



**Course Syllabus**  
**WYB3743HF: Paul's Letter to the Galatians**  
**Wycliffe College**  
**Toronto School of Theology**  
**Fall 2021**

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***Instructor Information***

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***Course Identification***

Course Number: 3000 level  
Course Format: *In-class*  
Course Name: Paul's Letter to the Galatians  
Course Location: St George Campus, Wycliffe College (5 Hoskin Avenue):  
Class Times: Thursday, 6.30pm – 9.30pm  
Prerequisites: Prerequisite of one of the New Testament Intro classes, either WYB1501H or WYB2660H (or equivalent)

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***Course Description***

The course will introduce students to the text of Galatians and to issues surrounding its interpretation. A range of scholarly debates about Galatians will be introduced, reflecting the significance of the letter for understanding Paul's theology, especially his soteriology (justification by faith, participation in Christ), his ecclesiology (Jews and Gentiles as one people of God), and his engagement with Judaism and the law. Attention will also be paid to the historical issues surrounding the date and destination of Galatians and to reconstructions of the crisis that prompted Galatians, especially the identity of Paul's opponents. Other issues to be explored include Paul's use of Scripture and the work of the Spirit in the life of the church. This course also aims to assist students in appreciating the relevance of Galatians for contemporary contexts.

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***Course Resources***

**Required Course Texts/Bibliography**

- Peter Oakes, *Galatians* (Grand Rapids: Baker, 2015)
- Mark D. Nanos (ed.), *The Galatians Debate* (Grand Rapids: Baker, 2019)
- Mark W. Elliott, Scott J. Hafemann, N.T. Wright and John Frederick (eds.), *Galatians and Christian Theology* (Grand Rapids: Baker, 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>. Students who have trouble accessing Quercus should ask Jeffrey Hocking, [jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca), for further help.

### ***Course Methodology***

The class is geared towards exploring significant issues in the scholarship of Galatians while engaging closely with the text of the letter. Class sessions will be organized around a mixture of lectures on the text and seminar-style discussion of major issues in interpretation. The lectures will provide students with an orientation to the unfolding of the argument of Galatians, especially to features of the text that prompt strong exegetical disagreement. The seminar discussions will explore selected critical issues in detail, teasing out their theological implications and contemporary relevance. As well as undertaking assigned readings relating to the topics covered by the seminars, students will complete exegetical worksheets in preparation for lectures. This will involve the use of the required commentary and at least one other commentary. In this way students will have exposure both to a single 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 several excellent commentaries on Galatians now available (and hence to a breadth of perspectives on the interpretation of the letter). The emphasis of the lectures, text seminars, and assessments is upon exegetical and theological interpretation, with the history of reception treated as a significant component of this task. The learning of the class builds towards a final research paper in which students critically evaluate a major issue in the interpretation of the letter.

### ***Course Learning Outcomes***

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<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 debates concerning the nature of the crisis that provoked the writing of Galatians.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	<b>MTS:</b> 1.1, 1.2 <b>MDiv:</b> 1.1, 1.2
analyze major issues addressed in the letter to the Galatians, especially justification by faith, the incorporation of Gentiles into the people of God, and the ethics of the Spirit.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	<b>MTS:</b> 1.1, 2.1 <b>MDiv:</b> 1.1, 1.2, 2.1, 2.2

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
propose their own critically informed exegesis of selected texts from Galatians.	Exegetical worksheets, text seminars, short paper	<b>MTS:</b> 1.1, 2.1 <b>MDiv:</b> 1.2, 2.1, 2.2
evaluate the significance of Galatians for understanding the nature of the Christian gospel, both in the history of reception and contemporary contexts.	Lectures, text seminars, short paper, research paper	<b>MTS:</b> 1.4, 2.1 <b>MDiv:</b> 1.6, 2.1

### **Evaluation**

#### **Requirements**

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

- 10%** Participation
- 25%** Exegetical Worksheets
- 25%** Short Paper on the Works of the Law
- 40%** Research Paper

- Participation: Students are expected to read Galatians by the end of the first week of the semester, 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 in which to record required reading and class preparation. **The reading log is due on Monday December 13.**
- The Works of the Law: Paul characterizes his gospel over and against the “works of the law” (Gal 2:16 [x3], 3:2, 3:5). In recent scholarship the meaning of this term has been debated intensely. Students will write an exegetical paper of 1200 – 1500 words exploring the issue. Students will be expected to demonstrate knowledge of the main positions within the debate, and to explain which they find most persuasive and why. Students will also consider the implications of their conclusions for the presentation of the Christian gospel in the contemporary world. Further

printed guidance will be provided. **The paper is due on Monday November 1.** The bibliography should include at least two commentaries and at least three other scholarly secondary sources.

- Exegetical Worksheets: The instructor will provide exegetical worksheets to be studied in preparation for each class. Each worksheet will include at least one question drawing the attention of students to material drawn from the history of reception. Students will submit 8 of these exegetical worksheets during the semester. Week 5 may **not** be used, since it will overlap with the paper on works of the law. Individual worksheets must be submitted before the class to which they relate (except for week 1, which will be accepted up until **September 23**). Each worksheet must include a bibliography comprising the required commentary and at least one other.
- Final Research Paper. Students will write a research paper of 3000 - 3500 words on one of the critical questions concerning the study of Galatians listed below. **The paper is due on Monday December 13.** Further printed guidance as to how students are to approach the paper will be provided.
  - (i) What was the destination and date of Galatians and why does it matter?
  - (ii) What was at stake in the dispute at Antioch?
  - (iii) Is the Paul of Galatians within Judaism or not?
  - (iv) What is justification by faith in Galatians? Does it primarily concern dealing with sin or membership of God's people?
  - (v) What does Paul teach in Galatians about the nature of sin and the work of the cross?
  - (vi) What does Paul teach in Galatians about the purpose of the law?
  - (vii) How central to Paul's gospel is Gal 3:28 and what are its implications for Christian identity?
  - (viii) Choose **either** (i) the figure of Abraham **or** (ii) the allegory of Sarah and Hagar. How does Paul interpret Scripture and what critical issues does it raise?
  - (ix) Is Paul successful in developing an ethics of the Spirit in Galatians?

### 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

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**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.

**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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**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 <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**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

Week	Date	Lecture Topic	Seminar	Assigned Readings
1	September 16	The Destination and Date of Galatians	The Identity and Message of Paul's Opponents (1)	J.M.G. Barclay, "Mirror-Reading a Polemical Letter," 367-83 (Ch.20) in Nanos ed.
2	September 23	Gal 1:1-10 The Human Plight (Gal 1:4) The Nature of Apostleship	The Identity and Message of Paul's Opponents (2)	M.D. Nanos, "The Inter and Intra Jewish Political Context of Paul's Letter," 396-407 (Ch.22) in Nanos ed.
3	September 30	Gal 1:11-24 Paul's Life in Judaism The Origin of Paul's Gospel	Was Paul a Convert?	S.J. Chester, <i>Conversion at Corinth</i> , 153-64

<b>4</b>	October 7	Gal 2:1-10 Circumcision and Social Identity The Two Ethnic Missions	What was Paul's Relationship with Jerusalem?	J.L. Martyn, "A Law Observant Mission to the Gentiles," 348-61 (Ch.18) in Nanos ed.
<b>5</b>	October 14	Gal 2:11-21	What are the works of the Law?	J.D.G. Dunn, "The Incident at Antioch," 199-234 (Ch.12) in Nanos ed.
<b>6</b>	October 21	Gal 2:11-21	What does it mean to be crucified with Christ?	S.J. Chester, "It is no longer I who live," <i>NTS</i> 55 (2009), 315-37
<b>7</b>	<b>Reading Week</b>			
<b>8</b>	November 4	Gal 3:1-14 The Death of Christ and the Receipt of the Spirit The Figure of Abraham	What is justification by faith?	T. Wengert, "Martin Luther on Gal 3:6-14," 91-116 (Ch.6) in Elliott et al eds.
<b>9</b>	November 11	Gal 3:15-25 The Temporality of the Law The Law and the Promise	What is the Law's purpose?	B.W. Longenecker, <i>The Triumph of Abraham's God</i> , 117-46 (Ch.6)
<b>10</b>	November 18	Gal 3:26-4:20 Sons and Heirs: A Privileged Identity Returning to Slavery	All One in Christ Jesus (3:28): Is Paul an enemy of Difference?	B.R. Gaventa, <i>Our Mother St Paul</i> , 29-40 (Ch.2)
<b>11</b>	November 25	Gal 4:21-5:12 The Allegory of Hagar and Sarah Circumcision and Faith	What is Christian Freedom?	J.M.G. Barclay, "Grace and the Countercultural Reckoning of Worth," 306-317 (Ch20) in Elliott et al eds.
<b>12</b>	December 2	Gal 5:13-26 The Spirit and Social Identity The Spirit and the Flesh	What does it mean to walk by the Spirit?	V. Rabens, "Indicative and Imperative...?" 285-304 (Ch 19) in Elliott et al eds.

13	December 9	Gal 6:1-18 Fulfilling the Law of Christ The New Creation and the Israel of God	Is Galatians primarily a Covenantal or Apocalyptic Text?	R. Hays, "Apocalyptic <i>Poiesis</i> in Galatians," 200- 219 (Ch.12) in Elliott et al eds.
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## ***Bibliography***

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### **Commentaries**

- H.D. Betz, *Hermeneia Commentary* (Philadelphia: Fortress, 1979)  
M.C. de Boer, *New Testament Library* (Louisville: Westminster John Knox, 2011)  
E. de Witt Burton, *International Critical Commentary*. (Edinburgh: T&T Clark, 1921)  
J.D.G. Dunn, *Black's N.T. Commentary* (London: A & C Black, 1993)  
C.A. Keener, *Galatians* (Grand Rapids: Baker, 2019)  
R.N. Longenecker, *Word Bible Commentary* (Dallas: Word Books, 1990)  
J.L. Martyn, *Anchor Bible* (New York: Doubleday, 1997)  
F. J. Matera, *Sacra Pagina*. (Collegeville: Liturgical Press, 1992)  
D.J. Moo, *Baker Exegetical Commentary* (Grand Rapids: Baker, 2013)  
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### **History of Reception**

- Thomas Aquinas, *Commentary on Saint Paul's Epistle to the Galatians by St. Thomas Aquinas*.  
Translated by Fabian R. Larcher (Albany, NY: Magi, 1966).  
Augustine, *Augustine's Commentary on Galatians: Introduction, Text, Translation, and Notes*.  
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IVP, 2011)  
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Colossians*. Translated by T.H.L. Parker (Grand Rapids: Eerdmans, 1965).  
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### **Other Literature**

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