



# 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 : WYB5741HF  
Course Name: Learning About Paul Through Galatians  
Campus: St. George

## *Instructor Information*

Instructor: Ann Jervis Teaching Assistant:  
E-mail: a.jervis@utoronto.ca E-mail:  
Office Hours:

## *Course Prerequisites or Requisites*

Give the course code and title of any pre-requisite or requisite courses.

## *Course Description*

Seminar designed to enlarge students' understanding of Paul, of scholarship on Paul, and the letter he wrote to the Galatians. This course is also designed to sharpen students' research abilities and to provide an opportunity to prepare a trial thesis proposal.

## *Course Methodology*

Lectures, seminars, book reviews, in-class presentations

## *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 GCTS outcomes:
• Students will gain skills in research and in capacity to discuss, understand and present issues related to interpreting	lectures and assignments	PhD: 1.1, 1.2, 2.3, 2.5 MA: 1.1–1.3, 2.3, 2.5 ThM: 1.1, 1.2, 2.3, 2.5

Galatians in particular and Paul in general;		<b>DMin:</b> 1.1, 1.2, 2.3
• Students will develop skills in advanced academic discourse: critiquing commentaries, reviewing other scholarship, and outlining a doctoral thesis proposal	assignments	<b>PhD:</b> 1.1, 1.2, 2.3, 2.5 <b>MA:</b> 1.1–1.3, 2.3, 2.5 <b>ThM:</b> 1.1, 1.2, 2.3, 2.5 <b>DMin:</b> 1.1, 1.2, 2.3

## Course Resources

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### Required Course Texts

- H. D. Betz, *Galatians*, Hermeneia. Philadelphia: Fortress, 1979.
- J. L. Martyn, *Galatians. A New Translation with Introduction and Commentary*. AB 33. New York: Doubleday, 1997.
- S. Westerholm, *Perspectives Old and New on Paul. The "Lutheran" Paul and His Critics*. Grand Rapids: Eerdmans, 2004.

Students are expected to have these three texts with them in the appropriate classes. They are for sale at Crux Theological Bookstore.

For your information, I have written a non-specialist focused commentary on Galatians: L. Ann Jervis, *Galatians* NIBC. Peabody, MA: Hendrickson, 1999

### 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 [xxx] for further help.]

### Class Schedule

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**Week 1 (January 5)** Introduction. *Read for next week:* Westerholm, Part One.

**Week 2 (January 12)** Advanced research tips (Dr. Tom Power; Electronic Classroom, Graham Library). Discussion of Westerholm, Part One; Betz, pp. 1–33; and Martyn, pp. 3–42..

**Week 3 (January 19)** Discussion of Westerholm, Part Two. Student–led discussions of Betz, pp. 37–83; and Martyn, pp. 81–186..

**Week 4 (January 26)** Book Reviews. Student–led discussions of Betz, pp. 83–105; and Martyn, pp. 187–228.

**Week 5 (February 2)** Book Reviews. Student–led discussions of Betz, pp. 105–136; and Martyn, pp. 228–294.

**Week 6 (February 9)** Book Reviews. Student–led discussions of Betz, pp. 137–153; and Martyn, pp. 294–336.

**Week 7 (February 16)** Project Presentation. Student-led discussions of Betz, pp. 154–201; and Martyn, pp. 336–383.

**Week 8 (February 23)** Reading Week

**Week 9 (March 2)** Project Presentation. Student-led discussions of Betz, pp. 202–258; and Martyn, pp. 384–466.

**Week 10 (March 9)** Project Presentation. Student-led discussions of Betz, pp. 258–290; and Martyn, pp. 467–514.

**Week 11 (March 16)** Project Presentation. Student-led discussions of Betz, pp. 291–325; and Martyn, pp. 515–577.

**Week 12 (March 23)** Project Presentation.

**Week 13 (March 30)** Project Presentation. Wrap up.

## ***Evaluation***

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### **Requirements**

1. **Book Review** (15%): Each student will present a summary and critique of a monograph on Paul (choices below in bibliography). The grade will be assigned on the basis of the oral presentation alone, i.e., there is no need to hand in a written report. It is, however, required that students bring copies of their reviews so that the class can read along.
2. **Commentary Review and Discussion Leadership** (40%): The class will study commentaries on Galatians by J. L. Martyn and H. D. Betz (see required texts above). Each student will lead discussion of a portion of each commentary. Preparation for discussion leadership entails summarizing and critiquing the commentator's views. The reviews should be approximately 4 pages in length and will be handed in for grading. Each review is worth 20% and that grade is divided equally between the student's performance in leading discussion and the written review. Students are to bring copies of their review for the class.
3. **Outline of Thesis Proposal Project** (45%): Each student will choose a passage and issue from the following list. (The professor will entertain alternative suggestions).

An excellent project will: 1) articulate a focused question which arises from one of the areas listed below (that is, the areas below give a range within which to find an interesting question which will propel your work); 2) offer a review of scholarship on your question, surveying and critiquing at least 7-10 articles and/or books; 3) articulate why current scholarship has not adequately answered the question, or, suggest where the best current answer needs to be nuanced; and 4) propose your answer to your question and how (i.e., methodology) you would do so.

You will report on your work in a class presentation (please bring copies of your presentation for the rest of the class). This project is meant to give students the opportunity to construct a draft thesis proposal. This project is not a paper.

The project will be handed in for grading. The entire grade will be determined on the basis of the written work.

### **Areas for Research**

#### **1:1-2:21**

- (i) Paul's Self-Presentation and Luke's Presentation of Paul: Agreements and Disagreements.
  - a. the Jerusalem visits
  - b. Paul's attitude to circumcising Gentiles
  - c. Paul's relationship to Jews and the synagogue
- (ii) Paul's Opponents in Galatia
  - a. who are they

- b. how are they related to Jerusalem and the 'men from James'
- (iii) Faith in/of Christ
  - a. objective or subjective genitive
  - b. different theological nuances in either choice

#### 3:1-29

- (i) Paul's use of scripture
  - a. possible reasons why Paul chooses to use the scripture he does in the way he does
  - b. discuss some of the ways Paul changes scripture and suggest reasons why
- (ii) The Law and the Mediator (3:19b-20)

#### 4:1-5:1

- (iii) Elemental Spirits
- (iv) The Galatians and Jewish Practice
- (v) the meaning of the present tense in 4:10
- (vi) The Allegory of 4:21-31
  - a. how and why does Paul use the Genesis 21 passage
  - b. what rhetorical effect would the mention of two covenants have
  - c. what is Paul's point in the passage

#### 5:2-6:12

- (i) The Law of Christ
- (ii) Israel of God
  - a. did Paul think the church was the new Israel, or the true Israel
  - b. what are the issues involved

## 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)).

**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*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

## ***Bibliography***

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