



Course Syllabus
WYB3743/6743HF: Paul's Letter to the Galatians
Wycliffe College
Toronto School of Theology
Fall 2023

Instructor Information

Instructor: Stephen Chester, PhD.
Office Location: Room 225, Wycliffe College: 5 Hoskin Avenue
Telephone: Office: (416)-946-3544
E-mail: schester@wycliffe.utoronto.ca
Office Hours: Thursday, 2pm – 5pm or by appointment

Course Identification

Course Number: 3000/6000 level
Course Format: *In-class*
Course Name: Paul's Letter to the Galatians
Course Location: St George Campus, Wycliffe College (5 Hoskin Avenue):
Class Times: Tuesday, 10am – 1pm
Prerequisites: 3000 Level: one of the New Testament Intro classes, either WYB1501H or WYB2660H (or equivalent)
6000 Level: knowledge of New Testament Greek

Course Description

The course will introduce students to the text of Galatians and to issues surrounding its interpretation. A range of scholarly debates about Galatians will be introduced, reflecting the significance of the letter for understanding Paul's theology, especially his soteriology (justification by faith, participation in Christ), his ecclesiology (Jews and Gentiles as one people of God), and his engagement with Judaism and the law. Attention will also be paid to the historical issues surrounding the date and destination of Galatians and to reconstructions of the crisis that prompted Galatians, especially the identity of Paul's opponents. Other issues to be explored include Paul's use of Scripture and the work of the Spirit in the life of the church. This course also aims to assist students in appreciating the relevance of Galatians for contemporary contexts.

Course Resources

Required Course Texts/Bibliography

- Peter Oakes, *Galatians* (Grand Rapids: Baker, 2015)
- Mark D. Nanos (ed.), *The Galatians Debate* (Grand Rapids: Baker, 2019)
- Mark W. Elliott, Scott J. Hafemann, N.T. Wright and John Frederick (eds.), *Galatians and Christian Theology* (Grand Rapids: Baker, 2014)

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Jeffrey Hocking, jhocking@wycliffe.utoronto.ca, for further help.

Course Methodology

The class is geared towards exploring significant issues in the scholarship of Galatians while engaging closely with the text of the letter. Class sessions will be organized around a mixture of lectures on the text and seminar-style discussion of major issues in interpretation. The lectures will provide students with an orientation to the unfolding of the argument of Galatians, especially to features of the text that prompt strong exegetical disagreement. The seminar discussions will explore selected critical issues in detail, teasing out their theological implications and contemporary relevance. As well as undertaking assigned readings relating to the topics covered by the seminars, students will complete exegetical worksheets in preparation for lectures. This will involve the use of the required commentary and at least one other commentary. In this way students will have exposure both to a single commentary on the letter (and to the way in which an interpretation of the letter as a whole may be constructed) and to a cross-section of the several excellent commentaries on Galatians now available (and hence to a breadth of perspectives on the interpretation of the letter). The emphasis of the lectures, text seminars, and assessments is upon exegetical and theological interpretation, with the history of reception treated as a significant component of this task. The learning of the class builds towards a final research paper in which students critically evaluate a major issue in the interpretation of the letter.

Course Learning Outcomes: Basic Degree

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv):
critically assess scholarly debates concerning the nature of the crisis that provoked the writing of Galatians.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	MTS: 1.1, 1.2 MDiv: 1.1, 1.2

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
analyze major issues addressed in the letter to the Galatians, especially justification by faith, the incorporation of Gentiles into the people of God, and the ethics of the Spirit.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	MTS: 1.1, 2.1 MDiv: 1.1, 1.2, 2.1, 2.2
propose their own critically informed exegesis of selected texts from Galatians.	Exegetical worksheets, text seminars, short paper	MTS: 1.1, 2.1 MDiv: 1.2, 2.1, 2.2
evaluate the significance of Galatians for understanding the nature of the Christian gospel, both in the history of reception and contemporary contexts.	Lectures, text seminars, short paper, research paper	MTS: 1.4, 2.1 MDiv: 1.6, 2.1

Course Learning Outcomes: Advanced Degree

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	critically assess scholarly debates concerning the nature of the crisis that provoked the writing of Galatians.	Lectures, exegetical worksheets, text seminars, short paper, research paper.
2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	analyze major issues addressed in the letter to the Galatians, especially justification by faith, the incorporation of Gentiles into the people of God, and the ethics of the Spirit.	Lectures, exegetical worksheets, text seminars, short paper, research paper.
3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.	propose their own critically informed exegesis of selected texts from Galatians.	Exegetical worksheets, text seminars, short paper
5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort	evaluate the significance of Galatians for understanding the nature of the Christian gospel, both in the history of reception and contemporary contexts.	Lectures, text seminars, short paper, research paper

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
formation is a component of all graduate programs.		

Evaluation

Requirements

The final grade for the course will be based on evaluations in the following areas:

- 10% Participation
- 25% Exegetical Worksheets
- 25% Short Paper on the Works of the Law
- 40% Research Paper

- Participation: Students are expected to read Galatians by the end of the first week of the semester, to attend classes, to participate in class discussion, and to complete the required reading. A record of attendance will be kept, and a reading log will be provided in which to record required reading and class preparation. **The reading log is due on Monday December 11.**
- The Works of the Law: Paul characterizes his gospel over and against the “works of the law” (Gal 2:16 [x3], 3:2, 3:5). In recent scholarship the meaning of this term has been debated intensely. **Basic degree students** will write an exegetical paper of 1200 – 1500 words exploring the issue. **Advanced degree students** will write an exegetical paper of 2200 – 2500 words and are expected to engage with the Greek text of Galatians. All students will be expected to demonstrate knowledge of the main positions within the debate, and to explain which they find most persuasive and why. Students will also consider the implications of their conclusions for the presentation of the Christian gospel in the contemporary world. Further printed guidance will be provided. **The paper is due on Monday October 30.** The bibliography of basic degree students should include at least two commentaries and at least three other scholarly secondary sources.
- Exegetical Worksheets: The instructor will provide exegetical worksheets to be studied in preparation for each class (beginning week 2). Each worksheet will include at least one question drawing the attention of students to material drawn from the history of reception. **Basic degree students** will submit 8 of these exegetical worksheets during the semester. Week 5 may **not** be used, since it will overlap with the paper on works of the law. Individual worksheets must be submitted before the class to which they relate. Each worksheet must include a bibliography comprising the required commentary and at least one other. **Advanced degree students** will complete two of the worksheets (any 2 from weeks 2,3, 12, or 13). They will also complete three exercises focusing on the Greek text of Galatians. Two will explore translation issues in contemporary scholarship (Gal 2:15-16; Gal 4:3) and one will explore a key episode in the history of reception (debates in the era of the Reformation about the interpretation of Gal 5:6). Further printed guidance will be provided for advanced degree students. **Basic degree students** who have already completed one year of Greek may choose the advanced degree option for this assessment.

- Final Research Paper. **Basic degree students** will write a research paper of 3000 - 3500 words on one of the critical questions concerning the study of Galatians listed below. **Advanced degree students** will write a research paper of 4000-4500 words. **The paper is due on Monday December 11.** Further printed guidance as to how students are to approach the paper will be provided.

- (i) What was the destination and date of Galatians and why does it matter?
- (ii) What was at stake in the dispute at Antioch?
- (iii) Is the Paul of Galatians within Judaism or not?
- (iv) What is justification by faith in Galatians? Does it primarily concern dealing with sin or membership of God's people?
- (v) What does Paul teach in Galatians about the nature of sin and the work of the cross?
- (vi) What does Paul teach in Galatians about the purpose of the law?
- (vii) How central to Paul's gospel is Gal 3:28 and what are its implications for Christian identity?
- (viii) Choose **either** (i) the figure of Abraham **or** (ii) the allegory of Sarah and Hagar. How does Paul interpret Scripture and what critical issues does it raise?
- (ix) Is Paul successful in developing an ethics of the Spirit in Galatians?

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

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

Policy on Assignment and Course Extensions

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g., a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The form used to apply for an extension (Basic Degree Request for Extension) can be found at <https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf>

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Attendance: Missing 2 or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs 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* and the Graduate program Handbooks (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/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

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 all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

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 in conjoint*

programs must 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 for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mal message that will be sent out by the Wycliffe College registrar.

Course Schedule

Week	Date	Lecture Topic	Seminar	Assigned Readings
1	September 12	The Destination and Date of Galatians	The Identity and Message of Paul's Opponents (1)	J.M.G. Barclay, "Mirror-Reading a Polemical Letter," 367-83 (Ch.20) in Nanos ed.
2	September 19	Gal 1:1-10 The Human Plight (Gal 1:4) The Nature of Apostleship	The Identity and Message of Paul's Opponents (2)	M.D. Nanos, "The Inter and Intra Jewish Political Context of Paul's Letter," 396-407 (Ch.22) in Nanos ed.
3	September 26	Gal 1:11-24 Paul's Life in Judaism The Origin of Paul's Gospel	Was Paul a Convert?	S.J. Chester, <i>Conversion at Corinth</i> , 153-64
4	October 3	Gal 2:1-10 Circumcision and Social Identity The Two Ethnic Missions	What was Paul's Relationship with Jerusalem?	J.L. Martyn, "A Law Observant Mission to the Gentiles," 348-61 (Ch.18) in Nanos ed.
5	October 10	Gal 2:11-21	What are the works of the Law?	J.D.G. Dunn, "The Incident at Antioch," 199-234 (Ch.12) in Nanos ed.
6	October 17	Gal 2:11-21	What does it mean to be crucified with Christ?	S.J. Chester, "It is no longer I who live," <i>NTS</i> 55 (2009), 315-37
7	Reading Week			

8	October 31	Gal 3:1-14 The Death of Christ and the Receipt of the Spirit The Figure of Abraham	What is justification by faith?	T. Wengert, "Martin Luther on Gal 3:6-14," 91-116 (Ch.6) in Elliott et al eds.
9	November 7	Gal 3:15-25 The Temporality of the Law The Law and the Promise	What is the Law's purpose?	B.W. Longenecker, <i>The Triumph of Abraham's God</i> , 117-46 (Ch.6)
10	November 14	Gal 3:26-4:20 Sons and Heirs: A Privileged Identity Returning to Slavery	All One in Christ Jesus (3:28): Is Paul an enemy of Difference?	B.R. Gaventa, <i>Our Mother St Paul</i> , 29-40 (Ch.2)
11	November 21	Gal 4:21-5:12 The Allegory of Hagar and Sarah Circumcision and Faith	What is Christian Freedom?	J.M.G. Barclay, "Grace and the Countercultural Reckoning of Worth," 306-317 (Ch20) in Elliott et al eds.
12	November 28	Gal 5:13-26 The Spirit and Social Identity The Spirit and the Flesh	What does it mean to walk by the Spirit?	V. Rabens, "Indicative and Imperative...?" 285-304 (Ch 19) in Elliott et al eds.
13	December 5	Gal 6:1-18 Fulfilling the Law of Christ The New Creation and the Israel of God	Is Galatians primarily a Covenantal or Apocalyptic Text?	R. Hays, "Apocalyptic Poiesis in Galatians," 200-219 (Ch.12) in Elliott et al eds.

Bibliography

Commentaries

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History of Reception

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Other Literature

J.M.G. Barclay, *Obedying the Truth* (Edinburgh: T&T Clark, 1988)
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