I. **REL 316 LIFE AND LETTERS OF PAUL**
Ferrum College
Program: Religion  School: Arts and Humanities
Spring 2017

II. **Instructor:**
**Instructor Name:** Dr. Eric M. Vanden Eykel
**Office:** Britt Hall 115
**Phone Number:** 540-365-4320 (office)
**E-Mail:** evandeneykel@ferrum.edu
**Office Hours:** 8 hours/week, posted at vandeneykel.youcanbook.me

III. **Class Meeting Times:** MWF 9:05 – 10:00

IV. **Textbooks and Materials:**
- Margaret Aymer et al., eds., *The Letters and Legacy of Paul: Fortress Commentary on the Bible Study Edition* (Fortress, 2016)
- A Bible with an Old and New Testament (any translation will do). I want you to have a *print* Bible in class – no electronic/smartphone Bibles. Let me know if you want or need a recommendation!

V. **Catalog Course Description:**
A study of Acts and the letters of Paul. Acts is examined as a source for the life of Paul and the situation of the earliest Church, and the letters are used to trace the development of Pauline theology. This course is designated Writing Intensive; a grade of “C” or higher in this course is required for this course to count toward the six credit-hour Writing Intensive graduation requirement for Ferrum College. A student cannot earn a grade of “C” or higher in this course unless he or she earns a “C” or better on the writing assignments required by the course. Prerequisite: REL 111 or 113. Three hours, three credits.

VI. **Purpose/Rationale for this Course:**
Over half of the New Testament claims to have been written by a first-century Jew named Paul, and the letters attributed to him are our oldest extant Christian writings. Paul is not always a systematic thinker, and his works are frequently difficult to understand. In this course we will survey the Pauline letters in order to better understand Paul’s thought, his audiences, and the historical context that gave rise to the early Christian movement.

VII. **Instructional Methodology and Uses of Technology**
Our course will be comprised of careful readings, small-group work and presentations, in-class discussion, writing assignments, and short lectures (when needed). Technology expectations include access to the Internet and a word processor (e.g., Word, Pages). Brightspace is our Course Management System.

VIII. **College and Course Outcomes**
**College-wide Student Learning Outcomes**

- **Students will demonstrate an integrated knowledge in the liberal arts**
  Our course goal is to read Paul’s letters in their historical, literary, and contemporary contexts. Strategies used to support our exploration include: careful reading, class discussions, and essays. Assessment will involve a grade on essays, exams, and participation during discussions and presentations.

- **Students will demonstrate information literacy, using available technology when appropriate**
  Our course goal is to use academic research tools extensively. Strategies to support information literacy and technology use include library research instruction and assignments requiring the use of information literacy and technology. Assessment will involve a portion of essay and presentation grades.

- **Students will demonstrate competency in quantitative skills and reading**
  Our course goal is to read texts carefully and responsibly. Students are expected to read sources that are written in various historical and personal styles. College-level textbooks will assist students in their own reading and
Students will think critically and solve problems through analysis, evaluation, inference, induction, and deduction

Our course goal is to analyze critically. Students should be able to read Paul’s letters in light of their ancient context, to locate different perspectives in the texts, to contrast different accounts and modern interpretations, and to assess arguments. "Facts" become useful and begin to make sense only when students can fit them into a framework of thinking. | Strategies to support this process include readings, discussions, essays, and in-class discussion. | Assessment of critical thinking will occur in your essays, exams, and group presentation.

Students will communicate with unity of purpose and coherent organization consistent with standard rules and recognized conventions using appropriate methodologies

Students communicate effectively when their essays have a unified focus, when their ideas are developed logically with coherent and effective wording, when their sentence structure and vocabulary are appropriate for the assignment, when their essays are free of mechanical errors, and when they completely and accurately document the sources used in the assignment. | Strategies to support this include reading, class discussions, and written exercises. | Assessment of will occur in your essays, presentations, and in-class participation.

Students will demonstrate awareness of local, national and global issues

Our course goal is for students to see stories/symbols evolve with the biblical tradition, to make new connections, and to raise contemporary questions about the meaning of some of the biblical texts. | Strategies to support your ability to demonstrate awareness of local, national, and global issues include reading, library research, writing, and class discussions. | Assessment of your growing awareness will be in the essays, grades on exams, and participation in class discussions about contemporary moral issues as shared in the biblical literature.

Program Student Learning Outcomes

Students will demonstrate a depth of knowledge, capability and ethical reasoning in a chosen field.

Religion graduates will demonstrate a satisfactory appropriation of the critical skills commonly used in biblical and theological scholarship.

Our course goal is to read Paul’s letters in their historical, literary, and contemporary contexts. Students should be able to read Paul’s letters in light of their first-century context environment, to locate different voices and perspectives in them, to compare and contrast different accounts and modern interpretations, and to assess strengths and weaknesses of arguments. "Facts" become useful and begin to make sense only when students can fit them into a framework of thinking. | Strategies used to support our exploration include: careful reading, class discussions, and essays. | Assessment of critical thinking will occur in your essays, exams, and participation in class discussions.

Religion graduates will explain the development of the Christian tradition and demonstrate the ability to analyze the complex relationships between this tradition and contemporary culture.

Our course goal is to read Paul’s letters in their historical, literary, and contemporary contexts. | Strategies used to support our exploration include: careful reading, class discussions, and essays. | Assessment of the will involve a grade on essays, exams, and participation in class during discussions and presentations.

Religion graduates will demonstrate effective research and writing skills about religion.

Students communicate effectively when their essays have a unified focus, when their ideas are developed logically with coherent and effective wording, when their sentence structure and vocabulary are appropriate for the assignment, when their essays are free of mechanical errors, and when they completely and accurately document the sources used in the assignment. | Strategies to support this include reading, class discussions, and written exercises. | Assessment of will occur in your essays, presentations, and in-class participation.
IX. Course Requirements/Assignments:

Assignments

Minor Essays (40%) – Each week you will write and present to the class a short essay on a passage that you will select from the readings for that week. These will be around 300 words in length, 1 page max. They will be assessed both in terms of the quality of their written content and your presentation of them to the class. See the minor essay handout (on Brightspace) for details and guidelines.

Major Essays (35%) – In addition to the minor essays, over the course of the semester you will produce three slightly longer (1,000 words each, or around 3-4 pages) and more polished, more thoroughly researched essays on subjects that you will select with the instructor’s input. See the major essay handout (on Brightspace) for details and guidelines.

Participation (25%) – The college classroom should be a community that facilitates critical thinking. The “citizenship” component of your grade reflects the extent to which you have (or have not) been a “good citizen” of your community. Good citizenship entails behaviors like attending class regularly and on time, doing the readings, asking questions, contributing to discussions, etc. Examples of poor citizenship include cheating or turning in plagiarized work, not attending class or being late on a regular basis, sleeping, fiddling with your phone, not removing your headphones, whispering to your neighbor, or any behavior that conveys to me or your colleagues that you would rather be somewhere else. Sometimes you might have to fake interest, and that’s OK; part of being a contributing member of society is learning to act interested even when you might not be. We all have to fake it sometimes. Trust me. Our class is small by design, and the way I have planned it, participation will be crucial to its success.

Late Assignments

ALL writing assignments must be submitted in TWO formats: hardcopy (bring a paper copy with you to class), and electronic (upload your file to its appropriate Brightspace dropbox). If you do not upload your essay to Brightspace, it will be counted as late, and late essays are graded at half credit. Essays more than a week late will not be graded. TO RESTATE: An essay is not “officially” turned in until you have uploaded it to Brightspace and turned in a paper copy!

Extra Credit

There will be no extra credit in this class. The components outlined above add up to 100%, which means that I have provided you with all the credit that you need to succeed. It is up to you to make good use of it by doing your work and by doing it well.

Classroom Etiquette

In this class we will be speaking openly about religion, one of the things that you are not supposed to speak openly about (the other being politics). One of our aims is to learn how to talk about this topic in a way that is informed and charitable. Disagreements are encouraged, as long as they are offered graciously.

Technology

Studies show that we learn better when electronic devices are absent, so you are compelled to distract yourself with an electronic device, know that you may be doing so at your own peril. If your device becomes a distraction to me or to your neighbor, I will ask you to leave.

Communication

Throughout the semester I will communicate with you by means of the e-mail accounts that the college provides for us, and through the Brightspace newsfeed. I expect you to check these on a regular basis and to actually read what you find there. You are responsible for any and all directives that I send through these media! I check my e-mail frequently and compulsively. If you e-mail me with a question that is answered in the syllabus or on Brightspace, my reply will be “What is written in the syllabus?” (see Luke 10:25-28).
Office Hours

I have eight hours per week when I am entirely at your disposal. Please see my actual availability for each week and make an appointment using the following: vandeneykel.youcanbook.me. Note: you are more than welcome to drop by my office without an appointment – making an appointment simply guarantees that I will be there and not in another meeting! I am happy to help with any and all aspects of the course: inquiries about the material, questions about your grade, etc. Even if you don’t have a specific question or concern, please stop by — I enjoy getting to know my students!

X. Evaluation and Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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XI. Attendance Policy:

If you are not in class, you will be recorded as absent, regardless of the circumstances. If you are absent because of legal obligation (e.g., jury duty), health (e.g., flesh-eating bacteria), or college-sanctioned activities and related travel (e.g., athletics), your absence may be “excused” if you can provide official documentation justifying it. But excused absences are still recorded as absences. The only difference between an excused and an unexcused absence is that an excused absence allows you to make up in-class work that you may have missed.

If you arrive after I have taken attendance, you will be counted as absent for that day. One tardy = one absence.

By the college’s 25% policy, any student who misses or is late to ten classes (on a MWF schedule) will receive an automatic F in the course. You are responsible for keeping track of your attendance. I am happy to tell you how many absences you have (come to my office or ask after class), but it is not my job to send reminder e-mails if you are approaching the 25% mark. I will, however, e-mail you when you have reached this mark.

XII. Academic Integrity:

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances. Students who plagiarize or cheat on an assignment will receive an automatic F in the course and will be reported to the Ferrum College Honor Board. Consider this your warning!

XIII. Academic Accessibility Services:

As directed by Ferrum College’s policy, any student with a disability who qualifies for and seeks academic accommodations (testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located Lower Stanley Library, Office 110 and the director may be reached by phone at 365-4262 or by email at nbeach@ferrum.edu. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner prior to when the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process, and are also invited to read the policy manual on www.ferrum.edu/disability for specific information.

XIV. Civility in the Classroom Policy

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.
## Tentative Schedule

Lecture-based courses are easy to schedule with precision because we (people who lecture) typically know how long it takes for us to “get through” material. But my hope for this class is that the majority of time we spend together will involve us talking to each other, and not just you listening to me talk (although there will, unfortunately, be some of that). And scheduling that sort of class is tricky because it’s impossible to know at the outset what sorts of discussions we will have! I therefore present this schedule to you as a tentative one that will likely change from time to time as the semester progresses.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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| 1 | Philemon (Bible)  
1/9 – 1/13 Selection from Neil Elliott, “Situating the Apostle Paul...” (pages 365-379 in Letters and Legacy of Paul) |
| 2 | 1 Thessalonians (Bible)  
1/16 – 1/20 Edward Pillar, “1 Thessalonians” (pp. 573-82 in Letters and Legacy of Paul)  
Victor Paul Furnish, Chapter 1 in The Moral Teaching of Paul (pages 9-27) |
| 3 | Galatians (Bible)  
1/23 – 1/27 Brigitte Kahl, “Galatians” (pp. 503-22 in Letters and Legacy of Paul)  
| 4 | Philippians (Bible)  
1/30 – 2/3 Julia Lambert Fogg, “Philippians” (pp. 543-54 in Letters and Legacy of Paul)  
| 5 | Romans (Bible)  
2/6 – 2/10 Cynthia Kittredge, “Romans” (pp. 395-424 in Letters and Legacy of Paul)  
| 6 | 1 Corinthians (Bible)  
Laura S. Nasrallah, “1 Corinthians” (pp. 427-66 in Letters and Legacy of Paul)  
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>8</td>
<td>2/27 – 3/3</td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>3/6 – 3/10</td>
<td>• 2 Corinthians (Bible)</td>
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<td>• David E. Fredrickson, “2 Corinthians” (pp. 473–99 in Letters and Legacy of Paul)</td>
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<td>10</td>
<td>3/13 – 3/17</td>
<td>• Selections from Victor Paul Furnish (details forthcoming)</td>
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<td>11</td>
<td>3/20 – 3/24</td>
<td>• 2 Thessalonians (Bible)</td>
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<td>• Edward Pillar, “2 Thessalonians” (pp. 583-87 in Letters and Legacy of Paul)</td>
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<td>12</td>
<td>3/27 – 3/31</td>
<td>• Colossians (Bible)</td>
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<td>• Sylvia C. Keesmaat, “Colossians” (pp. 557-71 in Letters and Legacy of Paul)</td>
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<td>13</td>
<td>4/3 – 4/7</td>
<td>• Ephesians (Bible)</td>
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<td>• Jennifer G. Bird, “Ephesians” (pp. 527-41 in Letters and Legacy of Paul)</td>
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<td>14</td>
<td>4/10 – 4/12</td>
<td>• 1 Timothy, 2 Timothy, Titus (Bible)</td>
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<td>• Deborah Krause, “1 Timothy,” “2 Timothy,” and “Titus” (pp. 589-610 in Letters and Legacy of Paul)</td>
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<td>15</td>
<td>4/19 – 4/21</td>
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<td>16</td>
<td>4/24</td>
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