



## Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

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**This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.**

**Class attendance and participation in remote or synchronous online learning classes.** The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class. Please see information at <https://wycliffecollege.ca/remoteteaching> Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you may need to purchase a webcam (webcams come with built in microphone).

### **Notice of video recording and sharing (Download and re-use prohibited)**

*Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.*

### ***Course Identification***

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Course Number : WYB5741  
Course Name: Learning About Paul Through Galatians  
Campus: St. George

### ***Instructor Information***

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Instructor: Ann Jervis  
E-mail: a.jervis@utoronto.ca

### ***Course Description***

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Seminar designed to enlarge students' understanding of Paul, of scholarship on Paul, and the letter he wrote to the Galatians. This course is also designed to sharpen students' research abilities and to provide an opportunity to prepare a trial thesis proposal.

An intensive course over three two-day sessions, plus introductory session

Jan. 8, 2021: 11 a.m. -1 ( EST) Introductory class

Jan 15 and 16, 2021: 11 a.m. – 3 p.m. EST

Jan. 29 and 30, 2021: 11 a.m. – 3 p.m. EST

Feb. 12 and 13, 2021: 11 a.m.- 3 p.m. EST

### ***Course Methodology***

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Seminar, in-class presentations

### ***Course Outcomes***

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<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to these aspects of GCTS outcomes:</b>
<ul style="list-style-type: none"><li>• Students will gain skills in research and in capacity to discuss, understand and present issues related to interpreting Galatians in particular and Paul in general;</li></ul>	lectures and assignments	<b>PhD:</b> 1.1, 1.2, 2.3, 2.5 <b>MA:</b> 1.1–1.3, 2.3, 2.5 <b>ThM:</b> 1.1, 1.2, 2.3, 2.5 <b>DMin:</b> 1.1, 1.2, 2.3
<ul style="list-style-type: none"><li>• Students will develop skills in advanced academic discourse: critiquing commentaries, reviewing other scholarship, and outlining a doctoral thesis proposal</li></ul>	assignments	<b>PhD:</b> 1.1, 1.2, 2.3, 2.5 <b>MA:</b> 1.1–1.3, 2.3, 2.5 <b>ThM:</b> 1.1, 1.2, 2.3, 2.5 <b>DMin:</b> 1.1, 1.2, 2.3

## ***Course Resources***

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### **Required Course Texts**

- H. D. Betz, *Galatians*, Hermeneia. Philadelphia: Fortress, 1979.
- J. L. Martyn, *Galatians. A New Translation with Introduction and Commentary*. AB 33. New York: Doubleday, 1997.
- S. Westerholm, *Perspectives Old and New on Paul. The “Lutheran” Paul and His Critics*. Grand Rapids: Eerdmans, 2004.

For your information, I have written a non-specialist focused commentary on Galatians: L. Ann Jervis, *Galatians* NIBC. Peabody, MA: Hendrickson, 1999

## ***Class Schedule***

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### Friday, Jan. 8

11:00 a.m. – 1:00 p.m. Mandatory Organization Meeting.

### Friday, Jan. 15

Read: Westerholm, *Perspectives Old and New on Paul. The “Lutheran” Paul and His Critics*. Grand Rapids: Eerdmans, 2004.

Betz, *Galatians*, Hermeneia. Philadelphia: Fortress, 1979. Pp 1-33.

Martyn, *Galatians. A New Translation with Introduction and Commentary*. AB 33. New York: Doubleday, 1997. Pp 1-42.

And corresponding passages in Greek text of Galatians.

### Schedule for the Day:

11:00 a.m. – 12:00 p.m. Professor led discussion of Westerholm, Part One

12:00 – 12:30 - break

12:30 – 1:30 Professor led discussion of Betz, pp. 1–33; and Martyn, pp. 3–42.

1:30-1:45 Break

1:45- 3:00 (with break as needed) Professor led discussion of Westerholm, Part Two

Saturday, Jan. 16

11:00 – 12:00 p.m. Student led discussion of of Betz, pp. 37–83; and Martyn, pp. 81–186. In conversation with the text of Galatians.

12:00-12:30 Break

12:30-1:30 Student led discussion of B. Matlock, *Unveiling the Apocalyptic Paul. Paul's Interpreters and the Rhetoric of Criticism*. Sheffield: Sheffield Academic Press, 1996.

1:30-1:45 Break

1:45-3:00 (with break as needed) Student led discussion of Betz, 83-105; Martyn 187-228. In conversation with the text of Galatians.

Friday, Jan. 29:

11:00 a.m. – 12:00 p.m.: Student led discussion of D. Harink, “Time and Politics in Four Commentaries on Romans,” in *Paul, Philosophy, and the Theopolitical Vision*. Eugene, Oregon: Cascade Books, 2010. Pp. 282-312; and Harink, “Apocalypse: Galatians and Hauerwas,” in *Paul Among the Postliberals. Pauline Theology Beyond Christendom and Modernity*. Grand Rapids: Brazos, 2003. Pp. 67-104.

12:00 – 12:30 Break

12:30- 1:30 Student led discussion of Betz, 105-136 and Martyn, 228-294. In conversation with the text of Galatians.

1:30 – 1:45 Break

1:45 – 3:00 (with break as needed) Student led discussion of J. Barclay, *Paul & the Gift*. Grand Rapids: Eerdmans, 2015.

Saturday, Jan. 30:

11:00 a.m. – 12:00 p.m. Student led discussion of Betz, 137-153 and Martyn, 294-336. In conversation with the text of Galatians.

12:00 pm. – 12:30 Break

12:30 – 1:30 Student led discussion of Beker, J. C. *Paul the Apostle. The Triumph of God in Life and Thought*. Philadelphia: Fortress, 1980.

1:30 – 1:45 Break

1:45 – 3:00 (with break as needed) Student led discussion of Betz, 154-201 and Martyn, 336-383. In conversation with the text of Galatians.

Friday, Feb. 12:

11:00 a.m. to 12:00 p.m. Student led discussion of Sanders, E. P. *Paul and Palestinian Judaism. A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977.

12:00 – 12:30 Break

12:30-1:30: Student led discussion of Betz, 202-258 and Martyn, 384-466. In conversation with the text of Galatians.

1:30- 1:45 – Break

1:45 – 3:00 (with break as needed) Student led discussion of Betz, 258-290 and Martyn, 467-514. In conversation with the text of Galatians.

### Saturday, Feb. 13:

11:00 a.m. – 12:00 p.m. Student led discussion of Betz, 291-325 and Martyn, 515-577. In conversation with the text of Galatians.

12:00-12:30 Break

12:30-1:30 Presentation of Thesis Proposal Projects

1:30-1:45 Break

1:45-3:00 (with break as needed) – Presentation of Thesis Proposal Projects

### Evaluation

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#### **Requirements**

1. **Book Review (15%):** Each student will present a summary and critique of a monograph on Paul. The grade will be assigned on the basis of the oral presentation alone, i.e., there is no need to hand in a written report.
2. **Commentary Review and Discussion Leadership (40%):** The class will study commentaries on Galatians by J. L. Martyn and H. D. Betz (see required texts above). Each student will lead discussion of a portion of each commentary. Preparation for discussion leadership entails summarizing and critiquing the commentator's views in conversation with the text of Galatians. The reviews should be approximately 4 pages in length and will be handed in for grading. Each review is worth 20% and that grade is divided equally between the student's performance in leading discussion and the written review.
3. **Outline of Thesis Proposal Project (45%):** Each student will choose a passage and issue from the following list. (The professor will entertain alternative suggestions).  
An excellent project will: 1) articulate a focused question which arises from one of the areas listed below (that is, the areas below give a range within which to find an

interesting question which will propel your work); 2) offer a review of scholarship on your question, surveying and critiquing at least 7-10 articles and/or books; 3) articulate why current scholarship has not adequately answered the question, or suggest where the best current answer needs to be nuanced; and 4) propose your answer to your question and how (i.e., methodology) you would do so.

This project is meant to give students the opportunity to construct a draft thesis proposal.

The project will be handed in for grading. The entire grade will be determined on the basis of the written work.

**Work due: March 5, 2021.**

### **Areas for Research**

#### 1:1-2:21

- (i) Paul's Self-Presentation and Luke's Presentation of Paul: Agreements and Disagreements.
  - a. the Jerusalem visits
  - b. Paul's attitude to circumcising Gentiles
  - c. Paul's relationship to Jews and the synagogue
- (ii) Paul's Opponents in Galatia
  - a. who are they
  - b. how are they related to Jerusalem and the 'men from James'
- (iii) Faith in/of Christ
  - a. objective or subjective genitive
  - b. different theological nuances in either choice

#### 3:1-29

- (i) Paul's use of scripture
  - a. possible reasons why Paul chooses to use the scripture he does in the way he does
  - b. discuss some of the ways Paul changes scripture and suggest reasons why
- (ii) The Law and the Mediator (3:19b-20)

#### 4:1-5:1

- (iii) Elemental Spirits
- (iv) The Galatians and Jewish Practice
- (v) the meaning of the present tense in 4:10
- (vi) The Allegory of 4:21-31
  - a. how and why does Paul use the Genesis 21 passage
  - b. what rhetorical effect would the mention of two covenants have
  - c. what is Paul's point in the passage

#### 5:2-6:12

- (i) The Law of Christ
- (ii) Israel of God
  - a. did Paul think the church was the new Israel, or the true Israel
  - b. what are the issues involved

## Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound &
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

### *Policy on Assignment Extensions*

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

### *Policies*

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students 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* (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/policies/behaveac.htm>), a student who plagiarizes in this course. Students 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)).

**Turnitin.com.** Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where

they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

**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>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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