

PAUL'S LETTER TO THE ROMANS (NT 6305)

MATS Educational Goals Supported by the Course

1. The student will identify and offer informed discussion of major issues in the interpretation of representative books of the New Testament (Gospels and Acts, Pauline letters, General Letters, Apocalypse).
2. The student will prepare papers, sermons, classes, and other assignments demonstrating familiarity with methods and principles of biblical exegesis in Old and New Testaments.

Aims of the Course

1. Students will acquire mastery and appreciation of the content of Paul's letter to Christians at Rome in the context of Paul's missionary activity, his relations with his converts, and the historic faith of the Christian church.
2. Students will increase their understanding of helpful methods of literary, historical, and theological exegesis of Scripture in application to Romans.
3. Students will explore the application of the central emphases of Romans and of Paul's particular arguments to concerns in the life of the contemporary church, with particular attention to possibilities for preaching these letters.

Required Texts

1. Leander E. Keck, *Romans* (Abingdon Bible Commentaries)
2. J. R. Daniel Kirk, *Unlocking Romans: Resurrection and the Justification of God* (Eerdmans)
3. A recent translation of the Bible (e.g., RSV, NIV, NASB, NAB, NJB, REB, NRSV). Two excellent tools for study are the Harper Collins Study Bible and the NIV Study Bible, which give the reader quick access to current academic (i.e., mainline Protestant) and evangelical Protestant lines of interpretation, respectively.
4. Strongly recommended: the Nestle-Aland *Novum Testamentum Graece* (27th ed.), for consultation of both the Greek text of the letters and the full marginal references to parallel passages. An edition of the Nestle-Aland bound with the Revised Standard Version is available through the American Bible Society; for more information, see Ms. Kennell in the Austin Graduate School bookstore.

Course Requirements

1. Prompt attendance at all scheduled meetings of the class, completion of the assigned reading, and informed participation in class discussion. The student should note that the reading assignment includes consultation of the Scripture references in the secondary discussion. [10% of final grade]
2. Serving as discussion prompter for one or two week of the course (depending on enrollment). This assignment involves: (1) careful reading of the assigned Scripture passage for the week and of the assigned commentary; (2) formulating a set of questions to guide discussion of the passage, usually 4–5 in number, which should reflect careful reading of the text and commentaries; (3) identification of the passages, sentences, phrases, or words in the passage most important for answering each of these questions; and (4) suggesting an answer for each question on the basis of a consideration of the evidence identified in step (3). [20% of final grade]

3. An exegetical paper, eight (8) to ten (10) pages in length, treating a pericope selected from Romans in consultation with the instructor, who can also supply an outline guide to the writing of an exegesis paper. An essential introduction to the sort of reading required for exegesis is Mortimer Adler and Charles Van Doren, *How to Read a Book*; a good discussion of exegetical method Michael Gorman, *Elements of Biblical Exegesis*; and works that will aid in the preparation of an exegesis are thoroughly discussed in Frederick W. Danker, *Multipurpose Tools for Bible Study*. A draft of the paper is due the week before Thanksgiving (i.e., by Monday, November 23), and the final paper is due during the week of final examinations (by Thursday, December 10). Late papers will not be accepted without prior consultation with the instructor. The student is encouraged to base the paper on a passage for which (s)he serves the class as discussion leader in assignment 2. [35% of final grade]

4. An expository sermon series on Romans, including (a) an *outline* of a ten-week sermon series, indicating for each sermon the *pericope* on which it will be based and a *focus and function statement* (on the model of Thomas G. Long, *The Witness of Preaching*, esp. pp. 78–91; see also Gordon D. Fee, *New Testament Exegesis: A Handbook for Students and Pastors*, esp. pp. 145–164) and (b) manuscripts of **three** of the sermons developing the focus and function proposed on the series outline and including footnotes indicating the resources the student has consulted in the preparation of each sermon. The series outline and three manuscripts are due during the last week of class (i.e., by Friday, December 4). Late work will not be accepted without prior consultation with the instructor. [35% of final grade]

SCHEDULE

Monday, August 31

Prospect: The Study of Romans; J. R. D. Kirk, pp. 1–32

Monday, September 7 (Labor Day)

NO CLASS MEETING

Monday, September 14

Romans, chap. 1; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 33–55

Monday, September 21

Romans, chaps. 2–4; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 56–83

Monday, September 28

Romans, chap. 5; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 84–97

Monday, October 5

Romans, chaps. 6–7; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 98–131

Monday, October 12

Romans, chap. 8; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 132–160

Monday, October 19

Romans, chaps. 9–10; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 161–180

Monday, October 26

Romans, chap. 11; L. E. Keck, ad loc.; J. R. D. Kirk, pp. 181–193

Monday, November 2

Romans, chap. 12; L. E. Keck, ad loc.

Monday, November 9

Romans, chaps. 13–14; L. E. Keck, ad loc.: J. R. D. Kirk, pp. 194–205

Monday, November 16

Romans, chap. 15–16; L. E. Keck, ad loc.

Monday, November 23

NO CLASS MEETING; FIRST DRAFT OF EXEGESIS PAPER DUE

Monday, November 30

Retrospect: The Significance of Romans
J. R. D. Kirk, pp. 206–234

Friday, December 4

SERMON SERIES OUTLINE AND 3 SERMON MANUSCRIPTS DUE

Thursday, December 10

FINAL DRAFT OF EXEGESIS PAPER DUE