

SYLLABUS

Description

The main goal of the course is a detailed exposition of the Epistle to the Romans with a view to understanding the intention of Paul's ministry as it is suggested in Romans. The course emphasizes the theological teaching of the book including such topics as sin, righteousness and the Christian life in the Church.

Objectives

1. Students will be able to think their way through the argument of Romans.
2. Students will become familiar with some of the outstanding literature on the Book of Romans.
3. Students will understand the gospel as it is presented in Romans.
4. Students will grapple with some of the theological and practical issues raised in the Book of Romans.

Required Text

1. Arland Hultgren, *Paul's Letter to the Romans* (Eerdmans, 2011).
2. Mark Reasoner, *Romans in Full Circle* (Westminster/John Knox, 2005)

Suggested Texts

3. Karl P. Donfried, ed., *The Romans Debate* (Peabody, Mass.: Hendrickson, 1991²).
4. Gerald F. Hawthorne, Ralph P. Martin and Daniel G. Reid, eds., *Dictionary of Paul and His Letters* (Downers Grove: IVP, 1993)

Requirements

1. Students will read the assigned portion of Romans and participate in the five days of lectures/discussions.
2. Students will keep a reading journal of post-class reading. The journal will include the commentary by Hultgren and the book by Reasoner and should take into account the lecture/discussions. The journal should include some interaction with the commentary proper and should include at least one page of interaction with each of the appendices in the commentary and with each chapter in Reasoner. It should be a minimum of 25 pages double-spaced in 12 point font. Students should not read the commentary for detail but in order to become familiar with a Lutheran's approach to

Romans. Students may submit this journal electronically. **Do not summarize the contents.** The journal will be graded on its depth of discussion and interaction with the chapters. The reading journal is due on **February 8. 25 marks**

3. Students will write a 1500-word paper answering the question “According to Romans, what is the gospel?” Concentrate on Romans 1-8. Do **not** go outside of Romans to other parts of the New Testament. The paper should define the gospel in terms of righteousness, sin, law, and faith. These are subsidiary themes that will also need definition. Include verse notations, but not extended quotations. The Gospel paper is due **March 14. 25 marks**
4. Students will write a commentary of no more than 1500 words on Romans 15:5-13. The commentary should summarize the meaning of the passage in one sentence. Then it should demonstrate that this is the meaning by referring to the details of the passage. Since it occurs so close to the end of the Epistle, the commentary should demonstrate the relationship of this passage to all that has preceded it. The commentary should not quote the passage. Each paragraph that starts a discussion of a verse should begin with the verse number bolded. A short concluding paragraph should tie the passage together. The commentary paper is due **April 4. 25 marks**
5. Students will choose one of the following projects. The project is due **April 20. 25 marks**
- 5.1. Write an 8-page (minimum) essay on a topic based on Romans. The paper can go beyond Romans but should at least start there. This is a chance for the student to answer a theological question. Sample topics might include:

The meaning of “Righteousness” in Rom 1-11.
Paul’s interpretation of Hab 2:4.
The meaning of “God gave them over” in Rom 1.
The meaning of “law” in Rom 1-11.
The meaning of “propitiation” in Rom 3:25.
The relationship of faith to justification.
The meaning of Rom 5:12.
Identification with Christ in Rom 6.
Sin’s effect on the Christian (Rom 6-7).
The Spirit’s effect on the Christian (Rom 8).
Election in Rom 9.
The meaning of Rom 10:4.
The meaning of “Israel” in Rom 9-11.
The future of Israel in Rom 11.
The Church and human government (Rom 13).
“Weaker” and “stronger” Christians (Rom 14-15).

A good paper asks a question, gives alternative answers, and supports one of the answers. Be sure to clear your topic with the professor. He might save you from some grief in the end.

- 5.2. Translate Romans from the Greek text and in April, take an oral exam over the Greek text of one chapter.
- 5.3. Memorize Romans 8 and 12 and write out the translation in April.

5.4. Read and interact with 8 articles on Romans. Articles can be chosen from *The Romans Debate* or *Pauline Theology III*. Interactions should be two pages per article.

Schedule

Session	Date	Topic	Assignment Due
1	Jan 2	a. Romans in Christian History b. Salutation a. Introduction b. Sin	<i>Romans</i> 1-3
2	Jan 3	Justification by Faith	<i>Romans</i> 4-5
3	Jan 4	Sanctification	<i>Romans</i> 6-8
4	Jan 5	The Faithfulness of God	<i>Romans</i> 9-11
5	Jan 6	Living in the Church Living in the World Christian Differences Conclusion	<i>Romans</i> 12-16
	Feb 8		Reading Journal
	Mar 14		Gospel Paper
	Apr 4		Commentary
	Apr 20		Project

Course procedure:

Classes will meet from 9-4 with a one-hour break for lunch and a short break in the morning and afternoon. I eat in the cafeteria and will eat with students if invited. Students should ensure that they are well rested for each class day. This means that students should not plan “heavy” activities in the evenings. Bring water to class and be sure you are well nourished with non-sweetened snacks and meals.

The classroom style will be largely lecture and discussion. I am most interested in dealing with questions, since students will learn content from the readings. Because oral discussion is vital to the course, I discourage the use of computers during class and if students seem distracted I will require the absence of all electronic devices.

All papers are due when stipulated. Late papers will receive full marks but will not be returned until the end of the semester (after April 25).

No papers will be accepted after April 20 without written consent of the registrar.

Plagiarism will result in failure of the course.