



# PAUL AND THE PAULINE LETTERS

## Spring Semester 2021

### Course Syllabus

Revised 9 April 2021

#### **COURSE TITLE**

SF SA303 Paul and the Pauline Letters

Credit Hours: 3

Class Meeting Time: Saturdays, 11 AM to 12:30 PM EST via ZOOM

Semester: Spring 2021

#### **CONTACT INFORMATION**

Instructor: Fr. Joseph A. Harmon

Email address: [jharmon@anccmail.org](mailto:jharmon@anccmail.org)

Phone: 551-697-2520

Office hours: Fr. Joseph prefers to be contacted first by email unless the matter is urgent. He will respond to email communications as soon as possible. If you would like him to contact you by phone, please include your number in your email. Also, please indicate if the matter is urgent.

#### **COURSE DESCRIPTION AND GOALS**

This course will examine Paul as a prominent historical figure as well as overviews of his writings found in the canonical scriptures of the Christian Church. The course is intended for ANCC seminarians preparing for ordained ministry, for ANCC clergy desiring continuing education, and for lay persons and others seeking a deeper understanding of Holy Scripture.

This ten-week course will explore who Paul was within the context of early Christianity. Paul, probably next to Jesus himself, is the key figure in the nascent Church. His letters give us insight into the earliest understandings of Jesus and his post-resurrection followers. We will see Paul as both a controversial figure of his own time and of ours and begin to understand the basis of the various interpretations his writings have spawned.

Each week participants will listen to one or two 30 to 45 minutes lectures presented by the eminent New Testament scholar and theologian Luke Timothy Johnson. We will meet for class via Zoom on Saturdays from 11 to 12:30 PM eastern time to discuss the lectures, readings and other assignments.

Participants in this course should acquire:

- An appreciation for Paul as a pastor and teacher in the early Christian movement;
- An understanding of a range of issues Paul and the early Christian community faced;
- An understanding of some of the ways Paul has influenced both Christianity and western culture;
- An ability to present and discuss some of the major themes and issues found in the Pauline letters;
- An appreciation for how the Pauline letters undergird our Catholic faith.

## TEXTS

*In addition to the required texts listed below, additional readings may be assigned from supplemental texts. These additional readings will be provided by the instructor as handouts at no cost to the participants. Assigned readings will make use of the abbreviated references in bold print.*

### REQUIRED TEXTS

- **PIC** *Paul's Idea of Community: Spirit and Culture in Early House Churches*, 3<sup>rd</sup> Edition. Robert J. Banks. Baker Publishing, 2020. This volume is available through Amazon.com and may also be purchased as a Kindle Book.
- **NAB** *The New American Bible*. Revised edition. World Catholic Press, 2015. This is the basic reference Bible, but participants are welcome to make use of other versions: the New Revised Standard Version (NRSV) and the Revised Standard Version (RSV) are excellent for academic study and are well-annotated. The New International Version (NIV) is also recommended. Use of the King James Version (KJV) is discouraged for academic study.

### RECOMMENDED SUPPLEMENTAL TEXTS (NOT REQUIRED)

- **WNT** *The Writings of the New Testament: An Interpretation*. Luke Timothy Johnson and Todd C. Penner. Fortress Press, Revised edition, September 2002. This text is available through ThriftBooks.com. It is very inexpensive for the massive work (656 pages) that it is. Although selected portions of this text will be provided at no charge by the instructor, it is an excellent reference. Now available only as used copies, that serious students of the Bible would be wise to acquire.

## ASSIGNMENTS AND HOMEWORK

All participants, including auditors, are expected to participate in class discussions and to complete the assigned readings in advance of each class. Throughout the course the instructor will ask participants, including auditors, to take a role in presenting a particular subtopic, which will require additional preparation.

Participants in formation and all those taking this course for credit are required to complete the following:

**A Topical paper:** A paper of at least 3 but no more than 5 pages exploring a problem or theme on Paul and/or one of his writings assigned in consultation with the instructor.

**An Exegetical Paper:** The participant will choose a passage from one of the authoritatively Pauline letters and write an exegetical paper that reflects a critical use of the resources available to review and analyze the passage. Passages selected for this paper must be approved by the instructor no later than 15 days before the paper is due. **The paper should be at least 4 but no more than 10 pages in length.** A link on the ACTI website provides recommendations on doing exegesis and the instructor may provide further directions for writing this paper.

**Spiritual Formation Project:** Preparation for ordained ministry and leadership within the Catholic community require more than academic preparation. Personal and spiritual formation, which involves theological reflection and critical thinking about the minister's practices and assumptions is an integral part of preparation for the ordained. This reflection and critical thinking occurs as the individual engages in reflection and interaction in a community of learning. This learning community includes those outside the walls of the academy and finds its best locus within the learner's faith community. Accordingly, the Spiritual Formation Project is intended to move the future minister beyond the classroom and into his or her everyday world to engage real life people and issues.

The Spiritual Formation Project involves three core elements:

- A. A Personal Reflection and Evaluation Paper: reflect on the course to integrate your academic studies with your experience of faith. Reflect on the course content and evaluate your life considering what you have learned. Following these steps may be useful in this reflection/evaluation:
- What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
  - What portion(s) of the course brought this theme/principle/concept to light for you?
  - Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
  - How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

Write your answers to the above questions in full paragraph form. **This portion of the Project should be a paper of approximately three to four pages in length.**

B. Community Reflection and Interaction

Identify a mentor. The mentor may be one suggested to you by your Formator or one of your own choosing. You should identify your mentor early in the course. Your mentor need not be someone who knows you well, but a person who knows you well may also be a mentor. Your mentor should be someone of mature faith and spirituality, capable of good verbal communication skills and trustworthy. This part of the Project requires you to interview your mentor. Engaging a mentor is a way to invite the Holy Spirit into your formation as the Holy Spirit often uses others to guide and form church leaders. Here are some guidelines for choosing a mentor. The mentor should meet at least three of these guidelines, and more if possible:

- Someone with whom you have a reasonably close relationship.
- Someone who is a mature leader in your own faith community (your pastor, for example).
- Someone who is not ANCTI staff or a member of your family.
- Someone who values the spiritual formation process.
- Someone who is familiar with and values the subject of the course.
- Someone who has experience using the content of the course in ministry.

When you have completed your reflection and evaluation paper, present a copy of it to your mentor. Allow your mentor a reasonable amount of time to read your paper. Provide your mentor the “Mentor Guidelines” page included at the end of this syllabus when you submit your paper to him or her. Then schedule an interview with your mentor. The interview should be between 45 and 60 minutes. The interview should:

- Focus on the issues and questions you raise in your paper. For example: What feedback can your mentor give in response to your paper? Considering the course content, are the conclusions you made appropriate? Why or why not? What additional advice, deeper insights or broader applications can your mentor suggest from his or her own life and ministry experience?
- Conduct your interview in person, if possible, or via an electronic means such as a phone call or video conference. Please do NOT use email or similar written electronic means for the interview.

C. Synthesis and Application: Having reflected on the course and your discussion with your mentor, synthesize what you have learned and draw your final conclusions in three sections, using the following as a guide:

- Begin your paper with the personal reflection from part “A” above. This should be exactly what you presented to your mentor.

- b. Making an appropriate transition, comment on your interview, explaining what you discussed with your mentor and the insights gained from that discussion. Include the following:
  - i. What were your mentor's comments regarding your paper?
  - ii. What advice did your mentor give you?
  - iii. How did your mentor's comments expand or correct your application of the course?
  - iv. Include your mentor's name, occupation, and the length of the interview.
- c. Conclude with a synthesis of what you have learned. Answer the following:
  - i. If your mentor corrected any thoughts in your Personal Reflection and Evaluation, how do you feel about these corrections? Do you agree or disagree? Why?
  - ii. Synthesizing your thoughts from your Personal Reflection and Evaluation and your mentor's insight in the second section, what final conclusions have you reached? How is this different from your initial Personal Reflection and Evaluation?
  - iii. Considering the interview and further reflection, what additional, specific changes might you consider in your life and what concrete steps will you take to implement them.

**The final paper you submit to the instructor, which begins with your 3 to 4 page initial paper submitted to your mentor, should not exceed 8 pages.** The instructor will not evaluate this paper based on the amount of spiritual growth you describe, so you should not exaggerate or trivialize what you have learned or experienced. The primary criteria is that you have thoughtfully considered the principles and materials in the course and realistically sought to apply them to your life. Therefore, your effort in this assignment will determine its benefit to you.

Because this assignment may touch on very personal aspects of your life, the instructor will keep your Spiritual Formation Project paper completely confidential and will electronically delete it within 30 days of the end of the once.

**Formatting and Submission of papers:** Papers must be prepared using Microsoft Word or a Microsoft Word compatible/equivalent word processor. All papers must conform to the following format:

**Type font:** Times New Roman 12 point. Text should be typed in regular face except for emphasis, which may be done using boldface, underlining, italics or a combination of the three. Headings and subheadings should be no larger than 16 point.

**Margins, Paragraphs and line spacing:** Papers should use a one-inch margin on all four sides. Using the "Paragraph" dropdown menu, select "0" space before each paragraph and 6 pt. space after each paragraph. Doing this eliminates hard breaks that take up unnecessary space (in other words, there should be no paragraph space holders between each paragraph). Set the line spacing to 1.5.

**Page numbering:** Insert and center page numbers in the footer of each page (using the page number dropdown menu from the "Insert" menu tab allows you to insert and center page numbers automatically).

**Citations and Notes:** Documentation of your sources and ideas is essential in academic writing. Please use a standard style for uniform citations; you may wish to consult one of several style books for this purpose. You may use either footnotes or endnotes.

**Submission of your papers:** All papers should be converted to PDF files and emailed to the instructor before 5 PM eastern time on the date they are due. Papers that do not meet the formatting requirements outlined above will not be accepted and will be returned for proper formatting.

**Plagiarism:** Refer to the ANCTI Policies and Procedures for the ANCTI policy on plagiarism.

**Late work:** If a participant is aware of a situation that will cause work to be submitted late or a presentation not to be made on time, the participant should inform the instructor as soon as possible to request to be

excused from the deadline for the work or the presentation date. If excused, the instructor will assign a new due date in consultation with the participant. Unexcused work/presentations will result in no credit for that work or presentation. Unexcused work/presentations submitted late because of an unforeseen emergency will be accepted when a reasonable explanation, as determined in the instructor's sole discretion, is provided.

**Other policies and procedures:** Participants should consult the ANCTI website's (<https://antci.org>) for additional policies and procedures pertaining to Institute courses.

### **ATTENDANCE, PARTICIPATION, AND CLASSROOM ETIQUETTE**

- Participants are expected to attend each of the ten classes of the course. Perfect attendance, while desired, is not always possible to achieve for reasons beyond a participant's control. Accordingly, a participant may have up to three unexcused class absences. Additional absences, up to five, will result in a reduction in the participant's grade. Absence from more than six classes will automatically result in the participant being withdrawn from the course, whether the participant is taking the course for credit or auditing it, and the final evaluation will so reflect.
- All participants are expected to actively engage the course material and class discussions. Class participation forms an element of the grade for participants taking the course for credit, but even those not taking the course for credit are encouraged to participate fully as discussion is a vital part of the learning experience.
- Because all classes are conducted via Zoom, participants must mute their microphone once the class has begun and unmute when they wish to ask a question, make a comment or respond to something raised during the class. Care must be taken not to "speak over" one another.
- Participants are expected to always show the utmost courtesy and respect for others participating in the course.

### **GRADING**

Where applicable, grades for this course will be determined through evaluation of class participation, assignments and presentations, both written and oral.

Participants taking this course for academic credit in the American National Catholic Theological Institute will be graded on a Pass/Fail basis. Assignments and participation will be evaluated using the following indicators of performance:

**E** = Excellent (Approximate equivalent to: A+, A, A-)

**S** = Satisfactory (Approximate equivalent to B+, B, B-, C+, C, C-)

**U** = Unsatisfactory (Equivalent to F)

**W** = Withdrawal (Student withdrawal from course for any reason)

**WP** = Withdrawal Passing (withdrawal with course at least half completed successfully)

**WT** = withdrawal based on exceeding the withdrawal time limit.

Accordingly, work rated "E" or "S" will be recorded as a Pass; work that is unsatisfactory will be recorded as a Fail. Participants should also refer to the Institute's Policy and Procedures (available on the Institute's website at <https://ancti.org>) regarding withdrawal from courses.

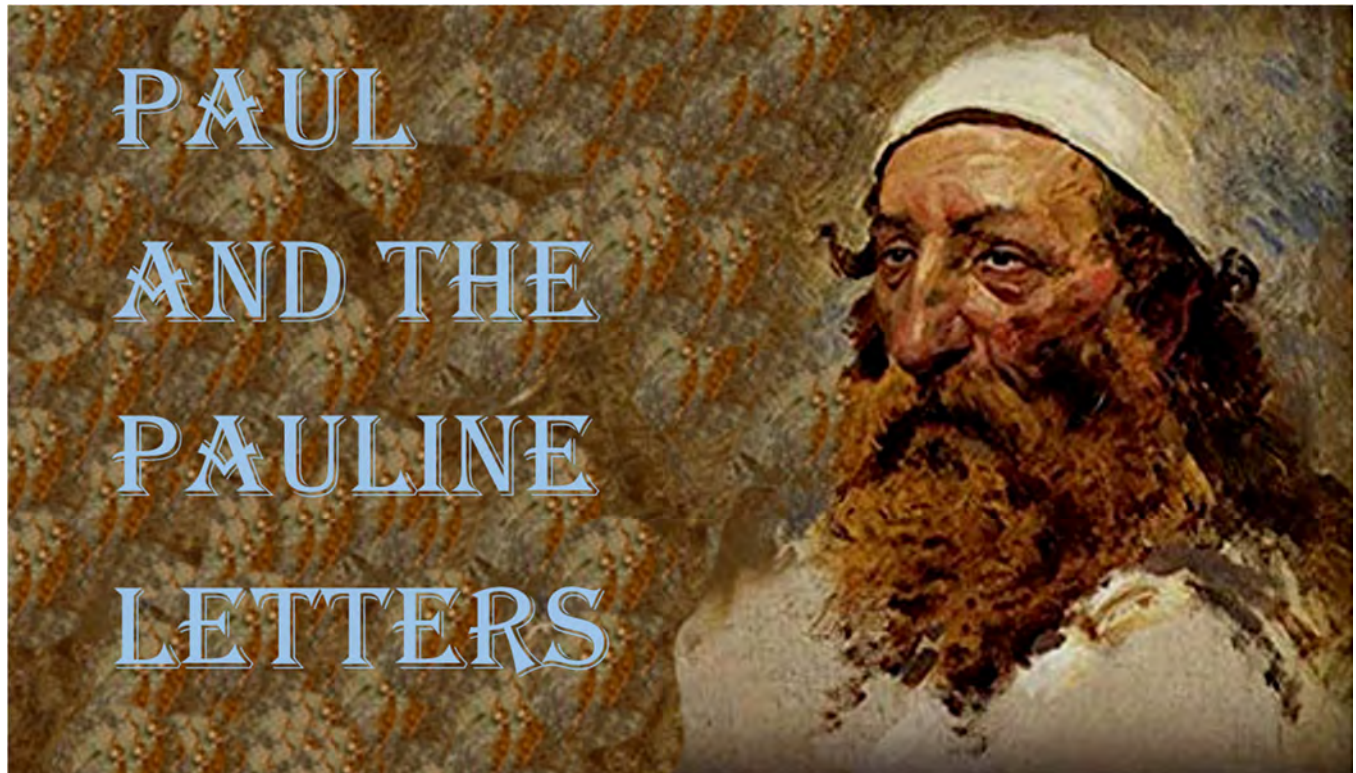
**Grading Scale:**

Percent Grade	Letter Grade	4.0 Scale
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
62 or less	F	0

**Weighted elements of your grade:**

Class participation	10%
Class presentation	10%
Problem/Theme paper I	20%
Problem/Theme paper II	20%
Exegetical paper:	25%
Spiritual Formation Project:	15%
Total	100%

Final grades for this course will be reported to the Registrar no later than Friday, March 26, 2021. Participants taking the course for credit should receive their grade no later than three days after they are reported to the Registrar.



## COURSE SCHEDULE

Date	Topics/Assigned Readings/Homework	Major Deadlines
Class 1 April 17	Orientation and Background to Paul and the Pauline Letters Lecture 1 An Apostle Admired and Despised Lecture 2 How should we read Paul? PIC pp 173-192 Going to Church in the first century	
Class 2 April 24	Lecture 3 Paul's life and letters Lecture 4 Problems of early Christianity PIC pp 121-129 Defining leadership by function, not position	Identify your mentor for the Spiritual Formation Project by 5/1/21
Class 3 May 1	Lecture 5 First and Second Thessalonians Read First and Second Thessalonians PIC pp. 111-119 Abolishing religious distinctions	
Class 4 May 8	Lecture 6 Life in the world – First Corinthians Read First Corinthians PIC pp. 67-76 Common meals and signs of fellowship	Topic paper due by 5 PM EDT 5/8/21
Class 5 May 15	Lecture 7 Life in Christ – Second Corinthians Read Second Corinthians PIC pp. 77-85 The sharing of gifts and ministry	
Class 6 May 22	Lecture 8 Life and Law – Galatians Read Galatians PIC pp. 103-109 The contribution of women in Church	Choose and submit to the instructor the pericope for your exegetical paper
Class 7 June 5	Lecture 9 Life and Righteousness – Romans Read Romans PIC pp.87-94 The interplay of grace and order	
Class 8 June 12	Lecture 10 Fellowship – Letters from captivity Read Philemon, Philippians, Colossians and Ephesians PIC pp. 95-101 Unity and diversity among the members	1 <sup>st</sup> draft of Formation paper should be completed and sent to mentor no later than 6/12/21
Class 9 June 19	Lecture 11 History and Theology Read First and Second Timothy, Titus PIC pp. 5-13 The sociocultural and religious settings PIC pp. 15-23 The Gospel of other-directed freedom	Exegetical paper due by 5 PM EDT 6/19/21
Class 10 June 26	Lecture 12 Paul's Influence PIC pp. 155-165 The exercise of Paul's influence & Conclusion	Spiritual Formation Project paper due by 5 PM EDT 7/3/21

## GUIDELINES FOR MENTORS

Dear Mentor,

Thank you for taking on the responsibility of working with your mentee as part of the Spiritual Formation Project in the Paul and the Pauline Letters course. The preparation of individuals for ordained ministry involves more than an academic exercise, so students are encouraged to critically reflect on their life by considering what they learn and to apply these insights to their own faith journey. The Spiritual Formation Project is the final assignment for this course. It involves two parts: a paper the student has prepared and will submit to you, and an interview with you.

### THE PAPER

Toward the end of the course, your mentee is asked to reflect on the course content, their own personal faith experience, and to discuss one theme, principle or concept that is most important to them and why. They are asked to identify the specific ways this theme, principle or concept applies – or should apply – in their lives and what actions they intend to take to incorporate these changes in their faith journey.

### THE INTERVIEW

After writing their paper, students give a copy of it to their mentor and then arrange an interview appointment with the mentor at a time after the mentor has had an opportunity to read and consider the paper. The purpose of the interview is to discuss the paper with the mentee, to discuss the student's thoughts about the learning experience, and for the mentee to receive your feedback. The object of this interview is to facilitate the student's spiritual growth through interaction with a mature person of faith.

### ABOUT THE INTERVIEW

Although helpful, you do not need to be familiar with the course content to participate in the interview; it is not about examining the student on the course material. Instead, you are asked primarily to respond to the student's thoughts as written in his or her paper.

Read the student's Personal Reflection and Evaluation Paper before meeting with him or her. Be prepared to discuss the following:

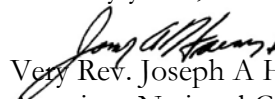
- What feedback can you give the student in response to his or her paper?
- Discuss the student's conclusions from his or her experience in the course and whether the conclusions seem appropriate; why or why not?
- Is there any additional advice, deeper insights or wider applications you can offer the student from your own life experience and ministry?

Meet with the student in person, if that is possible, or via an electronic means such as a phone call or via a video call. Please do not use written electronic means, such as email, text or instant messaging.

The interview should last between 45 and 60 minutes.

Thank you again for your role in assisting the formation of our students for ordained ministry within the American National Catholic Church. You are a part of an invaluable experience as we work together to prepare women and men to respond to the call of the Holy Spirit in their lives and within the life of the Church.

Sincerely yours,

  
Very Rev. Joseph A Harmon, Rector and Course Instructor  
American National Catholic Theological Institute