle to the Romans
Course Location: On-Line Instruction
Prerequisites: WYB 1501H or equivalent

Course Description

An exegetical study of Paul's letter to the Romans analyzing rhetorical and social structures, and theological issues. This analysis will attempt to grasp the movement of Paul's thought and the logic that led him from section to section. It will consider the historical context of both Paul and the Roman Christians for whom he wrote. Furthermore, this course will address the implications Paul's letter has for ethics and praxis in the church today. This course is an online course that will use Blackboard to facilitate teaching, online discussions and participation, as well as individual reading and research assignments

Course Resources

Required Course Texts

Ben Witherington III with Darlene Hyatt, *Paul's Letter to the Romans: A Socio-Rhetorical Commentary* (Grand Rapids: William B. Eerdmans Publishing Company, 2004)—405 pages

Douglas J. Moo, *Encountering the Book of Romans: A Theological Survey* 2nd Edition (Grand Rapids: Baker Academic, 2014)- 240 pages

The New Revised Standard Version of the Bible (including Apocrypha/Deuterocanonicals)
(available <http://www.nrsv.net/harper/nrsv-e-bibles/>)

Not a Required Text, but for Reference on Biblical Exegesis

John A. Bertone, *Finding God in Scripture* (Eugene, OR: Wipf and Stock, 2016)- 204 pages

Course Website(s)

Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>.

Course Learning Objectives

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have acquired the following levels of knowledge:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual M.Div. and MTS programs:
<ul style="list-style-type: none">outline the unique rhetorical strategy Paul employs and explain how it serves the argument of the letter	<ul style="list-style-type: none">group discussion/lecturesfinal research papercourse as a whole	MDiv: 1.2, 1.7, 2.1, 2.2 MTS: 1.2, 1.7, 2.1, 2.2
<ul style="list-style-type: none">identify and discuss the theological contribution of Romans	<ul style="list-style-type: none">group discussions/lecturesbook review/comparative analysisexegesis paper	MDiv: 1.7, 2.1, 2.2 MTS: 1.7, 2.1, 2.2
<ul style="list-style-type: none">identify the historical context of Paul's letter to the Romans and outline the process of biblical exegesis	<ul style="list-style-type: none">group discussions/lecturesassigned readingsexegesis paper	MDiv: 1.2, 1.7, 2.1, 2.2 MTS: 1.2, 1.7, 2.1, 2.2

<ul style="list-style-type: none"> demonstrate how Paul's correspondence to the Romans is applicable for today 	<ul style="list-style-type: none"> lectures/ group discussion exegesis paper 	MDiv: 2.1, 2.2, 2.3, 2.4, 3.1, 3.3 MTS: 2.1, 2.2, 2.3, 2.4, 3.1, 3.3
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Evaluation

Requirements

The final grade for the course will be based on evaluations in these areas.

20% *Book Review/Comparative Analysis*

30% *Exegesis Paper*

50% *Online Class Participation*

Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)

B (73-76)

B- (70-72)

Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Book Review/Comparative Analysis: DUE: Friday, July 28, 2017 Worth 20% of final grade
Length: 4-6 pages; Submitted by email to the professor

Reading and Analysis: compare the two commentaries and discuss their respective approaches. Students will read both Witherington's, *Paul's Letter to the Romans: A Socio-Rhetorical Commentary* and Moo's, *Encountering the Book of Romans: A Theological Survey* and will engage in a critical assessment of the respective approaches and methodologies employed in each book, considering both the relative strengths and/or weaknesses of each (not merely a summary of each approach). The assigned task is intended to foster students' analytical skills and to expose them to alternate interpretive methods.

Book Review/Comparative Analysis Standards

A good book review will include *three main parts*. The *first* is a brief characterization of the books. That is, what kind of books are they – e.g. a collection of essays, a technical study, a broad introduction, a doctoral dissertation, etc. – for whom is it intended – e.g. a popular audience, students, professional scholars, etc. – and what were the circumstances of the books' publication – e.g. the proceedings of a scholarly conference, a response to a previous book as

part of an ongoing debate, etc. This part should be brief. The *second* part is a clear and concise summary of the books' main ideas. You will not be able to describe all of the books' arguments and sub-arguments, but you must describe the main thrust of the primary theses. Describe each book's methodology; i.e. a rhetorical analysis or theological analysis. One or two examples can be helpful at this point. This part should occupy just over half of the review. The *third* part is a critical evaluation (this is the most important part of the analysis). This is not meant to be merely your opinions or feelings about the book, but must constitute a critical engagement with the books' main theses and methodologies. You can discuss the general plausibility of the theses, the validity of the method(s) used to argue these theses, the legitimacy of the evidence offered in support, the soundness of the logical conclusions, and the value of the theses to the field. Be sure to give a sympathetic reading, including confining your critique to issues that the author intended to address and not paying excessive attention to matters outside of the main point. You may, at the end, include brief comments about the physical qualities of the books, such as typographical errors, binding, price. The format of the book review should include the following: do not include a title page; type the bibliographical information (author's name, title, publication data) at the top of the first page; double space the main text; print your own name and college at the bottom of the last page.

Exegesis Paper : DUE: Monday, August 21, 2017

Worth 30% of final grade

Length: 6-8 pages; Submitted by email to the professor

This paper is based upon a passage in Paul's Epistle to the Romans (6-8 verses).

Instructions: This exegetical paper should have a clear thesis statement, an outline of the passage and an explanation of how it relates to the thesis statement, explain the meaning of a passage, taking into consideration the historical context of both Paul and the Roman Christians. The analysis should consider both the immediate and broader contexts in the letter, Paul's proposition, and the purpose for which the letter was written. Word studies should take into account both Jewish and Greek usage. Those who know Greek and Hebrew are encouraged to use their language skills at all relevant points in the paper. One page of the paper must be devoted to the applicability of Paul's message to the modern church and Christian life. The paper should demonstrate thoughtful reflection, analysis and should consider alternate interpretations in fairness and at length.

Exegesis Paper Standards

The purpose of this research paper is to give you the opportunity to explore in a scholarly manner a thesis (proposition) concerning the Epistle to the Romans. You should begin by giving a clear explanation of your thesis, a description of the question that your thesis addresses, and an outline of the method you will use to prove it. Next, you should provide a representative survey of the history and state of scholarly opinion on the subject. Then you should present the arguments and supporting evidence for your thesis. This section should constitute the bulk of your paper. In an exegetical essay, you should think about things like the meaning of words or imagery, thematic or argumentative development, use of Scripture (by the author), relation to literary context, etc. Some space at least should be devoted to the question of historical background. Try to devote around three-quarters of your paper to questions such as these. The rest of your paper should be your own reflections on what these issues can or should mean to us

in our own contemporary context. Ask the “So What?” question. Ask yourself, “Why is what I have learned important? What (specific) bearing do the results of my study have on my life? Is there a theological truth to be affirmed? Is there a course of action to be recommended with respect to ethics, discipleship, worship, etc.?” You may find that you focus on issues of a more personal nature, but you could also find yourself thinking about the Church (local or universal), or about the society in which we live and work.

Note: some Biblical study resources can be accessed through the main college website. Go to Current Students, and then Biblical Studies tools.

You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007). Available at Crux Bookstore.

Note: The bibliography and footnotes should indicate that you have consulted at least four secondary sources.

Please Note:

- a. Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft.
- b. Plagiarism is a serious offence. *The **minimum** penalty for a plagiarized paper is the grade of zero.* If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you *must* acknowledge your sources.

Late work. Basic Degree students are expected to hand in assignments by the date given in the course outline. For every day it is late, the grade will be reduced by 1/2 of a letter grade (e.g., a B+ will drop to a B for one day late). This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Online Class Participation Worth 50% of your final grade

In four of the 8 weeks (w/o July 3, w/o July 17, w/o July 31, w/o Aug 14) a question will be posted on Monday morning relevant to the module for the week. Students are required to make three substantial contributions to each question. The first of these must be posted by end of Friday and the remaining two by the close of the day the following Tuesday, after which the thread closes. Discussion should make reference, as appropriate, to material from the lectures and/or the assigned readings.

Online Class Participation Standards

This course will use Blackboard to facilitate online discussion of the course content. In subjects such as biblical studies, however, the course objectives encompass more than just the raw data of the content: at their heart is the experience of learning. Integral to this experience is your interaction with the community of learners. At very least this assumes the exchange of what you can teach others with what you can learn from them, but also looks to the unique development of thought that occurs when a group of people work through an idea together. Your active and thoughtful participation in the online discussion is therefore essential both to your learning experience and that of your peers. Without it, you will be deemed to have not met the goals of the course.

Course Policy

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/policies/grading.htm>) or college grading policy.

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/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). 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).

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>).

Back-up copies. Please make back-up copies of essays/assignments before handing them in.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule

Key to Readings:	NRSV= <i>New Revised Standard Version</i> of the Bible W= Witherington and Hyatt, <i>Paul's Letter to the Romans</i> M= Moo, <i>Encountering the Book of Romans</i>
Week 1 (w/o July 3) (online discussion)	Introduction to the Epistle to the Romans W 1-25; M 3-20 The "Gospel" According to Paul NRSV Rom 1:1-17; W 29-57; M 21-36
Week 2 (w/o July 10)	God's Wrath on Humankind : "No One Righteous" NRSV Rom 1:18-3:20; W 58-98; M 37-64 Righteousness of God Apart from the Law: Abraham as an Example NRSV Rom 3:21-4:25; W 99-130; M 65-82
Week 3 (w/o July 17) (online discussion)	Justified Christians and Reconciliation with God NRSV Rom 5:1-6:23; W 131-174; M 83-102 Law Intended for Life, But Resulted in Death NRSV Rom 7:1-25; W 175-206; M 103-114
Week 4 (w/o July 24) (Book Review/ Comparative Analysis: Due Friday, July 28, 2017)	New Life in the Spirit NRSV Rom 8:1-39; W 207-235; M 115-128 Israel, the Gentiles, and the Righteousness of God NRSV Rom 9:1-10:21; W 236-264; M 129-148
Week 5 (w/o July 31) (online discussion)	The Future of Israel NRSV Rom 11:1-36; W 264-279; M 149-160
Week 6 (w/o Aug 7)	Christian Life is to be Worship Paid to God NRSV Rom 12:1-13:14; W 280-324; M 161-176
Week 7 (w/o Aug 14) (online discussion)	The Duty of Love Owed By the Strong in the Community to the Weak NRSV Rom 14:1-15:13; W 325-349; M 177-190
Week 8 (w/o Aug 21) (Exegesis Paper: Due Monday, Aug 21, 2017)	Paul's Future Plans, Prayers, and Greetings NRSV Rom 15:14-16:27; W 350-405; M 191-198

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