



**Course Syllabus**  
**WYB3718H & WYB6718H 1 Corinthians**  
**Wycliffe College**  
**Toronto School of Theology**  
**Fall 2022**

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**Instructor Information**

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Instructor: Stephen Chester, PhD.  
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**Course Identification**

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Course Number: 3000/6000 level  
Course Format: *In-class*  
Course Name: 1 Corinthians  
Course Location: St George Campus, Wycliffe College (5 Hoskin Avenue):  
Class Times: Tuesdays, 10am – 1pm  
Prerequisites: None for BD students, knowledge of NT Greek for AD students

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**Course Description**

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The course will introduce students to the text of 1 Corinthians and to issues surrounding its interpretation. These will include exploration of the social context of the Corinthian church and the nature of the divisions within it, the problems of communal behavior and belief to which Paul responds, and the theological perspectives and convictions that shape his instructions and advice. Particular attention will be paid (i) to a diverse range of scholarly approaches to interpreting 1 Corinthians, (ii) to questions concerning the contemporary application of 1 Corinthians, and, above all, (iii) to questions of ecclesial and social identity and ethics. The nature of the church, its common life, and its relationship with Greco-Roman society will provide the principal focus of the class. This course aims to assist students in apprehending the distinctive contribution of 1 Corinthians to reflection upon the nature of the Christian church and the relevance of 1 Corinthians in contemporary contexts.

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**Course Resources**

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**Required Course Texts/Bibliography**

- Edward Adams and David G. Horrell (eds.), *Christianity at Corinth: The Quest for the Pauline Church* (Louisville: WJKP 2004).
- Gordon D. Fee, *The First Epistle to the Corinthians*. NICNT, 2<sup>nd</sup> edition (Grand Rapids: Eerdmans, 2014)

### Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

### Course Methodology

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The class is geared towards exploring significant issues in the scholarship of 1 Corinthians while engaging closely with the text of the letter. Class sessions will be organized around a mixture of lectures and seminar-style discussion of texts. The lectures will provide students with an orientation to different approaches used in the study of 1 Corinthians, especially as they relate to reconstructing the situation of the Corinthian church. The seminar discussions will explore selected texts in detail, relating their content to these methodologies and approaches. Alongside assigned readings relating to the topics covered by the lectures, in preparation for each seminar students will consult the required commentary (see required texts) and one other commentary (see bibliography). In this way students will have exposure both to a single important commentary on the letter (and to the way in which an interpretation of the letter as a whole may be constructed) and to a cross-section of the many excellent commentaries available on 1 Corinthians (and hence to a breadth of perspectives on the interpretation of the letter). The emphasis of the lectures, seminars, and assessments is upon exegetical and theological interpretation, but other methodologies will be included (e.g. post-Marxist political philosophy, post-colonial approaches) and students given the opportunity to explore them. The learning of the class builds towards a final exegesis paper in which students will propose their own critically aware interpretation of a passage from 1 Corinthians.

### Course Learning Outcomes

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students will be able to:</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv):</b>
critically assess scholarly reconstructions of the situation and context of the Corinthian church, and articulate their significance for the interpretation of 1 Corinthians.	Lectures, seminars, first reading report, exegetical research paper.	<b>MTS:</b> 1.1, 1.2 <b>MDiv:</b> 1.1, 1.2 <b>MA:</b> 1 <b>PhD:</b> 1.1 <b>ThM:</b> 1.1, 1.2

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
analyze major issues addressed by Paul in 1 Corinthians, especially as they relate to the nature of Christian community.	Lectures, seminars (inc. presentation), exegetical research paper.	<b>MTS:</b> 1.1, 2.1 <b>MDiv:</b> 1.1, 1.2, 2.1, 2.2 <b>MA:</b> 1 <b>PhD:</b> 1.1, 5 <b>ThM:</b> 1.1, 1.2, 2.5
formulate their own critically informed exegesis of selected texts from 1 Corinthians.	Exegetical research paper	<b>MTS:</b> 1.1, 2.1 <b>MDiv:</b> 1.2, 2.1, 2.2 <b>MA:</b> 2 <b>PhD:</b> 2, 5 <b>ThM:</b> 2.3, 2.5
evaluate the significance of major issues in the interpretation of 1 Corinthians for church and society in contemporary contexts.	Lectures, seminars (inc. presentation), second reading report	<b>MTS:</b> 1.4, 2.1 <b>MDiv:</b> 1.6, 2.1 <b>MA:</b> 2 <b>PhD:</b> 5 <b>ThM:</b> 2.2, 2.5

### ***Evaluation***

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#### **Requirements**

**The final grade for the course will be based on evaluations in the following areas:**

- 10%** Participation
- 30%** Reading Reports
- 20%** Presentation
- 40%** Exegesis Research Paper

- Participation: Students are expected to read 1 Corinthians before the class begins, to attend classes, to participate in class discussion, and to complete the required reading. A record of attendance will be kept, and a reading log will be provided, which students will submit at the end of the class. **The log is due on Friday December 9.**
- Text Seminar Presentation: Each student will be allocated **one** of the seminar discussions (on a different text from the one they will write about in their second reading report) and asked to report to the class (10-15 minutes) on the exegesis of the text. Each presentation should (i) clearly identify major exegetical issues, (ii) analytically describe scholarly perspectives on these issues, and (iii) specify ways in which Paul's argument may reflect his perspectives on the nature of Christian community. The goal of the presentation is to establish a helpful framework for subsequent class discussion. Students should produce a handout or power-point slides for the class. Further written guidance and bibliography will be provided at the beginning of the semester.
- Reading Reports: Each student will complete two reading reports of 1000 words each.

For the first report **all students** will read "The Scholarly Quest for Paul's Church at Corinth: A Critical Survey" in E. Adams and D.G. Horrell eds., *Christianity at Corinth: The Quest for the Pauline Church* (Louisville: WJKP, 2004), 1-50 and choose from a limited menu of options one other article/chapter proposing a reconstruction of the situation of the Corinthian church. Students will write responses to specific questions that require them to (i) accurately report scholarly perspectives, (ii) demonstrate understanding of the evidence upon which scholars have based their arguments, and (iii) evaluate the strengths and weaknesses of one or more reconstructions. **The report is due at the beginning of the third class on September 27.**

For the second report **basic degree students** will choose **one** of three issues found in 1 Corinthians with significant implications for contemporary debates:

- (i) Same-sex intercourse in 1 Cor 6:1-11
- (ii) Women in worship in 1 Cor 11:2-16
- (iii) Gifts of the Spirit in worship in 1 Cor 14:6-19

Students will choose one commentary and one other item from a limited menu of options. Students will write responses to specific questions that ask them to (i) accurately report scholarly arguments and conclusions, (ii) analyze the exegetical strengths and weaknesses of proposals, and (iii) evaluate both their contemporary implications and the ways in which contemporary concerns may have helped to shape the exegesis offered. **The report is due at the beginning of class on November 1.**

For the second report **advanced degree students** will write about the issue of women in worship in 1 Cor 14:33-36. Students will construct their own bibliography. They will write responses to specific questions that ask them to (i) analyze text-critical arguments concerning these verses (e.g. is there an interpolation?), (ii) relate text-critical issues to hermeneutical ones (e.g. are the implications of an interpolation similar/different within author-centered and canonical hermeneutics?), and (iii) critically evaluate the implications of scholarly perspectives for contemporary uses of the text and the ways in which contemporary concerns may have influenced text-critical decisions. In addition to the 1000 words of the report, advanced degree

students will provide their own translation of 1 Cor 14:32-26 and a brief commentary specifying how their translation and its presentation reflects text-critical decisions (e.g. paragraphing, punctuation, use of brackets etc.). **The report is due at the beginning of class on November 1.**

- Exegesis Research Paper. **Basic degree students** will prepare an exegesis paper of 3000 - 3500 words on a text to be agreed with the instructor. The text must **not** be the same as that used in the second reading report but **may** be the same as that discussed in the student's presentation. **The paper is due on Friday December 9.** Further printed guidance as to how students are to approach the paper will be provided. Students should have a bibliography of at least eight items, including a minimum of four exegetical commentaries. **Advanced degree students** will prepare an exegesis paper of 4000 – 4500 words with a bibliography of at least twelve items, including a minimum of six exegetical commentaries. They will make use of NT Greek in their exegesis and also include their own translation of the passage (additional to the word count). **The paper is due on Friday December 9.**

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

### **Grading System - Graduate Degree Students**

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	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

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

**Late work (Advanced Degree).** The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

**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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## ***Additional Policies***

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**Attendance:** Missing 2 or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs 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* and the Graduate program Handbooks (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/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course 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).

**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>.

**Back-up copies.** Please make back-up copies of all papers before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

**Course Schedule**

Time	Date	Topic	Text Seminar	Assigned Readings
1	September 13	Introduction to the class. Lecture: Introducing the City of Corinth: Geography, History, Archaeology		AH, 1-50
2	September 20	Seminar: What was happening in the church at Corinth?  Lecture: The Social Level of the Corinthian Christians	1 Cor 1:10-17	AH, 51-60; AH, 61-70; AH, 139-44  Fee, one other commentary (on 1:10-17)
3	September 27	Seminar: Paul's Theology of the Cross  Lecture: Paul and the (Post-) Marxists – 1 Cor 1 in Recent European Political Philosophy	1 Cor 1:18-2:5	AH, 97-106; Longenecker (in Still and Horrell), 36-59  Fee, one other commentary (on 1:18-2:5)  Badiou, 4-54
4	October 4	Lecture: The Spirituality of the Corinthian Church  Seminar: Paul's Theology of Ministry and its Contemporary Implications	1 Cor 2:6-3:4  1 Cor 3:5-23	AH 107-18; AH 183-96  Fee, one other commentary (on 3:5-23)
5	October 11	Seminar: The "Immoral Brother" and Church Discipline  Lecture: Paul and Conversion at Corinth	1 Cor 5:1-13	AH, 197-206  Fee, one other commentary (on 5:1-13)  Chester, 113-48
6	October 18	Seminar: How Paul thinks about conversion in 1 Cor and its implications today  Lecture: 1 Cor 6:9 and Same-Sex Intercourse	1 Cor 6:1-11, 7:17-24	Fee, one other commentary (on 6:1-11, 7:17-24)  Loader, 326-332



<b>7</b>	October 25	<b>Reading Week: No Class</b>		
<b>8</b>	November 1	Seminar: The Corinthian Believers and Prostitution  Lecture: Marriage and Divorce in Greco-Roman Society	1 Cor 6:12-20	Fee, one other commentary (on 6:12-20)  AH, 161-72
<b>9</b>	November 8	Seminar: Paul's advice concerning Marriage  Lecture: Sacrifice and Temple in Greco-Roman Religion	1 Cor 7:1-16	Fee, one other commentary (on 7:1-16)  AH, 119-28
<b>10</b>	November 15	Seminar: Paul's advice on Food Sacrificed to Idols  Lecture: Textual Criticism and 1 Cor 14:33b-36	1 Cor 8:1-13, 10:23-11:1  1 Cor 14:33b-36	Fee, one other commentary (on 8:1-13, 10:23-11:1)  Westfall, 61-106
<b>11</b>	November 22	Seminar: Women in Worship at Corinth  Lecture: The Lord's Supper at Corinth	1 Cor 11:2-16, 14:33b-36  1 Cor 11:17-34	Fee, one other commentary (on 11:2-16)  AH, 129-38
<b>12</b>	November 29	Lecture: Body and Society in the Greco-Roman World  Seminar: The Gifts of the Spirit in Worship	1 Cor 12:1-31  1 Cor 14	Morris in Walton, Trebilco and Gill eds., 141-59; Kim  Fee, one other commentary (on 1 Cor 14)
<b>13</b>	December 6	Seminar: Paul and the Resurrection of the Dead  Lecture: Paul and the Jerusalem Collection	1 Cor 15:35-58  1 Cor 16:1-4	Wright, 340-61  Fee, one other commentary (on 16:1-4)

For Assigned Readings, all students are expected to do the necessary commentary work in advance of class in order to be ready to discuss texts. However, where there are multiple other assigned readings given these may be divided among members of the class. Except for commentary work, assigned readings not drawn from the required texts for the class will be made available in Quercus.

## **Bibliography**

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**\*indicates that a volume is available within the University of Toronto library system as an e-book.**

- 1 *Corinthians*, Ancient Christian Commentary on Scripture: New Testament VII (edited by Scott Gerald Bray; Downer's Grove: IVP, 1999).\*
- 1 *Corinthians*, Reformation Commentary on Scripture: New Testament IXa (edited by Scott Manetsch; Downer's Grove: IVP, 2017).\*
- C.K. Barrett, *The First Epistle to the Corinthians* (London: A.&C. Black, 1971)
- J. Calvin, *First Corinthians* (Edinburgh: St. Andrew's Press, ET 1960)
- C.L. Campbell, *1 Corinthians*, Belief (Louisville: WJKP, 2018)
- R.F. Collins, *First Corinthians* (Collegeville, Minnesota: Liturgical Press, 1999).\*
- H. Conzelmann, *1 Corinthians* (Philadelphia: Fortress, ET 1975).\*
- J. Fitzmyer, *First Corinthians*, Anchor Bible (New Haven, Conn.: Yale University Press, 2008)\*
- P. Gardner, *1 Corinthians*, Exegetical Commentary on the New Testament (Grand Rapids: Zondervan, 2018)
- D. Garland, *1 Corinthians*, ECNT (Grand Rapids: Baker, 2003)\*
- F. Godet, *Commentary on St. Paul's First Epistle to the Corinthians*. 2 Vols. (Edinburgh: T & T Clark, ET 1886).
- R.B. Hays, *1 Corinthians*, Interpretation (Louisville: WJKP, 1998)\*
- J. Héring, *The First Epistle of St. Paul to the Corinthians* (London: Epworth, ET 1962).
- J.L. Kovacs (trans. and ed.), *1 Corinthians Interpreted by Early Christian Commentators*, The Church's Bible (Grand Rapids: Eerdmans, 2005)
- J.B. Lightfoot, *Notes on Epistles of St. Paul from Unpublished Commentaries* (London: Macmillan, 1895).
- P. Perkins, *First Corinthians*, Paideia (Grand Rapids: Baker Academic, 2012).
- A. Robertson & A. Plummer, *1 Corinthians*, ICC (Edinburgh: T.&T. Clark, 1911).\*
- W. Schrage, *Der erste Brief an die Korinther* 3 Vols (Neukirchen-Vluyn: Neukirchener Verlag, 1991 and 1995).
- T. Schreiner, *1 Corinthians*, TNTC (Downer's Grove: IVP, 2018).
- A. Thiselton, *The First Epistle to the Corinthians* (Grand Rapids, Mich.: Eerdmans, 2000)\*
- J. Weiss, *Der erste Korintherbrief* (Göttingen: Vandenhoeck & Ruprecht, 1910).
- B. Witherington, *Conflict and Community in Corinth: A Socio-Rhetorical Commentary* (Grand Rapids, Mich.: Eerdmans, 1995).
- C. Wolff, *Der erste Brief des Paulus an die Korinther*; THKNT 7 (Leipzig: Evangelische Verlagsanstalt, 1996; 2<sup>nd</sup> ed. 2000)

### **Assigned Readings (other than those that are from required texts for the class)**

- A Badiou, *Saint Paul: The Foundation of Universalism* (Stanford, CA: Stanford University Press, 2003), 4-54.
- S.J. Chester, *Conversion at Corinth: Perspective on Paul's Theology of Conversion in Paul's Theology and the Corinthian Church* (New York: T&T Clark, 2003), 113-48.
- B. Longenecker, "Socio-Economic Profiling of the First Urban Christians" in D.G. Horrell and T. Still, eds., *After the First Urban Christians: The Social-Scientific Study of Pauline Christianity Twenty-Five Years Later* (New York: T&T Clark, 2009), 36-59.
- H. Morris, "Conformity and Subversion in 1 Corinthians 12:12-31," in S. Walton, P.R. Trebilco, and D.W.J. Gill (eds.), *The Urban World and the First Christians* (Grand Rapids: Eerdmans, 2017), 141-59.

C. Westfall, *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ* (Grand Rapids: Baker, 2016), 61-106.

N.T. Wright, *The Resurrection of the Son of God* (London: SPCK, 2003), 340-61.\*

### Select Other Works

K.E. Bailey, *Paul through Mediterranean Eyes: Cultural Studies in 1 Corinthians* (Downer's Grove: IVP, 2011)\*

S. Breton, *The Word and the Cross* (New York: Fordham University Press, 2002)\*

B. Brock and B. Wannewetsch, *The Malady of the Christian Body: A Theological Exposition of Paul's First Letter to the Corinthians Vol. 1* (Eugene, OR: Cascade, 2016).

B. Brock and B. Wannewetsch, *The Therapy of the Christian Body: A Theological Exposition of Paul's First Letter to the Corinthians Vol. 2* (Eugene, OR: Cascade, 2016).

D.A. Carson, *Showing the Spirit: A Theological Exposition of 1 Corinthians 12-14* (Grand Rapids, Mich.: Baker, 1987)

D.A. Carson, *Cross and Christian Ministry: Leadership Lessons from 1 Corinthians* (Grand Rapids, Mich.: Baker, 2018).

S.J. Chester, *Conversion at Corinth: Perspectives on Conversion in Paul's Theology and the Corinthian Church* (New York: Continuum, 2003)

JK Chow, *Patronage and Power: A Study of Social Networks in Corinth* (Sheffield: Academic Press, 1992)

A Clarke, *Secular and Christian Leadership in Corinth* (Leiden: E.J. Brill, 1993)\*

W. Deming, *Paul on Marriage and Celibacy: The Hellenistic Background of 1 Corinthians 7* (Grand Rapids: Eerdmans, 2<sup>nd</sup> Edition 2004).

D. Engels, *Roman Corinth: An Alternative Model for the Classical City* (Chicago: University of Chicago Press, 1990)

J. Fotopoulos, *Food Offered to Idols in Roman Corinth* (Tübingen: Mohr Siebeck, 2003)

V.P. Furnish, *The Theology of the First Letter to the Corinthians* (Cambridge: CUP, 1999)\*

J.A. Harrill, *The Manumission of Slaves in Early Christianity* (Tübingen: Mohr Siebeck, 1995)

D.G. Horrell *The Social Ethos of the Corinthian Correspondence* (Edinburgh: T.&T. Clark, 1996)

Y.S. Kim, *Christ's Body in Corinth: The Politics of a Metaphor* (Minneapolis: Fortress, 2008)

M. Lahey, *Image and Glory of God: 1 Cor 11:2-16 as a Case Study in Bible, Gender and Hermeneutics* (New York: T&T Clark, 2010)

M. Lahey, *The Ritual World of Paul the Apostle: Metaphysics, Community and Symbol in 1 Cor 10-11* (New York: T&T Clark, 2019)

D. Litfin, *St. Paul's Theology of Preaching: The Apostle's Challenge to the Art of Persuasion in Ancient Corinth* (Downer's Grove: IVP, 2015)

D.B. Martin, *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity* (New Haven: Yale UP, 1990)

D.B. Martin, *The Corinthian Body* (New Haven: Yale University Press, 1995)\*

A.S. May, *The Body for the Lord: Sex and Identity in 1 Corinthians 5-7* (New York: Continuum, 2004)

W. Meeks, *The First Urban Christians* (New Haven & London: Yale UP, 1983)

J.J. Meggitt, *Paul, Poverty and Survival* (Edinburgh: T.&T. Clark, 1998)

M.M. Mitchell, *Paul and the Rhetoric of Reconciliation* (Louisville: WJKP, 1992)

M.M. Mitchell, *Paul, the Corinthians and the Birth of Christian Hermeneutics* (Cambridge: CUP, 2010)

J. Murphy O'Connor, *St. Paul's Corinth: Text and Archaeology* (3<sup>rd</sup> rev. ed.; Collegeville, Minn.: Liturgical, 2002)

J. Økland, *Women in Their Place: Paul and the Corinthian Discourse of Gender and Sanctuary Space* (New York: T&T Clark, 2004)

L. Peppiat, *Unveiling Paul's Women: Making Sense of 1 Corinthians 11:2-16* (Eugene, OR: Cascade, 2018).\*

- R. Pickett, *The Cross in Corinth: The Social Significance of the Death of Jesus* (Sheffield: Academic Press, 1997)
- S.M. Pogoloff, *Logos and Sophia: The Rhetorical Situation of 1 Corinthians* (Atlanta: Scholar's Press, 1992)
- B.J. Robinson, *Being Subordinate Men: Paul's Rhetoric of Gender and Power in 1 Corinthians* (New York: Lexington/Fortress, 2018)
- B. Rosner, *Paul, Scripture and Ethics: A Study of 1 Corinthians 5-7* (Grand Rapids: Baker, 1999)\*
- D.N. Schowalter & S.J. Friesen (eds.), *Urban Religion in Roman Corinth: Interdisciplinary Approaches* (Harvard: Harvard University Press, 2005)
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