University of St. Thomas
Theology Department
THEO 3352 - N
Paul: His Letters and Theology
Corpus Paulinus
Spring 2017

♦ Mission Statement

We are the University of St. Thomas, the Catholic university in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge. We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to think critically, communicate effectively, succeed professionally, and lead ethically.

♦ Course Details

• Instructor: Rev. Dempsey Rosales-Acosta SSL, STD.

• Email: drosale@stthom.edu

• Office Hours: 7:00 am - 9:15 am / 1:00 pm – 2:30 pm, TTH, and 2:00 pm - 5:15 pm MW., and by appointment (use the email).

• Office: Hughes House #201

• Weight/Times: 3 credits (3-0-0): Monday and Wednesday

1. Course Description

   This course surveys the Life and Theology of Saul/Paul through the analysis of the two major sources to construct his biography and thought: Letters and Acts.
After the discussion of several preliminary matters: biography, Sitz im Leben, culture of the time, Epistolary Genre, Greco-Roman Rhetorics, roughly proportionate time will be devoted to each of the major proto-Pauline Epistles: 1 Thessalonians, Romans, Galatians, 1-2 Corinthians and some of the deuto-Pauline Letters. During the study of these Epistles it will be emphasized the Jewish and Greek background reflected in the content, giving the proper attention to biblical scholarship, the nature of exegesis and literary tools for the biblical study of their forms and content.

Students should be able to describe and distinguish the basic theological themes, theories of composition or History of the Redaction of every Pauline letter studied during the course. Therefore the students should recognize that this course engages the Corpus Paulinus from an academic point of view. While many modern faith communities understand these writings as a source of divine guidance and a tool for personal reflection, these are not the loci of this class. Some emphasis will be given to biblical scholarship, the nature of exegesis, literary tools for biblical study. However, some pastoral and spiritual notions will be examined through the Patristic writings and official documents of the Magisterium.

This course welcome students of all faith traditions and religious backgrounds or lack thereof (including those who were raised in non-religious contexts) as we explore together how the Pauline writings reflect the concerns of Jews and Christians and their cultural importance.

2. Learning Objectives

Regarding the didactic objectives that I aim to attain in this course, I present them in three groups. The first one portrays the general goals that served as pattern in the designing of the course and its exposition in class. The second group of objectives highlights the skills that are not exclusive of the study of Scripture. This aspect of goals emphasizes that skills that can be used or applied to any field in Humanities and Sciences, namely, research, writing, use of primary and secondary sources. The third group is a final corollary that summarizes my main didactic goal in "verbs" that express actions that can be assessed and evaluated objectively in the exams or tests.

2.1 Learning Objectives: Content

This course has been designed to give students the following opportunities:
♦ To gain familiarity with the varied contents, canonical arrangements, and social/historical contexts of the Pauline Letters.

♦ To develop critical and academic skills for reading and interpreting the Pauline Letters.

♦ To develop analytical tools for assessing diverse interpretations and composition of the Epistulae.

♦ To apply various scholarly approaches for understanding the Corpus Paulinus as you explore its contents, theological themes, history, social setting, etc.

♦ To read attentively and critically the Pauline Letters.

♦ Demonstrate Biblical literacy:

  • Identify structural features of the Pauline Letters.
  • Recount in chronological order the life of Paul and the chronological contexts of his letters, identifying major historical figures and events.

♦ Identify factors that influence Biblical interpretation of the Pauline Letters.

  • Identify the impact of historical events on the writing and theology of the different Pauline Letters.
  • Identify the concerns and strategies (including genre), intentions, dates, and social circumstances of the author and audience implied in the Pauline Letters.
  • Describe how and why the Pauline Letters became influential writings in the history of Christianity, giving examples.
  • Explore ancient cultures and presuppositions of our culture.
  • Identify factors that influence reading strategies of the Pauline Letters.
  • Find resources that will help you to extend your study of the Pauline Letters.

2.2. Learning Objectives: Transferable Skills

  • Write an effective short argument using primary and secondary sources: research paper based on a Pauline.
• Describe the use of the Greek Rhetoric in the Pauline letters.
• Describe the Pauline use of the rabbinical Middoth in the letters
• Engage in professional and respectful discussion and behavior.
• Reflect on your own development as a student of theology.

2.3. Corollary: at the end of the semester the students will be able to:
• Explain how the Pauline letters developed: theories of composition.
• Describe the narrative structure, content, and theological themes of the Pauline letters.
• Compare the multiple voices (author, disciples, interpretations) found in the Pauline letters.
• Analyze how Paul uses earlier texts and traditions from Judaism and the Greco-Roman milieu in his letters.
• Compose clear and coherent biblical interpretations of a Pauline letter.

3. Required Texts/Readings

a. A Bible (it is accepted in different languages and versions). It is recommended, if you don't have one, to buy a Jerusalem Bible, study version.

b. Various photocopied articles and handouts provided by the professor will be posted on Blackboard.

c. Writing a research Paper. This booklet, consisting of handouts for writing the research papers, is not available in the book store but it will be posted on the Blackboard.

d. Suggested readings of different authors will be presented in every class according to the topic (c). It is strongly recommended for this course the reading the following books:


e. **Obligatory reading:** Letter to the Romans, 1 and 2 Corinthians, 1 Thessalonians, Galatians, Philippians, and Philemon.

4. **Approach and Assessment**

- The course is composed of **three (3) major grades:** each evaluation will have the value of **33% of the final grade.**

- **The tests are NOT CUMULATIVE.**

- **Two evaluations will be written exams, including the final test.**

- **One evaluation will be a research paper of 8 pages of content** because this course is designated “writing course”. The topic and specifications regarding the Research Paper will posted as separate article on Blackboard.

- The grading scale is the usual one at UST: 90, 80,70,60. In detail:

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<td>A</td>
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<td>B+</td>
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<td>B</td>
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- **ATTENDANCE IS REQUIRED.** Be prompt. After every week’s worth of absences (2 for TTH courses, 3 for MWF), a next absence will lower your final grade one step (B to B-, etc.). Please be punctual for class, to be present for the roll. It is your responsibility, if you are tardy, to remove an absence at the end of class that same day. Removal of an absence thereafter will require a written excuse on a medical agency’s Letterhead.

To be successful in this course, students must demonstrate independent, critical thinking. Students are expected to come to class ready to participate meaningfully and enthusiastically in classroom activities. This requires prior completion of assigned readings. Students are responsible for knowing what is required and
when assignments are due. Absences will make it very difficult to do well in this course.

- **Tests must be taken at the times they are scheduled.** The paper must be due on the established date. Failing to the established dates will implied a penalty. Meaning that the evaluation or paper taken out of the assigned date cannot have the value of 25%.

- If opportunities to extra-credit will be given, the extra-credit won't surpass the total value of 4% of the total class grade. **The extra-credits DO NOT substitute the main evaluations of the semester.** The maximum value of an extra-credit is 2.5 points. This value will be added to the exam/evaluation with the lower grade BEFORE the final calculation of the semesters’ grade.

5. Code of Honor

The Students in this course are expected to be familiar with and follow this basic Academic Honor Code. According to this code, the students of the University of St. Thomas are expected to:

- Refrain from cheating, including plagiarism.
- Refrain from lying.
- Express opinions with civility and with consideration for the opinions of others.
- Respect shared intellectual property and resources.
- Promote the importance of the honor code in all their interactions for the benefit of the learning community.
- Refrain from doing anything that will embarrass yourselves and your families.
- Everything that you do, must be for the major glory of God: **Ad maiorem Dei gloriam.**

**Academic honesty** and integrity are essential to the academic enterprise and the College community. All written work submitted must be your own. Guidelines for Research Writing defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another
without acknowledging that other person's work” (Guidelines for Research Writing, 2002, p. 5). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person’s work or to submit an assignment previously handed in for credit in another course. Students guilty of plagiarism will receive a grade of zero for the assignment and will be brought to the attention of the College’s Discipline Committee.
SYLLABUS: SPRING 2017

JANUARY 2017

23 M Introductory remarks and overview of the Course. Paul’s Life


30 M Jewish Exegetical methods: PARDES notion, Halakah, Haggadah, Seven Middoth, Pesher as the exegetical background of Paul. Reading material would be posted on Blackboard.

FEBRUARY 2017

1 W Jewish Exegetical methods: Continuation.


8 W Paul’s Letters: Greco-Roman Rhetoric and Semitic approach to the Scripture


15 W 1 Thessalonians Exegesis and Theology

20 M 1 Thessalonians Exegesis and Theology


27 M Romans Exegesis and Theology.

MARCH 2017

1 W Romans Exegesis and Theology.

1ST EXAM

6 M Romans Exegesis and Theology.

8 W Romans Exegesis and Theology.

SPRING BREAK 13-17 OF MARCH
     Exegesis and Theology
22 W  1 Corinthians Exegesis and Theology
27 M  1 Corinthians Exegesis and Theology

APRIL 2017
3 M   2 Corinthians Exegesis and Theology
10 M  Galatians Exegesis and Theology
12 W  Galatians Exegesis and Theology.
17 M  Galatians Exegesis and Theology. Research paper due.
24 M  Philippians Exegesis and Theology.

MAY 2017

Final Exam: TBA

May 8-16 Mon-Tue Final Exams