

THEO2216/5316: Pauline Letters

保羅書信

Prof. IP, Hon Ho Alex

8:30 am – 11:15am (Fri) ARC G04

1. Course Overview:

This course is designed to equip students with the foundational knowledge and background necessary for further exploration of the Pauline letters. While it is beyond the scope of this course to provide a detailed exegesis or interpretation of the entire Pauline corpus, the focus will be on developing a critical framework and perspective. Students will gain an understanding of the contexts, theological concepts, and methods, particularly through socio-rhetorical interpretation, to analyze Pauline letters. The course will primarily use the Letters to the Galatians, Philippians, and Philemon as illustrative texts.

Important Note to Students: The course material, PPT and readings, are mainly in English and be delivered in Cantonese during lecture. Chinese translation of PPT will be provided on some key ideas from time to time.

2. Learning outcome:

After the course, students are expected to be equipped with:

Knowledge:

- 2.1 have the overview on the interpretation history of Pauline letters and their emphasis, development and trend.
- 2.2 have an overview on the key concepts and theological motifs of Pauline letters.

Interpretation skills:

- 2.3 be equipped with the necessary interpretation skills, based on the socio-rhetorical interpretation, to develop their own interpretation on Pauline letters

3. List of Topics:

Topic	Content
Problem in interpreting Pauline Letters	Learning the complication of interpreting Paul from historical and theological perspectives.
Basic concepts in interpreting Pauline Letters	Introducing various basic concepts in interpreting Paul including who Paul was, the context of Paul and the language Paul used, etc.
Interpretation History of Pauline Letters	Learning the development and differences in concerns and assumptions of various main stream interpretations beginning from the reformation.
Pauline Theological motifs	Learning the key theological motifs scholars generated from the undisputed Pauline letters.
Socio-rhetorical interpretation (SRI)	Learning the methodology of SI and how it could help us to bring the economic “texture” into biblical exegesis.
Detail analysis of selected passages from Galatians, Philemon and Philippians	Selected passages will be analyzed using the method and concepts introduced in the course

4. Assessment scheme:

Assessment (% Share):	Main Criteria:
1. Book report (20%)	No more than 2000 (Eng) and 2500 (Chinese) Please write down the word Count at the end of the paper. Assigned Book: (Any one of the following books) Book List will be provided in the first lecture.
2. Group Presentation (20%)	3-4 in a group. 5 mins each for the presentation. Briefly describe the interpretation history of the letter. What are the interpretation history and interpretation problem of the letter you choose to present? Explain how this problem could be solved by incorporating extra-texture information, for example the Greco-Roman world, 2 nd temple Judaism, rhetorical theory or other relevant perspective. Use a chosen text from the letter as an example.

	PPT uploaded on the Mon before the presentation.
3. Final paper (50%)	<p>Choose a text in any undisputed letters of Paul and use the SRI (or other well-articulated methodology) to interpret the text. Use NRSV as the basic for text interpretation. Warning, you can use Chinese to write your essay but cannot only use Chinese text only for interpretation.</p> <p>Citation Style: Chicago Style: https://www.chicagomanualofstyle.org/tools_citationguide.html</p> <p>Word limit: 5000 (Eng) and 6000 (Chi). Footnote is counted but reference is not counted. <u>Please state the word count at the end of your essay.</u></p> <p>Deadline:</p>

5. Learning schedule:

Lecture	Date	Main Theme	Activities
1	6/9	Introduction to the course + Brief History of Pauline Scholarship	
2	13/9	Paul as a person: Who was Paul? Sources to understand/reconstruct Paul	Reading 1 Presentation + Discussion
3	20/9	How to read Paul: Reading Pauline corpus from the lens of Socio-rhetorical Interpretation (SRI): From Text, Contexts to Rhetoric	Reading 2 Presentation + Discussion
4	27/9	Knowing Paul from Material Culture + Interpreting Philippians 1	Reading 3 Presentation + Discussion
5	4/10	Interpreting Philippians 2 + Paul's Christology	Reading 4 Presentation + Discussion
6	11/10	Chung Yeung Holiday	
7	18/10	Knowing Paul from Roman institutions Interpreting Philemon 1	Group Presentation 1 Philippians
8	25/10	Interpreting Philemon 2 + Paul's theology of Love	Group Presentation 2 Philemon
9	1/11	Knowing Paul from the Jewish world + Interpreting Galatians 1	Book report deadline
10	8/11	Interpreting Galatians 2 + Paul's concept of Gospel and the Law	Group Presentation 3 Galatians

11	22/11	Online Lecture: Greco-Roman Rhetoric	
12	29/11	Interpreting Galatians 3 + Paul's Justification	Group Presentation 4

6. Learning activities

There are various learning activities in this course.

Class discussion: Preparation question will be given on blackboard. Students can give their views and comments on blackboard and during lecture to enhance interaction.

Reading Reflection: Learning through deeper reading and reflection.

Group Presentation: To help students to plan and develop their argument in their exegetical final paper.

7. Recommended booklist:

Major references of the course:

Bassler, Jouette. *Navigating Paul*. Kentucky: John Knox Press, 2007.

-----, *Pauline Theology V.1,2 and 3*. Minneapolis: Fortress Press. 1994.

Charles B. Cousar. *The Letters of Paul*. Nashville: Abingdon, 1996.

*Dunn, James. *The Theology of Paul the Apostle*. Cambridge: William B. Eerdmans, 1998.

Furnish, Paul. *Theology and Ethics in Paul*. Kentucky: Westminster John Knox Press, 2009.

Hays, Richard. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989.

*Ip, Hon Ho. *A Socio-Rhetorical Interpretation of the Letter to Philemon in Light of the New Institutional Economics: An Exhortation to Transform from Master-Slave Economic Relationship to Brotherly Loving Relationship* in 2nd series of *Wissenschaftliche Untersuchungen zum Neuen Testament (WUNT II)*. Tübingen: Mohr Siebeck, 2017. 中文版：10月初出版

Wright, N.T. *Paul: A Biography*. New York: Harper One, 2018.

Wright, N.T. *Paul and His Recent Interpreters*. London: SPCK, 2015.

Wright, N.T. *Paul and the Faithfulness of God*. London: SPCK, 2013.

Schnelle, Udo. *Apostle Paul: His Life and Theology*. Michigan: Baker Academic, 2003.

-----, *Theology of the New Testament*. Michigan: Baker Academic, 2009.

盧龍光編。筆戰羅馬：羅馬書之研究（學術論文中譯集）香港：天道書樓，2010。（Reading 1 to 4 sources）

Other references:

- Charles B. Cousar. *Philippians and Philemon: A Commentary, NTL*. Kentucky: Westminster John Knox, 2009.
- Church, F. F. "Rhetorical Structure and Design in Paul's Letter to Philemon." *Harvard Theological Review* 71 (1978):17-33.
- Clarice J. Martin. "The Rhetorical Function of Commercial Language in Paul's Letter to Philemon," in *Persuasive Artistry*, ed. Duane F. Watson Sheffield: Sheffield Academic, 1991.
- Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. Edinburgh: T&T Clark, 1975.
- . *A Critical and Exegetical Commentary on the Epistle to the Romans*. Edinburgh: T&T Clark, 1979.
- Dunn, James. *I Corinthians*. Sheffield: Sheffield Academic, 1995.
- . **The Cambridge Companion to St. Paul*. New York: Cambridge University Press, 2003.
- . *The Epistles to Colossians and Philemon: A Commentary on the Greek Text*. Michigan: William B. Eerdmans, 1996.
- . *Romans 9-16*, vol. 38b in *WBC*. Dallas: Word Incorporated, 1998.
- . **New Testament Theology in Dialogue*. London: SPCK, 1987.
- . *Unity and diversity in the New Testament: an Inquiry into the Character of Earliest Christianity*. London: SCM, 1990.
- Fitzmyer, Joseph A. *First Corinthians*. Vol. 32 of *The Anchor Yale Bible*. New Haven: Yale University Press, 2008.
- . *Paul and his Theology: a Brief Sketch*. Cliffs: Prentice Hall, 1989.
- . *Romans: A New Translation with Introduction and Commentary*. Vol. 33 of *The Anchor Bible*. New York: Doubleday, 1993.
- . *The Letter to Philemon*. Vol. 34C. *The Anchor Bible*. New York: Doubleday, 2000.
- *Furnish, Paul. *The Love Command in the New Testament*. Tennessee: Abingdon, 1972.
- . *The Theology of the First Letter to the Corinthians*. Cambridge: Cambridge University Press, 2004.
- Horsley, Richard A. *I Corinthians*. Nashville: Abingdon, 1998.
- , ed. *Paul and the Roman imperial order*. Minneapolis: Trinity Press International, 2004.
- . *Paul and Empire: Religion and Power in Roman Imperial Society*. Harrisburg: Trinity Press International, 1997.
- Käsemann, Ernst. *Commentary on Romans*. Michigan: William B. Eerdmans

Publishing, 1980.

Lo, Lung Kwong. *Paul's Purpose in Writing Paul: The Unbuilding of a Jewish and Gentile Christian Community in Rome, Jian Dao Dissertation Series*. (Hong Kong: Alliance Bible

Dale, Martin. *New Testament History and Literature*. New Haven: Yale University Press, 2012.

----- . *Slavery as Salvation*. New Haven, Yale University Press, 1982.

Meeks, Wayne. *The First Urban Christians: the Social World of the Apostle Paul*. New Haven: Yale University Press, 1983.

Robbins, Vernon. *Exploring the Texture of Texts: A Guide to Socio-rhetorical Interpretation*. Valley Forge, PA: Trinity Press International, 1996.

----- . *The Invention of Christian Discourse*. Dorset: Deo, 2009.

----- . *The Tapestry of Early Christian Discourse: Rhetoric, Society and Ideology*. New York: Routledge, 1996.

Sanders, E. P. *The Historical Figure of Jesus*. Allen Lane: Penguin, 1993.

----- . *Paul, the Law, and the Jewish People*. London : SCM Press, 1985.

----- . *Jesus and Judaism*. London: SCM Press, 1985.

----- . *Paul and Palestinian Judaism: a Comparison of Patterns of Religion*. London : SCM Press, 1977.

Wright, N. T. *Colossians and Philemon, TNTC*. Leicester: Inter-Varsity, 1986.

----- . *The climax of the covenant : Christ and the Law in Pauline Theology*. Edinburgh: T&T Clark, 1991.

----- . "Putting Paul Together Again," in *Pauline Theology*, vol. 1, ed. Jouette M. Bassler. Minneapolis: Fortress, 1994, 203.

Historical Context:

*Goodman, Martin. *The Ruling Class of Judaea: The Origins of the Jewish Revolt against Rome A.D. 66-70*. Cambridge: Cambridge University Press, 1987.

----- . *The Roman World: 44BC -AD 190*. London: Routledge, 2003.

8. Contact details:

Email: alexip@cuhk.edu.hk

9. Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work,

and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide. The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic.

10. Feedback for evaluation

Feedback and recommendation are welcome. Students are advised to either give feedback during lecture or through email. Response will be made promptly based on the need of students.