

1NT613 Paul and Personal Relationships

2018 Dr. Hurley

Paul's churches faced many issues that are in the public arena today. Externally, Christians in Paul's churches were a disliked and sometimes violently persecuted minority. Internally, they faced intense conflict because they were socially, culturally, racially and religiously diverse.

This course is a study of the management of personal relationships in these early Pauline churches, with a focus on the letters to the Romans, Ephesians, the Corinthians and the Philippians. We will examine the ministry of Paul, with particular attention to relationships and relationship processes in the letters to congregations in Ephesus, Corinth, Rome and Philippi. Other biblical texts will also be considered. Because all human functioning, including the Holy Spirit's work in the transformation of our minds in sanctification (Rom. 12:2), involves our brains, there are neuroscience correlates of personal and relationship functioning described in the Scripture. These will be examined and their implications for our application of biblical teaching will receive focused attention in the neuroscience course.

Course Objectives

At the end of the course students

- CO1. **Paul, conflict and relational processes.** Students will be acquainted with conflictual diversity within Paul's congregations and various relational processes in his letters related to counseling and life. (2.F.2.a; 2.F.2.b; 2.F.2.g)
- CO2. **Background and context.** Students will have demonstrated an ability to investigate and to assess the background, context and content of a biblical book. (2.F.2.a; 2.F.2.b; 2.F.2.g)
- CO3 **Passage in context.** Students will have demonstrated an ability to understand a portion of a Pauline letter in the context of other New Testament literature. (2.F.2.a; 2.F.2.b; 2.F.2.g)
- CO3 **Application of passage.** Students will have demonstrated an ability to present a portion of a Pauline letter in everyday language and to apply its teaching in a real-life setting. (2.F.2.a; 2.F.2.b; 2.F.2.g)

Assignments

NOTES about submitting assignments

Where to submit your work: All written work is to be submitted digitally to hurleypapers@gmail.com. NEVER, EVER give materials directly to Dr. Hurley. If it is an item to be handed in, hand it in to the Assistant Program Development Coordinator at the office. ALWAYS keep a physical or digital copy.

Anonymity: All written assignments and exams should be identified by the last six digits of your Self-Service id number in the top header of each page and NOT by your name. Anonymity permits more objectivity in grading. The only exception is your genogram, which may have actual names.

Text formatting: Items should be in Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)

Submission time and date: Items are due before midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.

Format for submission: Submit your work as a .doc or .docx file. If you have graphics to submit, include them as jpg files inserted into your doc file. If you have a problem achieving a jpg, chat with someone. Many smart phone apps can do the scan to a jpg format for you.

Naming and submitting emails and files: Each item submitted should be as an attachment to an email. Both the email and the paper should have the SAME title. Assignments will have a similar title pattern:
 Course_Year_Item_SSID6_SSID6_SSID6 for instance: 1PSY564_2017_Paper_123456_678901_234567.
 -SSID6 means the last 6 digits of a Self-Service ID. There will be as many SSID6 items as there are authors.
 -Please match the capitalization and underscores of the assignment name exactly as that will allow them to sort properly in the computer.

Late work: A penalty of 1/2 letter grade will be assessed for each late day. After three days, an assignment may be unacceptable.

A1. Preparation: Background, context and content of one letter: (50%)

This assignment is due before the first class meeting.

This assignment is to be done in dyads. If the class has an uneven number of students, there may need to be a triad. No singles.

Your learning in the course will be significantly improved if you have an acquaintance with the background and context of the letters we will be studying. The skill you develop here will serve you well in any other Bible study you undertake.

Prepare a paper of no more than 15 pages relating to Philippians which presents the background and context of the letter and an outline which reflects an understanding of the flow and purpose of the letter.

Note: Your task is not a comprehensive, in depth study of the details of Philippians. You are not being asked to read through commentaries in detail...or to write one. This exercise is designed to help you learn a way to approach a letter orient yourselves to the letter and to prepare for class. It is likely that your work will raise lots of questions for you. That would be good! Answering those questions can involve you in careful Bible study and accessing commentaries.

Part 1: Background and context:

- Consult commentaries on Philippians describing the date, authorship and context of the letter. Consult at least five commentaries. Include both more scholarly and more popular commentaries. Look at a map and think about the place of Paul's interaction with the Philippians in the narrative of Acts.
 - Note: For this portion of the paper, you need not read entire commentaries; you need only to examine their introduction to the letter.
 - Discuss together your understanding of the various authors' views on the date, authorship and context of Philippians. Verbal manipulation is an important part of mastery!

Part 2: Content:

- Paul's letters were written to mostly-Gentile congregations. Many of the believers could not read, so their understanding will have come from the letter being read to the congregation and then taught/applied by the congregational leaders (elders) and others. Paul's addressed issues faced by the congregations. They are also the Holy Spirit's communication with the congregations and with us. Our Bibles are divided by chapter and verse to permit detailed study. It is easy for us to become so focused on the minutia of particular verses that we lose sight of the flow or overall message of the letter.
- Your task for the second portion of this paper is to see the letter in its life context. By engaging with the letter in such a manner that you have a grasp of the flow of the letter and have formed some opinion about what result Paul was wanting to achieve by it. You will then demonstrate your learning by preparing a narrative outline to reflect your understanding.
- Work on your own first. Begin your learning about the letter by yourself. Before reading commentaries, read the letter out loud in at least four translations, some of which are relatively 'popular' (include them in your bibliography.) Read each translation out loud three or four times. (It won't take very long as the letter is only about 1630 words in Greek.) Include one version that has the text WITHOUT chapter and verse (Check with the librarian, there are a bunch of them.)

As you read, think in terms of reading the letter to a group of committed, but not well educated persons. Think about reading it to believers in the situation of the Philippian church which received the letter. Every time you read it, you will be developing an interpretation of the letter. Your inflection and timing will reflect your interpretation. Be sure to think about the emotional tone of your voice as you read. (Remember, in typical communication, tonal information is more than 5 times as impactful as the actual words spoken.)

Once you have settled in on how you would like to read the letter, record your preferred reading of the letter.

- Get together. Get together with your study partner to listen to one another's interpretive reading. Note down any differences you pick up as you listen. Discuss the differences.

Your reading may force you to look further at commentaries to grasp what the text says. There may be places where you are not able to grasp Paul's point or to decide between possible meanings. That is not unusual. If those points of uncertainty impact your overall understanding of the letter, you may want to remark on that in your paper.

- Make decisions about the organization of the letter. After you have wrestled a while with your own readings of the letter, it is time to take a closer look. Jointly identify the major sections/topics of the letter and try to come to a conclusion about how they fit together/contribute to Paul's goal for the letter. Be thinking about explaining to someone who says: So why did Paul write this letter? Why did he include the stuff he included? What did he think it would achieve? How did he want what he wrote achieve that?
- Write a paper which sets out 1. Your conclusions about the date, authorship, context and purpose of the Philippian letter and 2. Identifies what you see as the major sections and explains how they contribute to Paul's purpose for the letter.

This is not a verse-by-verse exposition. It should rather provide a narrative explaining the gist and contribution of each section. You will reference the content, but not word-by-word or verse-by-verse. You might try adding a bolded title to your sections to capture their core contribution.

- For example: (Galatians)
 - **Why Paul wrote:** Paul wrote to the Galatians to oppose some false teachers who went into Galatia and began to teach the believers that they needed to add Jewish rituals such as circumcision to their trust (faith) in Christ's death.
 - **Introduction and set up. Gal. 1:1-4** Paul's introductory greeting to the Galatians. Paul identifies himself as commissioned by Jesus the Messiah and by the Father and summarizes a central portion of his Gospel. This highlights Paul's authority and sets out a key portion of his Gospel as he sets up to oppose false apostles who have brought a false Gospel to the Galatians.
- Remember, your entire paper must be 15 pages or less (excluding title page and bibliography).
- Submit. Submit your paper as an email to hurleypapers@gmail.com.
 - Title for email and for attached document:
 - 1NT613_Year_Overview_#####_#### (Where Year is the current year and ##### are the last six digits of your Self-Service IDs. Remember the underscores.

A2. Paper: Closer study of a passage in Philippians (50%)

- **Due.** Midnight of Friday of the 3rd week after the course).
- **Title for email and for attached document:** 1NT613_Year_Passage_SSID6 (Where Year is the current year and SSID6 are the last six digits of your Self-Service ID)

This is an individual assignment. Each student will select a passage of at least 10 verses of the Philippian letter for focused study. Read the assignment below before choosing your passage, as some passages are more amenable than others for the task. (This assignment will help you will learn a bit about the challenges facing pastors as they preach through a book of the Bible.) Using commentaries, journals and other resources, the student will look at the text itself and similar passages elsewhere in Scripture. The student will then prepare a paper of up to 15 pages in which the content of the passage is

- Presented and explained
- Thoughtfully compared to other biblical discussions of the central topic of the passage
- Paraphrased in a down-to-earth language expanded paraphrase understandable by contemporary persons (examples: look at expanded paraphrases in Hurley's Man and Woman book)
- Applied in a vignette illustrating a real life application of the passage in a pastoral or clinical setting. The vignette should be as clear as possible about the role of God and the role of persons as the teaching of the passage is applied to life.

Required materials

There are no assigned texts. You will access many books in the library.

You will also read significant portions of various Pauline letters. Your benefit from class will increase greatly if you devote the time to read each of the passages assigned a number of times, reflectively. Your reading blocks are

M1 Act 8:1-3; 9:1-31;18:1-18

M2 Acts 18:19 -20:38; Eph 4:1-5:2

M3 Philippians

M4 Rom. 14:1-15:5; 1 Cor 8:1-13;10:1-33

Course process:

The course will meet in four 3-hour lecture blocks which move through major components. In each we will look at a selected portions of Paul's letters with an eye to the personal relations among God's people.

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	7/9	Introduction to Paul and his ministry to stressed congregations	Act 8:1-3; 9:1-31;18:1-18	A1 Overview paper	2.F.2.a; 2.F.2.b; 2.F.2.g
L2	7/10	Context and Content of Ephesians – Realistic Foundations	Acts 18:19 -20:38; Eph 4:1-5:2		2.F.2.a; 2.F.2.b; 2.F.2.g
L3	7/11	Context and Content of Philippians – Security, Caring, Emotional Transparency	Philippians		2.F.2.a; 2.F.2.b; 2.F.2.g
L4	7/12	Context and Content of 1 Corinthians and Romans – Religious and Cultural Differences	Rom. 14:1-15:5; 1 Cor 8:1-13;10:1-33		2.F.2.a; 2.F.2.b; 2.F.2.g
	8/2			A2 Passage paper	2.F.2.a; 2.F.2.b; 2.F.2.g

Course Meeting Dates

Class will meet 8-11 AM Monday July 9 through Thursday July 12

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12 pt Georgia font and double spaced (Georgia font has been selected because research indicates it gets the best grades). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides Jackson MFTC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

Course Objective	Reading(s)*	Lecture(s)	Assignment(s)	CACREP Standard(s)
CO1 Paul, Conflict and Relational Processes	M1, M2, M3, M4	L1--4	A1, A2	2.F.2.a; 2.F.2.b; 2.F.2.g
CO2 Background and context	M1, M2	L1, L2	A1, A2	2.F.2.a; 2.F.2.b; 2.F.2.g
CO3 Passage in context	M3	L2, L3, L4	A1, A2	2.F.2.a; 2.F.2.b; 2.F.2.g
CO4 Application of Passage	M3	L2, L3	A2	2.F.2.a; 2.F.2.b; 2.F.2.g