

GALATIANS WYB5741 Intensive
Winter, 2020

Professor: Ann Jervis
416-946-3539
a.jervis@utoronto.ca

Course Outcomes: 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.

Students will have skills in advanced academic discourse: critiquing commentaries, reviewing other scholarship, and outlining a doctoral thesis proposal.

Required Texts:

H. D. Betz, *Galatians*, Hermeneia; Philadelphia: Fortress, 1979.

J. L. Martyn, *Galatians. A New Translation with Introduction and Commentary*.
AB 33a; New York: Doubleday, 1997

S. Westerholm, *Perspectives Old and New on Paul. The "Lutheran" Paul and His Critics*.
Grand Rapids: Eerdmans, 2004.

Books are available at the Faculty of Law Bookstore, 78 Queen's Park, Room P125 (416-978-6906).

For your information, I have written a non-specialist focused commentary on Galatians:

L. Ann Jervis, *Galatians* NIBC. Peabody, MA: Hendrickson, 1999.

Requirements and Evaluation: The presentation of four assignments comprises the basis for evaluation of the course's work.

1. Book Review (15%): Each student will present a summary and critique of a monograph on Paul. These books are on reserve for you at Graham Library. (You will be able to take them out for a longer term loan; they are kept on the reserve shelf for you for that purpose).

The grade will be assigned based on the oral presentation alone, i.e., there is no need to hand in a written report. It is, however, required that students bring copies of their reviews so that the class can read along.

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. 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. Students are to bring copies of their review for the class.

2. Outline of Thesis Proposal Project (45%): This project is meant to give students the opportunity to construct a draft thesis proposal. This project is not a paper.

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.

You will report on your work in a class presentation (please bring copies of your presentation for the rest of the class).

You will have until March 26, 2020 to incorporate insights from the class discussion into your project which will then be handed in for grading. The entire grade will be determined on the basis of the written work.

Areas for Research

1:1-2:21

- (i) Paul's Self-Presentation and Luke's Presentation of Paul: Agreements and Disagreements.
 - the Jerusalem visits
 - Paul's attitude to circumcising Gentiles
 - Paul's relationship to Jews and the synagogue

- (ii) Paul's Opponents in Galatia
 - who are they
 - how are they related to Jerusalem and the 'men from James'

- (iii) Faith in/of Christ
 - objective or subjective genitive
 - different theological nuances in either choice

3:1-29

- (i) Paul's use of scripture
 - possible reasons why Paul chooses to use the scripture he does in the way he does
 - 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

- (i) Elemental Spirits

- (ii) The Galatians and Jewish Practice
 - the meaning of the present tense in 4:10

- (iii) The Allegory of 4:21-31
- how and why does Paul use the Genesis 21 passage
 - what rhetorical effect would the mention of two covenants have
 - what is Paul's point in the passage

5:2-6:12

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

Friday, Jan. 10

11 a.m. Mandatory Organization Meeting for one hour.

Friday, Jan. 17

Read for today:

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

Betz, *Galatians*, Hermeneia. Philadelphia: Fortress, 1979. Pp 1-83.

Martyn, *Galatians. A New Translation with Introduction and Commentary*. AB 33. New York: Doubleday, 1997. Pp 1-186.

And corresponding passages in Greek text of Galatians.

Schedule for the Day:

9:15-10:15 Professor led discussion of Westerholm, Part One

10:15-10:30 - break

10:30 – 12:00: Professor led discussion of Betz, pp. 1–33; and Martyn, pp. 3–42.

1:00-2:15: Professor led discussion of Westerholm, Part Two

2:15-2:30 – break

2:30-4:00 – Student led discussion of of Betz, pp. 37–83; and Martyn, pp. 81–186.

Saturday, Jan. 18

Read for today:

Betz, pp. 83-136.

Martyn, pp. 187-294.

And corresponding passages in Greek text of Galatians

Schedule for the Day:

9:15-10:15: Student led discussion of Beker, J. C. *Paul the Apostle. The Triumph of God in Life and Thought*. Philadelphia: Fortress, 1980.

10:15-10:30- break

10:30-12:00: Student led discussion of Betz, 83-105; Martyn 187-228.

1:00-2:15: 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 *ibid.*, Harink, D. "Apocalypse: Galatians and Hauerwas," in *Paul Among the Postliberals. Pauline Theology Beyond Christendom and Modernity*. Grand Rapids: Brazos, 2003. Pp. 67-104.

2:15-3:00 – break

2:30-4:00: Student led discussion of Betz, 105-136 and Martyn, 228-294.

Friday, Jan. 31:

Read: Betz, 137-201

Martyn, 294-383.

And corresponding passages in Greek text of Galatians

Schedule for the Day:

9:15-10:15: Student led discussion of B. Matlock, *Unveiling the Apocalyptic Paul. Paul's Interpreters and the Rhetoric of Criticism* Sheffield: Sheffield Academic Press, 1996.

10:15-10:30 – break

10:30-12:00: Student led discussion of Betz, 137-153 and Martyn, 294-336.

1:00-2:15 – Student led discussion of E. P. Sanders, *Paul and Palestinian Judaism. A Comparison of Patterns of Religion*. Philadelphia: Fortress Press, 1977.

2:15-2:30 - break

2:30-4:00 – Student led discussion of Betz, 154-201 and Martyn, 336-383.

Saturday, Feb. 1:

Read: Betz, 202-325

Martyn 384-577.

And corresponding passages in Greek text of Galatians

Schedule for the Day:

9:15-10:15: Student led discussion of J. Barclay, *Paul & the Gift*. Grand Rapids: Eerdmans, 2015.

10:15-10:30: break

10:30-12:00: Student led discussion of Betz, 202-258 and Martyn, 384-466.

1:00-2:15 – Student led discussion of Betz, 258-290 and Martyn, 467-514.

2:15-2:30 – break

2:30-4:00 – Student led discussion of Betz, 291-325 and Martyn, 515-577.