

Life of Paul (2 Credits)
Detroit Baptist Theological Seminary
July 30-August 6
Dr. Tim Miller
Summer 2016

COURSE DESCRIPTION

A study of the life and ministry of Paul including matters of special introduction for Paul's epistles. Emphasis is given to the theme and argument of each epistle as well as its chronology in the book of Acts and the life of the Apostle himself. The student is introduced to the important literature on Pauline studies.

COURSE OBJECTIVES.

Upon completion of this course you should be able to:

1. Discuss the historical background and literary framework (genre, structure) of each epistle.
2. Identify the themes of each epistle and trace its development.
3. Describe major interpretive problems of each epistle together with their proposed solutions.
4. Discuss the doctrinal content of each epistle, the relationship of this to the rest of the Bible in the analogy of faith, and the application of this content to the church.
5. Recognize the importance and value of current resources for the study of the Pauline epistles.
6. Provide a broad outline of the Apostle Paul's life correlated with the book of Acts.
7. Describe the major influences in Paul's life, which help us understand Paul as a man in his historical context.

COURSE TEXTS

Required Resources

- John Polhill, *Paul and His Letters* (B & H, 1999).

Helpful (non-required) Resources

- Thomas Schreiner, *Paul, Apostle of God's Glory in Christ: A Pauline Theology* (IVP, 2006).
- Robert Reymond, *Paul, Missionary, Theologian: A Survey of His Missionary Labours and Theology* (Mentor, 2000).
- F.F. Bruce, *Paul: Apostle of the Heart Set Free* (Eerdmans, 1977)
- *Dictionary of Paul and His Letters* (IVP, 1993)

COURSE REQUIREMENTS

1. **Attendance.** Unless otherwise allowed, the student must be at all class periods for seminary credit.
2. **Writing.**
 - a. From the provided options, the student will select eight topics he desires to research. The student should (1) read from at least three theological resources on the topic (the textbook may be included as a resource) and (2) produce a one-page (double-sided if needed) 800-1200 word essay on the topic. More information about the format of the essay will be given in another document.
 - b. At the end of this syllabus, I provide helpful resources for the topics.
 - c. You will have until November 3rd to finish all of the required papers. After the class concludes, you have two papers due each Saturday night. From the choices in the calendar below, **pick two of the four topics for each week.**
 - d. The papers must be emailed to me by midnight of each due date.

3. Reading.

- a. The student is to read each Pauline epistle. The reading of each individual book should be done in *one* sitting. You may contact the professor through email to confirm completion.
- b. The reading from the textbook is outlined in the schedule below. This reading schedule is **only a suggestion**. If you follow it, it will space out the reading for six weeks prior to our class. My **only requirement is that you have all the reading completed by the opening of class**.
- c. I will provide a Word document with questions from each chapter of the textbook. To value most from the reading, answer these questions as you read. The questions will form the basis of our discussions.

COURSE GRADING

1. The writing assignments constitute 80% of the course grade.
2. The reading assignments constitute 20% of the course grade.
3. Late assignments, unless otherwise approved, are penalized 5% per **day**.
4. Except when permission has been granted, work not submitted by the end of the class is not accepted.

GRADING SCALE

96-100	A	88-91	B	80-83	C	72-75	D
94-95	A-	86-87	B-	78-79	C-	70-71	D-
92-93	B+	84-85	C+	76-77	D+	69...	F

ACADEMIC SUCCESS

It is the desire of DBTS that all students have academic success. If you are failing to meet the institutional academic standards or seek personal academic development, please see your faculty academic advisor. Assistance can be provided for individual students in study habits, time management, course tutoring, and peer collaboration. If a particular learning disability is verified, the institution will assist in creating acceptable academic options that will meet both student needs and fulfill course objectives.

ADA

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the law requires that all students with disabilities be given a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of the Seminary at btrainer@dbts.edu.

SCHEDULES

Pre-Class Work

Suggested* Dates	Polhill Reading	Bible Reading
June 25	1-84	Acts
July 2	85-157 & Article	Galatians
July 9	158-229	Philippians, I & II Thessalonians,
July 16	230-305	I & II Corinthians, Romans
July 23	306-377	Colossians, Ephesians, Philemon
July 30	378-444	I & II Timothy, Titus

In Class Discussion Schedule

Dates	Class Discussion
July 30	Syllabus
	Paul's Early Life
	Paul, the Man
	Paul, the Missionary
Aug 1	Galatians
	Galatians
	Philippians
Aug 2	Philippians
	I Thessalonians
	II Thessalonians
Aug 3	I Corinthians
	I Corinthians
	II Corinthians
Aug 4	II Corinthians
	Romans
	Romans
Aug 5	Romans
	Colossians & Philemon
	Ephesians
Aug 6	Ephesians
	I Timothy
	Titus
	2 Timothy

Post-Class Assignment Schedule

Dates	Topics
8/13	1. New Perspective on Paul
	2. The Christ-Hymn of 2:5-11
	3. Attaining to the Resurrection?
	4. Eschatology in Thessalonians
8/20	5. Topics in I & II Thessalonians
	6. Christian Liberty
	7. Topics in I Corinthians
	8. Pastoral Implications from II Corinthians
8/27	9. Topics in II Corinthians
	10. Romans 7
	11. Topics in Romans
	12. The Christ-Hymn of Colossians 1
9/3	13. Topics in Colossians
	14. Who is Equipped?
	15. Authorship of Pastorals
	16. Titus 2:13—Is Jesus God?

Discussion Questions:

- Write an article summarizing the main content of the New Perspective on Paul. I realize the topic is vast, but boil it down to the essential matters. Then show how Galatians in particular argues against such a perspective.
 - Michael Allen, "[What is the New Perspective on Paul?](#)" *Logos Mobile Ed* Video Lecture.
 - Thomas Schreiner, "[Another Look at the New Perspective](#)" *SBJT* 14.3 (2010): 4-18.
 - Daniel B. Wallace, "[Galatians 3:19-20: A Crux Interpretum For Paul's View Of The Law](#)" *WTJ* 52 (1990): 225-45.
- Philippians is best known for the beautiful hymn to Christ given in chapter 2. Use the following resources to write a paper on some aspect of the hymn. Don't make it general; rather, make a precise thesis and defend it. For instance, "I am seeking to prove that Paul was the original writer of the hymn"

is specific while "The Christ-Hymn is beautiful for three reasons..." is too general. Again, you may write on any aspect of the hymn you find interesting.

- a. Alva J. McClain, "[The Doctrine Of The Kenosis In Philippians 2:5-8](#)" *TMSJ* (1998): 85-96.
 - b. Gordon D. Fee, "[Philippians 2:5-11: Hymn or Exalted Pauline Prose?](#)" *Bulletin for Biblical Research* 2 (1992): 29-46.
 - c. Rodney Decker, "[Philippians 2:5-11, The Kenosis](#)" *NT resources*
 - d. John F. Walvoord "[The Humiliation of the Son of God](#)" Bible.Org
3. Attaining the Resurrection? What did Paul mean by this statement?
- a. John Niemela, "[That I May Attain to Whose Resurrection? Philippians 3:11](#)" *JOTGES* 25:49 (2012): 23-35.
 - b. F.F. Bruce, "[Attaining the Resurrection](#)" *Harvester* 46.8 (1987): 11.
 - c. Donald L. Norbie, "[If by any Means...](#)" *Evangelical Quarterly* 32.4 (1960): 224-26.
 - d. Thomas Constable, "[Notes on Philippians](#)" *SonicLight.com* (just read the commentary section on 3:11)
4. Pretribulationism. Write a paper detailing the state of pretribulationism in the Thessalonian epistles.
- a. Robert L. Thomas, "[Imminence In The NT, Especially Paul's Thessalonian Epistles](#)" *TMJ* 13/2 (2002): 191-214.
 - b. Mike Stallard, "[The Post-Trib and Amillennial Use Of 2 Thessalonians 1](#)" *Journal of Ministry and Theology* 6:2 (2002):
 - c. Vern Sheridan Poythress, "[2 Thessalonians Supports Amillennialism](#)" *JETS* (1994): 529-538.
5. Topics in I or II Thessalonians. For this paper, you will need to thoroughly interact with one of the following resources. You do not need to use more than one resource, but you will need to interact deeply with the one you choose. I suggest outlining the article (though you do not need to include the outline in your paper) and showing me that you understood the overall flow of the argument. Also include critique. This does not mean you have to disagree; rather, it means you helpfully interact with the material.
- a. Bruce Winter, "[If A Man Does Not Wish To Work...'](#) A Cultural And Historical Setting For 2 Thessalonians 3:6-16" *Tyndale Bulletin* 40.2 (1989): 303-315.
 - b. Charles Bumgardner, "[As A Brother': 2 Thessalonians 3:6-15 And Ecclesiastical Separation](#)" *DBSJ* 14: (2009): 55-97.
 - c. David Alan Black, "[The Literary Structure of 1 and 2 Thessalonians](#)" *SBTJ* (1999): 46-57.
 - d. I. Howard Marshall, "[Pauline Theology in the Thessalonian Correspondence,](#)" M.D. Hooker & S.G. Wilson, eds., *Paul and Paulinism. Essays In honour C.K. Barrett.* pp.173-183.
6. Write an article dealing with the issue of Christian liberty as expressed by Paul in I Corinthians 8. The essay could focus on practical ramifications of how this impacts the church still today, or you could dig deeply into one aspect of the text.
- a. Robert L. Plummer, "[Eating Idol Meat in Corinth: Enduring Principles from Paul's Instructions](#)" *SBTJ* (2002): 58-74.
 - b. John Murray, "[The Weak and the Strong](#)" *WTJ* (1950)
 - c. Bruce N. Fisk, "[Eating Meat Offered to Idols: Corinthian Behavior and Pauline Response](#)" *Trinity Journal* (1989): 49-70.
7. Topics in I Corinthians. For this paper, you will need to thoroughly interact with one of the following resources. You do not need to use more than one resource, but you will need to interact deeply with the one you choose. I suggest outlining the article (though you do not need to include the outline in your paper) and showing me that you understood the overall flow of the argument. Also include critique. This does not mean you have to disagree; rather, it means you helpfully interact with the material.
- a. Bruce Waltke, "[I Corinthians 11:2-16: An Interpretation](#)" [Women and Head Coverings] *BibSac* (1978) Compared to Schreiner, "[Head Coverings, prophecy and the Trinity](#)" *Recovering Biblical manhood and Womanhood* (Wheaton: Crossway, 1991), 117-132.
 - b. John D. Reaume, "[Another Look At 1 Corinthians 15:29, 'Baptized For The Dead'](#)" *BibSac* (1995): 457-75.
 - c. Simon Kistemaker, "[Deliver this Man to Satan \(I Cor 5:5\): A Case Study in Church Discipline](#)" *TMSJ* (1992): 33-45.

- d. R. Bruce Compton, "[1 Corinthians 13:8-13 And The Cessation Of Miraculous Gifts](#)" *DBTJ* (2004): 97-144.
8. Write a paper on the pastoral implications of Paul's second letter to the Corinthians. Remember to make a solid thesis and prove it. I don't want a broad summary of some of the things mentioned in the following research.
- Homer A. Kent, Jr. "[The Glory of Christian Ministry: An Analysis of 2 Corinthians 2:14-4:18](#)" *A Heart Opened Wide—Studies in II Corinthians* (Baker & BMH), 171-89.
 - Scott Hafemann, "[A Call to Pastoral Suffering: The Need for Recovering Paul's Model of Ministry in 2 Corinthians](#)" *SBTJ* (2000): 22-36
9. Topics in 2 Corinthians. For this paper, you will need to thoroughly interact with one of the following resources. You do not need to use more than one resource, but you will need to interact deeply with the one you choose. I suggest outlining the article (though you do not need to include the outline in your paper) and showing me that you understood the overall flow of the argument. Also include critique. This does not mean you have to disagree; rather, it means you helpfully interact with the material.
- David L. Turner, "[Paul and the Ministry of Reconciliation in 2 Cor 5:11-6:2](#)" *Criswell Theological Review* (1989): 77-95.
 - Duane A. Garrett, "[Veiled Hearts: The Translation and Interpretation of 2 Corinthians 3](#)" *JETS* (2010): 729-72.
 - Donald G. McDougall, "[Unequally Yoked – A Re-Examination Of 2 Corinthians 6:11-7:4](#)" *TMSJ* (1999): 113-37.
 - Craig Blomberg, "[The Structure of 2 Corinthians 1-7](#)" *Criswell Theological Review* (1989): 3-20. *I would suggest this only for students very interested in textual issues.*
10. Throughout the history of the church the identity of the man in Romans 7 has been debated. Using the resources below, detail why you think the best solution is to see the man as a believer or an unbeliever.
- Sam Storms, "[Romans 7:1-25](#)" *SamStorms.com*
 - David Dockery, "[Romans 7:14-25: Pauline Tension in the Christian Life](#)" *Grace Theological Journal* (1981): 239-57.
 - John F. Hart, "[Paul as Weak in Faith in Romans 7:7-25](#)" *BibSac* (2013): 317-43.
11. Topics in Romans. For this paper, you will need to thoroughly interact with one of the following resources. You do not need to use more than one resource, but you will need to interact deeply with the one you choose. I suggest outlining the article (though you do not need to include the outline in your paper) and showing me that you understood the overall flow of the argument. Also include critique. This does not mean you have to disagree; rather, it means you helpfully interact with the material.
- Thomas Schreiner, "[Did Paul believe in Justification by Works? Another Look at Romans 2](#)" *Bulletin for Biblical Research* (1993): 131-155.
 - William Combs, "[Romans 12:1-2 and the Doctrine of Sanctification](#)" *DBTJ* (2006): 3-24.
 - Leon Morris, "[The Theme of Romans](#)" W. Ward Gasque & Ralph P. Martin, eds., *Apostolic History and the Gospel. Biblical and Historical Essays Presented to F.F. Bruce* (Exeter: The Paternoster Press, 1970), pp.249-263.
12. The "Christ Hymn" of Colossians 1 is exceedingly rich and deserves our attention. Read through the passage, meditating on its truth. Also read the following articles. Finally, write an article expressing the meaning of the hymn as you have come to understand it better through your meditation and reading.
- Larry Helyer, "[Cosmic Christology and Colossians 1:15-20](#)" *JETS* (1994): 235-246.
 - F.F. Bruce, "[The 'Christ-Hymn' of Colossians 1:15-20](#)" *BibSac* (1984): 99-111.
 - H. Wayne House, "The Christian Life According to Colossians" *BibSac* (1994): 440-54.
13. Topics in Colossians. For this paper, you will need to thoroughly interact with one of the following resources. You do not need to use more than one resource, but you will need to interact deeply with the one you choose. I suggest outlining the article (though you do not need to include the outline in your paper) and showing me that you understood the overall flow of the argument. Also include critique. This does not mean you have to disagree; rather, it means you helpfully interact with the material.
- H. Wayne House, "[Heresies in the Colossian Church](#)" *BibSac* (1992): 45-59.
 - Charles C. Bing, "[The Warning in Colossians 1:21-23](#)" *BibSac* (2007): 74-88.
 - C. F. D. Moule, "[The New Life in Colossians 3:1-17](#)" *Review and Expositor* (1973): 481-493.

14. Who does the work of the ministry—the saints or the gifted leaders? Read the following essays and take a position. Indicate why you chose the position you chose, and then speak on how your understanding impacts the application of the passage.
- David T. Gordon, "[Equipping Ministry in Ephesians 4?](#)" *Jets* (1994): 69-78
 - Bradley Trout, "[To Whom Does 'The Work of Ministry' In Ephesians 4:11-12 Belong?](#)" *The South African Baptist Journal of Theology* (2013): 142-153
 - Sydney H.T. Page, "[Whose Ministry? A Re-Appraisal of Ephesians 4:12](#)" *Novum Testamentum* (2005): 26-46 *You will have to create a JSTOR account to read this article, but you should create one anyway ☺
15. While inspiration demands a positive affirmation of Pauline authorship of the Pastoral Epistles, provide other evidence for Paul's authorship.
- Myriam Klinker-De Klerck, "[The Pastoral Epistles: Authentic Pauline Writings](#)" *European Journal of Theology* (2008): 101-108
 - Bruce Metzger, "[A Reconsideration of Certain Arguments Against Pauline Authorship of the Pastoral Epistles](#)" *The Expository Times* (1958): 91-94
 - Terry L. Wilder, "[A Brief Defense of the Pastoral Epistles' Authenticity](#)" *Midwestern Journal of Theology* (2003): 38-42
 - Terry L. Wilder, "[Philippians is Just as Pseudonymous as the Pastorals](#)" Presentation at the *Evangelical Theological Society* (2003).
16. Does Titus 2:13 teach that Jesus is God? Make your case.
- Robert M. Bowman, "[Jesus Christ, God Manifest: Titus 2:13 Revisited](#)" *JETS* (2008): 733-52.
 - J. Christopher Edwards, "[The Christology of Titus 2:13 and I Timothy 2:5](#)" *Tyndale Bulletin* (2011): 141-147.
 - Murray J. Harris, "[A Brief Response to 'The Christology of Titus 2:13 and I Tim 2:5'](#)" *Tyndale Bulletin* (2011): 149-150