



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

Course Number : WYB2756HF
Course Name: Romans
Campus: St. George

Instructor Information

Instructor: Ann Jervis Jon Clemens
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Office Hours: by appointment

Course Prerequisites or Requisites

An Introductory course on the New Testament

Course Description

The course will work through Romans consecutively, doing a close reading of the Biblical text and engaging with influential scholarly literature on Paul in general and Romans in particular.

Course Methodology

Lectures, tutorials, readings, in-class presentations, paper

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• The student will gain knowledge of the text of Romans, and of some of the	Lectures, readings, tutorials	MTS: 1.1 MDiv: 1.1

important issues that scholars have identified in regards to it;		
• The student will gain competence in understanding some central Pauline themes;	Lectures, readings, tutorials	MTS: 1.1 MDiv: 1.1
• The student will gain competence in using and evaluating commentaries and scholarly work on the Bible;	In-class presentations, paper	MTS: 2.1, 2.3 MDiv: 2.1
• The student will gain comfort in taking leadership in speaking about the Bible in a group setting.	In-class presentations	MTS: 2.3 MDiv: 2.2

Course Resources

Required Course Texts [*Available at Crux Books*]

- Johnson, L. T., *Reading Romans. A Literary and Theological Commentary*. New York: The Crossroad Publishing Company, 1997
- M. J. Gorman, *Reading Paul*. Eugene, Oregon: Cascade Books, 2008.

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>. Students who have trouble accessing Blackboard should ask Tom Power for further help.

Class Schedule

Week 1 (September 17) Introduction.

Week 2 (September 24) *Romans* 1:1–17. *Readings*: Rom. 1:1–17; Commentary of your choice on Rom. 1:1–17; Johnson, pp. 1–30; Gorman, Chs. 1 and 2. **Elliott, N. *Liberating Paul. The Justice of God and the Politics of the Apostle*. Sheffield: Sheffield Academic Press, 1995, pp. 3–19; 181–204; and 214–216.**

Week 3 (October 1) *Romans* 1:18–2:29. *Readings*: Rom. 1:18–2:29; Commentary on Rom. 1:18–2:29; Johnson, pp. 31–41; Gorman, Ch. 3; **Boyarin, D. *A Radical Jew. Paul and the Politics of Identity*. Berkeley: University of California Press, 1994, pp. 39–56; 228–42.**

Week 4 (October 8) *Romans* 3:1–31. *Readings*: Rom. 3:1–31; Commentary on Rom 3:1–31; Johnson, pp. 41–65; Gorman, Ch. 4; **Sanders, E. P. *Paul and Palestinian Judaism. A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977, pp. 474–97; and L. Ann Jervis, “Divine Retribution in Romans,” *Interpretation: A Journal of Bible and Theology* Vol. 69, no. 3 (July, 2015), pp. 323–37.**

Week 5 (October 15) *Romans* 4:1–25. *Readings:* Rom. 4:1–25; Commentary on Rom. 4:1–25; Johnson, pp. 67–81; Gorman Ch. 5; Käsemann, E. “The Faith of Abraham in Romans 4,” in *Perspectives on Paul*. Philadelphia: Fortress, 1969, pp. 79–101. [class led by Jon Clemens]

Mid-Term Study Due at Beginning of Class.

Week 6 (October 22) *Romans* 5:1–21. *Readings:* Rom. 5:1–21; Commentary on Rom. 5:1–25; Johnson, pp. 83–99; Gorman, Ch. 6; A. K. Grieb, *The Story of Romans. A Narrative Defense of God’s Righteousness*. Louisville: Westminster John Knox Press, 2002, pp. 56–66; R. Bultmann, *Theology of the New Testament*, Vol I. Trans. By K. Grobel. New York: Charles Scribner’s Sons, 1951, pp. 246–59.

Week 7 (October 29) Reading Week.

Week 8 (November 5) *Romans* 6:1–23. *Readings:* Rom. 6:1–23; Commentary on Rom. 6:1–23; Johnson, 101–12; Gorman, Ch. 7; Sampley, P. *Walking Between the Times*. Minneapolis: Fortress, 1991, pp. 7–33.

Week 9 (November 12) *Romans* 7:1–25. *Readings:* Rom. 7:1–25; Commentary on Rom. 7:1–25; Johnson, pp. 112–23; Gorman, Ch. 8; Luther, M. *Commentary on Romans*. Trans. by J. Theodore Mueller. Grand Rapids: Kregel Publications, 1954. Chapter 7; Stendahl, K. “The Apostle Paul and the Introspective Conscience of The West,” in *Paul Among Jews and Gentiles*. Philadelphia: Fortress, 1980, pp. 78–96.

Week 10 (November 19) *Romans* 8:1–39. *Readings:* Rom. 8:1–39; Commentary on Rom. 8:1–39; Johnson, pp. 125–48; Gorman, Ch. 9; B. Gaventa, “Interpreting the Death of Jesus Apocalyptically: Reconsidering Romans 8:32,” in *Jesus and Paul Reconnected. Fresh Pathways into an Old Debate*. Ed. by T. D. Still. Grand Rapids: Eerdmans, 2007, pp. 125–45.

Week 11 (November 26) *Romans* 9:1–11:36. *Readings:* Romans 9:1–11:36; Commentary on Rom. 9:1–11:36; Johnson, pp. 149–86; Gorman, Ch. 10; Sanders, E. P. *Paul, the Law, and the Jewish People*. Philadelphia: Fortress, 1983, pp. 171–206.

Week 12 (December 3) *Romans* 12:1–15:7. *Readings:* Romans 12:1–15:7; Commentary on Rom. 12:1–15:7; Johnson, pp. 187–221; Gorman, Ch. 11; S. Westerholm, *Preface to the Study of Paul*. Grand Rapids: Eerdmans, 1997, pp. 115–25. R. J. Karris, “Romans 14:1–15:13 and the Occasion of Romans,” in *The Romans Debate*. Ed. by K. P. Donfried. Minneapolis: MN: Augsburg Publishing House, 1977, pp. 75–99.

Week 13 (December 10) *Romans* 15:8–16:27. *Readings:* Romans 15:8–16:27; Commentary on Rom 15:8–16:27; Johnson 221–39; Gorman, Chs. 12 and 13; Sze-kar Wan, “Collection for the Saints as Anticolonial Act,” in *Paul and Politics*. Ed. R. A. Horsley. Harrisburg, Penn.: Trinity Press, International, pp. 191–215; A. D. Clarke, “Jew and Greek, Slave and Free, Male and Female: Paul’s Theology of Ethnic, Social and Gender Inclusiveness in Romans 16,” in *Rome in the Bible and the Early Church*. Ed. by P. Oakes. Grand Rapids: Baker Academic, 2002, pp. 103–25.

Week 14 (December 17) *Final Assignment Due By 5 PM.*

Evaluation

Requirements

1. Attendance at class and active participation in tutorials (10%). It is expected that students will attend every class and tutorial. If there is an urgent reason why you cannot be in attendance, you must contact the professor (preferably ahead of time) to explain.

Each week students are required to read:

- i) the selected passage of Romans;
- ii) a commentary of their choice (from the list which follows) on that passage;
- iii) the assigned readings from Johnson
- iv) the assigned readings from Gorman;
- v) and the assigned readings from the course packet

(*in that order*).

2. Leadership in Tutorials

1. In tutorials designated students will be responsible for saying what they found puzzling about the Romans passage when first read, and then how (or if) Johnson and your chosen commentary addressed the issue(s). When discussing Johnson and the commentary it is important for you as students to identify what questions these works asked about the passage that you yourselves had either not thought of, or found insignificant. It is also important to note how Johnson and/or your commentary opened up new avenues of thought.

That is, leaders should:

- i) identify what puzzled you when you first read the assigned passage from Romans;
- ii) describe whether or not Johnson and/or your chosen commentary addressed this puzzle;
- iii) identify what Johnson and the commentary focused on which you had not thought of, or had found unimportant; and where these works of scholarship provided new insights.

This presentation will take *no longer* than ten minutes, leaving *five minutes for tutorial discussion*. The leader is required to have prepared directive questions to help the class engage in discussion. **NOTE:** The grade depends on *both* the review *and* discussion leadership

Worth 15%

2. At the same tutorial another designated student will be responsible for reviewing (summarizing and critiquing) the assigned reading(s) [in some weeks there is more than one article/chapter] from the course packet. The readings to be reviewed are signified in the syllabus by being in a **distinctive font**.

As tutorial leader, it is permissible to choose only one reading to focus on, but if that is the choice you make, give a two to three sentence rationale which indicates that you had read the other readings and the reason you chose the one you now are focusing on.

NOTE: All students must read *all* the readings.

An excellent review will state the main points and big ideas in the reading(s) and offer, on the basis of your own knowledge of Paul and/or Romans, an appreciation or critique.

This presentation will take *no longer* than ten minutes, leaving *five minutes for tutorial discussion*. The leader is required to have prepared directive questions to help the class engage in discussion (15%). NOTE: The grade depends on *both* the review *and* discussion leadership.

The remaining tutorial time will be a discussion of the reading from Gorman, led by the professor. All students are expected to have done all the readings and to participate in discussion.

3. Mid-Term Study: A 5 page study on the ‘righteousness of God’. DUE Oct. 22 at beginning of class. Worth 35%.

Read: [These books are on reserve at Graham Library, or are in reference there]

N. T. Wright, *What Saint Paul Really Said. Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids: Eerdmans, 1997, pp. 95–111.

Theological Dictionary of the New Testament, Vol II, δικαιοσύνη pp. 192–8, 202–10. NOTE: Use the 1964 not the 1985 edition.

“Righteousness, Righteousness of God,” in *Dictionary of Paul and His Letters*. Ed. G. F. Hawthorne and R. P. Martin. Downers Grove, Ill: InterVarsity Press, 1993, pp. 827–37.

Instructions:

The paper must include the following sections:

(As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Describe the various meanings of ‘righteousness of God’ (40%). Put this in your own words. Synthesize *in your own language* what you have learned from the assigned reading.
2. Study Rom 1:16-17, along with your commentary and Johnson, and any other relevant secondary sources of your choice (approximately 3-5). Present your understanding of what Paul is saying in these verses about the righteousness of God. (50%).
3. Ideas for preaching, teaching or further study (10%).

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.
- c) Note: some Biblical study resources can be accessed through the main college website. Go to Current Students, and then Biblical Studies tools.
- d) 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, 2013). Available at Crux Bookstore.

4. Final assignment: DUE: December 17 by 5 p.m. Worth 30%.

This assignment may be in the form of an academic paper, which is either exegetical or thematic; a Bible study series; a sermon and the back-up exegetical work with bibliography; or some other project you suggest to the professor. Please consult the professor before beginning your final assignment.

Commentaries: (Buy a commentary of your choice from the following list)

Achtemeier, P. *Romans*. Interpretation. Atlanta: John Knox, 1985.

Barrett, C. K., *The Epistle to the Romans*. Rev. ed. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1991.

Barth, K. *The Epistle to the Romans*. Translated from the 6th ed. London: Oxford University Press, 1933.

Cranfield, C. E. B. *The Epistle to the Romans*. ICC. 2 Vols. Edinburgh: T & T Clark, 1975, repr. 1985.

Dunn, J. D. G. *Romans* 2 Vols. Dallas, TX: Word Books, 1988.

Fitzmyer, Joseph A. *Romans A. New Translation with Introduction and Commentary*. New York: Doubleday, 1993.

Jewett, R. *Romans*. Minneapolis: Fortress Press, 2007.

Keck, L. E., *Romans*. Nashville: Abingdon, 2005.

Matera, F. *Romans*. Grand Rapids, MI: BakerAcademic, 2010.

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

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).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Bibliography

- Achtemeier, P. *Romans*. Interpretation. Atlanta: John Knox, 1985.
- Barrett, C. K., *The Epistle to the Romans*. Rev. ed. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1991.
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- Dunn, J. D. G. *Romans* 2 Vols. Dallas, TX: Word Books, 1988.
- Fitzmyer, Joseph A. *Romans A. New Translation with Introduction and Commentary*. New York: Doubleday, 1993.
- Jewett, R. *Romans*. Minneapolis: Fortress Press, 2007.
- Keck, L. E., *Romans*. Nashville: Abingdon, 2005.
- Matera, F. *Romans*. Grand Rapids, MI: BakerAcademic, 2010.