



NT 608 *Prison Epistles* (3)  
Fall 2004  
Instructor: Kenneth A. Fox

### Contacting the Instructor

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### Course Description

Lectures will consist of paragraph by paragraph exposition of Paul's letters to the Ephesians, Philippians, Colossians, and Philemon, in their literary, argumentative, theological, and historical contexts.

Exposition of Philippians will take place primarily through the reading of the course textbook, *Paul's Letter to the Philippians*. Exposition of Ephesians, Colossians, and Philemon will take place primarily through lecture.

Particular attention will be given to Paul's theology of Christ, ministry, and the church, as well as to pastoral and hermeneutical concerns that arise in applying these biblical books today.

### Course Prerequisites

*New Testament Foundations* (NT 501) or equivalent

### Course Objectives

At the successful completion of this course, each student is expected to have achieved competence in the following areas:

- 1 Comprehensive grasp of the basic content, argument, historical context, and theological perspective of each of the Prison Epistles

- 2 Ability to exegete and interpret the Prison Epistles according to a clearly articulated exegetical method and hermeneutic
- 3 Theological aptitude to integrate Paul's theology of the self, ministry, and church into the student's own personal, theological, and ministerial formation
- 4 Facility to apply the teaching of the Prison Epistles in solving problems faced in Christian life and world today
- 5 Competence to express her or his views verbally and guide others in reflecting on the course content in group discussion

### Required Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second Edition. Chicago: University of Chicago Press, 2003. ISBN: 0226065685

Fee, Gordon D. *Paul's Letter to the Philippians*. New International Commentary New Testament. Grand Rapids: Eerdmans, 1995. ISBN: 0802825117

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Sixth Edition. Chicago: University of Chicago Press, 1996. ISBN: 0226816273

### On Reserve

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Second Edition. Chicago: University of Chicago Press, 2003.

Fee, Gordon D. *Paul's Letter to the Philippians*. New International Commentary New Testament. Grand Rapids: Eerdmans, 1995.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. Sixth Edition. Chicago: University of Chicago Press, 1996.

## Course Requirements

### *Thematic paper (30%)*

By means of this assignment students will develop their critical thinking skills by integrating Paul's theology into their own personal, theological, and ministerial formation.

The thematic paper will have three parts (they do not need to be of equal length):

- 1 In the first part, students will discuss aspects of Paul's theological perspective on the Church, Christology, Ministry, or Self
- 2 In the second part, students will examine how Paul's theological perspective impacted specific issues he addressed
- 3 In the third part (the conclusion of the paper), students will reflect on how they might apply aspects of Paul's theology to their own personal, theological, and ministerial contexts

For example, were a student interested in Paul's perspective on slavery as that comes to expression in the Prison Epistles, explication of that perspective would appear in the second part of the paper. In addition to explicating that perspective, students will explore in part one of the paper how Paul's perspective on slavery was shaped by his theology.

Students must limit the paper to about ten pages (double-spaced). Because of these page restrictions, students should work toward narrowing down their research problems.

Students will present their findings to their groups on the date the assignment is due. Condense your paper into a five-minute, oral presentation with a one-page handout for your group members. Design the one-page handout in such a way that it may be useful to the group members in future. Please submit the one-page handout together with the paper to the professor on the due date.

Date due: October 6

### *Exegetical paper (30%)*

Students are required to write an exegetical paper of about ten pages (*maximum*), double-spaced, based on a passage of about a paragraph in length from anywhere in the Prison Epistles. Guidelines for the researching and writing of the exegetical paper will be distributed in class. These guidelines should be followed closely.

Due date: November 17

### *Group discussions (30%)*

There will be ten in-class, discussion times of approximately 30-45 minutes each during the course. Students will discuss the course textbook *Paul's Letter to the Philippians*. These discussions have four purposes:

- 1 to challenge students to develop their critical, thinking skills as they reflect, in a group-context on the content of *Paul's Letter to the Philippians*
- 2 to enable students to improve their skills in developing theological arguments and to express their views verbally in group discussion
- 3 to empower students to foster their ability in leading fellow students in group discussion
- 4 to encourage students to listen respectfully and tolerantly to views not their own

Students will be divided into groups of five. In groups, students will discuss together what makes for an excellent discussion time. They will also establish a way to contact each other outside of class (exchanging email addresses is easiest). They will also assign themselves the weeks for which they will be responsible for leading the discussion.

*Responsibilities of the group leader.* Twice during the course each student will lead the group discussion. The group leader has three responsibilities:

- 1 One week in advance of the leader's turn, the leader will submit a few questions to the other group members (presumably by email) based on the readings assigned for the week for which they are responsible. This means that the leader must read the material for which they are assigned at least one week in advance of leading the discussion

- 2 During the group discussion, the group leader's responsibility is to guide the discussion and keep things on track. The group leader should not prepare a mini-lecture. The leader may choose to use some of the questions prepared in advance
- 3 After the discussion, the leader will assign a participation grade for each student and submit the grade to the teacher (grade from one to four, with four being highest). Base the grade on the following criteria:
  - Begin with a grade of one for each student and work upward
  - If a student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade
  - If the student has contributed their fair share (not too much, not too little), allocate a higher grade
  - Consider giving a grade of three/four to a student who has contributed competently with respect to the above criteria
  - Consider giving a grade of two/three to a student who has contributed capably with respect to one of the above two criteria and passably with respect to the other criterion
  - If a student has dominated discussion in inappropriate ways, reduce their grade
  - If a student has not contributed or contributed only minimally, assign a low grade
  - If a student has contributed but their contributions were not informed by a careful reading of the material, assign a low grade

*Responsibilities of the student as group participant.* Students should come each week having read the assigned materials carefully and reflectively. Since the group leader may use some of the questions distributed in advance, it may be wise to think about those questions. In addition, students should come with their own questions and comments based on the readings.

*Responsibilities of the professor.* From time to time, the professor may provide some additional discussion questions. The groups are free to use or not use these questions in their discussions.

### *Attendance and Class Participation (10%)*

As required, attendance will be taken at the beginning of each class. Students should come to class on a regular basis with questions and comments to share with the class during the lecture time.

### Course Grade

The grading scale can be found on page twelve of the *Canadian Theological Seminary 2004-2005 Academic Calendar*.

Students meeting satisfactorily the course requirements will attain a B range grade for the course. To achieve an A range grade, students must exceed qualitatively (as opposed to quantitatively) the course expectations.

To achieve an A range grade, written assignments must be informed by a careful application of parts of the course textbooks, *The Craft of Research* and *A Manual for Writers of Term Papers, Theses and Dissertations*. In addition, your written reports must show progress towards excellence in the following four areas:

- 1 Demonstrate critical and independent thinking
- 2 Show that you can identify and solve significant problems relating to your topic or passage of Scripture
- 3 Display aptitude in summarizing and critiquing secondary sources
- 4 Communicate the results of your research effectively in written form. The *Craft of Research* will be indispensable here

The course grade will consist of the following four components:

Group discussions	30%
Exegetical paper	30%
Thematic paper	30%
Attendance and Participation	10%

## Important Notes

- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: September 17
- Last day to voluntarily withdraw from course or change to audit without academic penalty: November 10
- *Policy on extensions.* Students may not turn in coursework after the date of the scheduled final examination (probably Wednesday December 15) unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office two weeks prior to examination week, Friday, November 26. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” All written assignments turned in after the final examination must be submitted to the switchboard on the sixth floor
- *Plagiarism and Academic Dishonesty Policy.* The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean

## Course Schedule

### Week

1	Sept 8	Introduction to course and Ephesians
2	Sept 15	Ephesians 1 Fee, <i>Philippians</i> , 1 – 53
3	Sept 22	Ephesians 2 Phil. 1.1 – 8; Fee, <i>Philippians</i> , 54 – 95
4	Sept 29	Ephesians 3 Phil. 1.9 – 1.20; Fee, <i>Philippians</i> , 95 – 139
5	Oct 6	Ephesians 4 Phil. 1.21 – 30; Fee, <i>Philippians</i> , 139 – 174
6	Oct 13	Ephesians 5 Phil. 2.1 – 7; Fee, <i>Philippians</i> , 174 – 214
7	Oct 20	Ephesians 6 Phil. 2.8 – 2.18; Fee, <i>Philippians</i> , 214 – 258
NO CLASS OCTOBER 27		
8	Nov 3	Colossians 1 Phil. 2.19 – 3.4a; Fee, <i>Philippians</i> , 258 – 303
9	Nov 10	Colossians 2 Phil. 3.4b – 3.14; Fee, <i>Philippians</i> , 303 – 351
10	Nov 17	Colossians 3 Phil. 3.15 – 4.3; Fee, <i>Philippians</i> , 351 – 398
11	Nov 24	NO CLASS
12	Dec 1	Colossians 4 Phil. 4.4 – 23; Fee, <i>Philippians</i> , 398 – 462
13	Dec 8	Philemon