

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2020</b>
NT 650-CL	The Corinthian Correspondences	<b>Prerequisite:</b> NT 502-CL
		<b>Credits:</b> 3

**MODULE FORMAT CLASS**

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Sep 9-12, 23-26,	<b>Instructor:</b>	Sam Tsang, PhD	<b>First day of classes:</b>	Sep 9 2020
<b>Time:</b>	weeknights 630-930 pm/Saturday 9-4	<b>Email:</b>	samtsang@hkbts.edu.hk	<b>Last day to add/drop, or change to audit:</b>	10:00am Sep 10 2020
<b>Room:</b>	Online (Zoom)	<b>Phone:</b>		<b>Last day to request revised exam:</b>	n/a
<b>Lab/Tutorial:</b>		<b>Office:</b>		<b>Last day to withdraw from course:</b>	Sep. 25 2020
<b>Office Hours:</b>		<b>Office Hours:</b>		<b>Last day to apply for coursework extension:</b>	Oct 3 2020
<b>Final Exam:</b>				<b>Last day of classes:</b>	Sep 26

### Course Description

An expository study of 1 Corinthians and an exploration of the literary, argumentative, historical, and theological context of the letter. Particular attention is given to Paul's theology of Christ, his theology of ministry, leadership, and pastoral care. Practical and hermeneutical concerns that arise in applying 1 Corinthians today are addressed.

### Expected Learning Outcomes

- 1) Students should be able to think in the theological, historical, social, rhetorical, and literary context of Paul's world.
- 2) Students will gain a critical mind with which to discuss interpretation from academic traditions different from our own.
- 3) Students will learn to appreciate the introductory issues and to solve the 'chronological problems' of the Corinthian letters.
- 4) Students will learn to be comfortable in the exposition and application of a Pauline text.

### Textbooks

Fee, G., *NICNT: 1 Corinthians* (Grand Rapids: Eerdmans, 2014).

Freedman, D. N., (ed.), *ABD* (New York Doubleday, 1992). S. v. "Corinth" by J. Murphy-O'Connor.

Hawthorne, G. F., R. P. Martin, and D. G. Reid (eds.), *Dictionary of Paul and His Letters* (Downers Grove: IVP, 1993), 569-575. S. v. "the Lord's Supper" by I. H. Marshall, read along with 1 Cor. 9 and 10.

Stowers, S. K., "Greek who Sacrifice and Those Who Do Not", L. M. White and O. L. Yarbrough (eds.), *The Social World of the First Christians* (Minneapolis: Fortress, 1995), pp. 293-333, read along with 1 Cor. 8 and 10.

**Ancient Texts: (If you can find Chinese translations of these texts, it's fine)**

Acts 18-19

Euripides, *Bacchanae* 1-50 (LCL). Read along with 1 Cor. 10-12. Compare Dionysius festivals with Paul's Corinthian meal descriptions.

Livy, *History of Rome*, 39.8-19 (LCL) (Read along with 1 Cor. 10-14. This is a record of Greek mystery religious worship.

Strabo, *Geography*. VIII. 6, IX. 3, XIV. 5, XVII. 3 (LCL).

**Alternative Commentary Options: (For translated Chinese work, please get my approval.)**

Fitzmyer, Joseph, *First Corinthians* (New Haven: Yale, 2008).

Garland, David, *1 Corinthians* (Grande Rapids: Baker, 2003).

Perkins, Pheme, *First Corinthians* (Grand Rapids: Baker, 2012).

Thistleton, Anthony, *1 Corinthians* (Grand Rapids: Eerdmans, 2000).

**Recommended Reading:**

Allison, Robert W, "Let Women Be Silent in the Churches (1 Cor 14:33b-36)" *JSNT* 32 (1988): 27-60.

Anson, Edward M, "Greek Ethnicity and the Greek Language." *Glotta* 85 (2009): 5-30.

Bailey, Kenneth, *Paul through Mediterranean Eyes* (Downers Grove: IVP, 2011)

Bitner, Bradley J. "Mixed-Language Inscripting at Roman Corinth," in James R. Harrison and L. L. Welborn (eds.), *The First Urban Churches 2: Roman Corinth* (Atlanta: SBL Press, 2016), 185-218.

Brixhe, Claude, "Linguistic Diversity in Asia Minor during the Empire: Koine and Non-Greek Languages," in Egbert J. Bakker (ed.), *A Companion to the Ancient Greek Language*, (West Sussex, UK: Wiley-Blackwell, 2010), 228-252.

Bromiley, G. (ed.), *ISBE* (Grand Rapids: Eerdmans, 1979). S. v. "Corinth" by D. H. Madvig.

Brown, R. E., *An Introduction to the NT* (New York: Doubleday, 1996).

Castelli, Elizabeth, "Paul on Women and Gender," in Ross Sheppard Kraemer, Rosamond Rodman (ed.), *Women and Christian*

*Origins* (Oxford: Oxford University Press, 1999), 221-235.

Chow, John, *Patronage and Power* (London: T & T Clark, 1992).

Clackson, James, *Language and Society in the Greek and Roman Worlds* (Cambridge, UK: Cambridge University Press, 2015).

Clarke, Andrew, *Secular and Christian Leadership in Corinth* (Eugene, OR: Wipf and Stock Publishers, 2006).

Clayton, P., *Treasures of Ancient Rome* (New York: Crescent Books, 1986), 94-98, read along with 1 Cor. 11.

Strabo, *Geography*. VIII. 6, IX. 3, XIV. 5, XVII. 3 (LCL).

D'Angelo, Mary Rose, "Veils, Virgins, and the Tongues of Men and Angels," in Elizabeth Castelli and Rosamond Rodman (eds.), *Women, Gender Religion* (New York: Pelgrave, 2001), 389-399.

Euripides, *Bacchanae* 1-50 (LCL). Read along with 1 Cor. 10-12. Compare Dionysius festivals with Paul's Corinthian meal descriptions.

Evans, Trevor, "Complaints of the Natives in a Greek Dress," in Alex Mullen, Patrick James (eds.), *Multilingualism in the Graeco-Roman Worlds*, (Cambridge: Cambridge University Press, 2012), 106-123.

Fee, Gordon, *God's Empowering Presence* (Grand Rapids: Baker, 2004).

Forbes, Christopher, *Prophecy and Inspired Speech in Early Christianity and Its Hellenistic Environment* (Tübingen: Mohr Siebeck, 1995).

Friesen, Steven J., "Junia Theodora of Corinth: Gendered Inequalities in the Early Empire," in Steven J. Friesen, Sarah A. James, and Daniel N. Schowalter (eds.), *Corinth in Contrast* (Leiden and Boston: Brill, 2013), 203-226.

Gladstone, Robert, "Sign Language in the Assembly," *Asian Journal of Pentecostal Studies* 2/2 (1999): 177-93.

Gourgues, Michel. "Who Is Misogynist: Paul or Certain Corinthians?" in Gérald Caron (ed.), *Women Also Journeyed with Him* (Collegeville, MN: Liturgical Press, 2000), 117-124.

Grant, Robert, *Paul in the Roman World* (Louisville: WJKP, 2001).

Hall, Edith, *Inventing the Barbarian* (Oxford: Oxford University Press, 1989).

Harrison, James, "Paul and the Agōnothetai in Corinth," in *The First Urban Christians* 2, 271-326.

Heil, John Paul, *The Rhetorical Role of Scripture in 1 Corinthians* (Atlanta, GA: SBL Press, 2005).

Hui, Elim, *Regulations Concerning Tongues and Prophecy in 1 Corinthians 14.26-40* (London: T & T Clark, 2010).

Hock, R., *The Social Context of Paul's Ministry* (Philadelphia: Fortress, 1980).

Hogeterp, Albert, *Paul and God's Temple* (Leuven: Peeters, 2006).

Hunt, Peter, *Ancient Greek and Roman Slavery* (Hoboken: Wiley Blackwell, 2017).

Janzen, Marshall, "Orderly Participation or Silenced Women," *Direction* 42/1 (2013): 55-70.

- Johanson, B.C., "Tongues, a Sign for Unbelievers?" *NTS* 25/2 (1979): 180-203.
- Kearsley, R.A., "Women in Public Life in the Roman East," *Tyndale Bulletin* 50/2 (1999): 189–211.
- Keener, Craig, *Paul, Women and Wives* (Grand Rapids: Baker, 1992).
- Liew, Benny Tat-Sieong, "Redressing Bodies at Corinth," in Christopher Stanley (ed.), *The Colonized Apostle* (Minneapolis: Fortress Press, 2011), 127–145.
- Lim, Sung Uk. "Race and Ethnicity Discourse in Biblical Studies and Beyond." *Journal for the Study of Religions and Ideologies* 15 (2016): 120–142.
- Livy, *History of Rome*, 39.8-19 (LCL) (Read along with 1 Cor. 10-14. This is a record of Greek mystery religious worship.)
- MacMullen, Ramsay, "Provincial Languages in the Roman Empire," *The American Journal of Philology* 87/ 1 (1966): 1–17.
- Meeks, Wayne, *The First Urban Christians* (New Haven: Yale, 2003).
- Millis, Benjamin, "The Local Magistrates and Elite of Roman Corinth," in *Corinth in Contrast*, 38–53.
- Mitchell, Margaret M., *Paul and the Rhetoric of Reconciliation* (Louisville: WJKP, 1991).
- Murphy-O'Connor, Jerome, *St. Paul's Corinth* (Collegeville: Michael Glazier Book), 2002.
- Nguyen, V. Henry T., *Christian Identity in Corinth* (Tübingen, Germany: Mohr Siebeck, 2008).
- Odell-Scott, David, "In Defense of an Egalitarian Interpretation of 1 Cor 14:34-36," *Biblical Theology Bulletin* 17/3 (1987): 100–103.
- \_\_\_\_\_, "Let The Women Speak in Church," *Biblical Theology Bulletin* 13/ 3 (1983): 90–93.
- Patterson, Orlando, *Slavery and Social Death* (Cambridge, MA: Harvard University Press, 1985).
- Payne, Philip, *Men and Women, One in Christ* (Grand Rapids: Zondervan, 2009).
- Pettegrew, David, "The Changing Rural Horizons of Corinth's First Urban Christians," in *The First Urban Churches* 2, 153–83.
- Poirier, John, *The Tongues of Angels* (Tübingen: Mohr Siebeck, 2010).
- Rife, Joseph, "Religion and Society at Roman Kenchreai," in *Corinth in Context*, 391–432.
- Romano, David Gillman, "A Tale of Two Cities: Roman Colonies at Corinth," in Susan Alcock (ed.), *Romanization and the City* (Portsmouth, RI: Journal of Roman Archaeology, 2000).
- \_\_\_\_\_, "City Planning, Centuriation, and Land Division in Roman Corinth," in Charles K. Williams II and Nancy Bookidis (eds.), *Corinth, the Centenary, 1896-1996* (Princeton, NJ: American School of Classical Studies at Athens, 2003), 280-301.
- \_\_\_\_\_, "Roman Surveyors in Corinth." *Proceedings of the American Philosophical Society* 150/1, (2006): 62–85.
- Romano, Irene Bald. "A Hellenistic Deposit from Corinth: Evidence for Interim Period Activity (146-44 B. C.)." *Hesperia* 63/ 1 (1994): 57–104.
- Shack, Jennifer, "A Text without 1 Corinthians 14:34-35? Not According to the Manuscript Evidence," *Journal of Greco-Roman Christianity and Judaism* 10 (2014): 90–112.

- Smith, Claire, *Pauline Communities as "Scholastic Communities"* (Tubingen: Mohr Siebeck, 2012).
- Spawforth, A. J. S., "Roman Corinth and the Ancient Urban Economy," *The Classical Review* 42/1 (1992): 119–120.
- Theophilus, Michael P., A M. Smith. "The Use of Isaiah 28:11-12 in 1 Corinthians 14:21," in Wendy Mayer and Bronwen Neil (eds.), *Religious Conflict from Early Christianity to the Rise of Islam*, (Berlin: De Gruyter, 2016), 51–69.
- Tupamahu, Ekaputra, "Tongues as a Site of Subversion." *Pneuma* 38/ 3 (January 1, 2016): 293–311.
- Van Unnik, Willem C., "The Meaning of 1 Corinthians 12:31." *NovT* 35/ 2 (1993): 142–159.
- Welborn, L. L. "Inequality in Roman Corinth," in *The First Urban Churches* 2, 47–84.
- Winter, Bruce W., *Roman Wives, Roman Widows* (Grand Rapids, MI: Eerdmans, 2003).
- Wire, Antoinette Clark, *The Corinthian Women Prophets* (Minneapolis, MN: Fortress Press, 1990).

## Course Schedule

- Sep 9 - Assignment Discussion and Introductory Survey
- Sep 10 – Introductory Survey and Reading 1 Corinthians
- Sep 11 - Paul's Response to the Report of Chloe's Household
- Sep 12 – Paul's Response to the Report of Chloe's Household
- Sep 23 – Paul's Response to Unknown Corinthian Letter
- Sep 24 – Paul's Response to Unknown Corinthian Letter
- Sep 25 – Paul's Response to Unknown Corinthian Letter
- Sep 26 – Paul's Response to Unknown Corinthian Letter and Epilogue

## Requirements:

**Reading:** Read 1 Cor. letters twice in the first three weeks. One more detailed reading must follow the progression of lectures. Follow along in appropriate commentaries BEFORE each lecture. At the end of the semester, each student will turn in a pledge that s/he has read all of the assignments. If not, whatever percentage read must be given. Reading is 10% of your grade.

**Papers:** A 10-page argument of 1 Cor. will be submitted on Nov 3<sup>rd</sup> (45% overall grade). I will discuss the basic steps in tracing argument of a book in class. Each student will be grade on methodology as well as thoughtfulness, not on how well

s/he can reproduce my lectures. From the wide range of reading, the student will write a 5-10 page paper with full footnotes, on one of the following critical issues of these letters: backgrounds of the Lord's Supper, women's issues, or spiritual gifts (45% overall grade). The last paper will be submitted on Nov 3rd.

**Attendance:**

This is an intensive that requires your attendance.

**Grade Summary:**

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. **For each week you're late for the assignment, you'll be deducted a full letter grade. Please turn in your work on time.**

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

## **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.