



NTGK9439 - Galatians
New Orleans Baptist Theological Seminary
Biblical Studies Division
Spring 2021

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

This seminar is designed for intensive exegetical work in Galatians. Attention is given to introductory and background matters of Galatians and to the current scholarly literature on Pauline writings. Exegesis and interpretation of the Greek text is made with the help of the best critical literature available.

Student Learning Outcomes

By the end of the course the student should:

- Understand the meaning of Galatians in its original context and its application to the current day.
- Understand the state of research and historical meaning related to Paul's life and letters.
- Gain an increased appreciation for the relevance of the exegetical study of Galatians based on the Greek text.
- Demonstrate the ability to translate the Greek text of Paul's letters and to apply their skills in exegesis to a sound interpretation of the text.

Textbooks

All students should buy and read the following:

McKnight, Scot and B. J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids: Baker Academic, 2020.

Yinger Kent L. *The New Perspective on Paul: An Introduction*. Eugene, OR: Cascade Books, 2011.

Students should buy and read two of the following:

DeSilva, David A. *Galatians*. New International Commentary on the New Testament. Grand Rapids: William B. Eerdmans Publishing Co., 2018.

Keener, Craig. *Galatians*. Grand Rapids: Baker Academic, 2019.

Moo, Douglas. *Galatians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2013.

In addition, students will choose from the following for assigned reading as listed in the course requirements below:

Barclay, John. *Paul and the Gift*. Grand Rapids: William B. Eerdmans, 2015.

Dunn, James. *The Theology of Paul the Apostle*. Grand Rapids: William B. Eerdmans, 2006.

Porter, Stanley. *The Apostle Paul: His Life, Thought, and Letters*. Grand Rapids: William B. Eerdmans, 2016.

Schreiner, Thomas R. *Paul, Apostle of God's Glory in Christ: A Pauline Theology*. Downers Grove, IL: Intervarsity Press, 2001.

Thomas, Matthew. *Paul's "Works of the Law" in the Perspective of Second-Century Reception*. Westmont, IL: IVP Academic, 2020.

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids: William B. Eerdmans, 2004.

Wright, N. T. *Justification: God's Plan and Paul's Vision*. Downers Grove, IL: Intervarsity Press, 2009.

Course Teaching Methodology

This course will be taught via a combination of pedagogical methods, including but not limited to the following: lectures, student assignments, small group work, textbook reviews, class discussions, and student presentations.

Course Requirements

Translation Skills

All students will translate Galatians as part of the class. Students are expected to be able to parse verbs and explain why they chose to translate the passage as they did.

First Class Session – 1/28

1. We will use some of the class time to organize the work of the rest of the semester. Students should come prepared with a paper topic and ready to select a date to present. We will negotiate this as a class at the beginning of the class. In addition, students should be ready to choose books which are to be read.
2. Using your two commentaries and at least three additional sources, write an introduction to Galatians including information on author, date, and place of writing, destination, occasion and purpose, and theological themes.

3. Translation – Translate Galatians 1 and parse the verbs. Work through the introduction and chapter one in the two commentaries you chose. Be prepared to read in class and to discuss the interpretation of the passage.

Second Class Session - 2/11

1. Translation – Translate Galatians 2 and parse the verbs. Work through chapter two in the two commentaries you chose. Be prepared to read in class and to discuss the interpretation of the passage.
2. Complete a timeline of Paul's life based upon the chronology of Paul. Include in the timeline all three missionary journeys, key visits to Jerusalem, and dates of Pauline letters. Read the section on Pauline chronology in the "Chronology" article in the Anchor Bible Dictionary as partial preparation. Timelines will be compared in class and discussed. Students should be prepared to discuss the major dating issues related to Pauline chronology.
3. Read the following books on the NPP in Paul and his letters, and write a five-page single-spaced reflective paper on content. The reflection should not be a summary of the contents, but the student's reflection and response to the writer's thesis, the development of the thesis, and the conclusions. Be prepared to lead the class discussion on the books.
McKnight, Scot and B. J. Oropeza, eds. *Perspectives on Paul: Five Views*
Yinger Kent L. *The New Perspective on Paul: An Introduction*

Third Class Session – 2/25

1. Translation – Translate Galatians 3-4 and parse the verbs. Work through chapters three and four in the two commentaries you chose. Be prepared to read in class. Also, be prepared to discuss the interpretation of the passage.
2. Choose a journal article related to Galatians 3-4 and write a one page summary. Be prepared to present the findings of the article in class.
3. Choose one of the following books on Paul and his letters, clear it with the professor, and write a five-page single-spaced reflective paper on its content. The reflection should not be a summary of the contents, but the student's reflection and response to the writer's thesis, the development of the thesis, and the conclusions. Be prepared to lead the class discussion on the book.

Wright, *Justification*

Thomas, *Paul's "Works of the Law" in the Perspective of Second-Century Reception*

Fourth Class Session – 3/11

1. Translation – Translate Galatians 5 and parse the verbs. Work through chapter five in in the two commentaries you chose. Be prepared to read in class. Also, be prepared to discuss the interpretation of the passage.

2. Choose one of the following books on Paul and his letters, clear it with the professor, and write a five-page single-spaced reflective paper on its content. The reflection should not be a summary of the contents, but the student's reflection and response to the writer's thesis, the development of the thesis, and the conclusions. Be prepared to lead the class discussion on the book.

Westerholm, *Perspectives Old and New on Paul*

Porter, *The Apostle Paul: His Life, Thought, and Letters*

Barclay, *Paul and the Gift*

3. Students will submit and be prepared to discuss their research question, hypothesis and overall outline for the professional paper.

Fifth Class Session – 3/25

1. Translation – Translate Galatians 6 and parse the verbs. Work through chapter six in in the two commentaries you chose. Be prepared to read in class. Also, be prepared to discuss the interpretation of the passage.
2. Research and write annotated bibliographies of 5 journal articles or recent dissertations (2005 forward) on Pauline studies. Ideally, these will be focused upon your research for the paper. Post copies of the bibliographies for all seminar members in the blackboard shell.
3. Choose one of the following books on Paul and his letters, clear it with the professor, and write a five-page single-spaced reflective paper on its content relating to the chronology of Paul as presented by the writer. Be prepared to lead the class discussion on the book.

Schreiner, *Paul, Apostle of God's Glory in Christ: A Pauline Theology*

Dunn, *The Theology of Paul the Apostle*

Sixth Class Session – 4/8

3 Papers and responses

Paper 1 _____

Response to paper _____

Paper 2 _____

Response to Paper _____

Paper 3 _____

Response to paper _____

Seventh Class Session – 4/22

3 Papers and responses

Paper 1 _____

Response to paper _____

Paper 2 _____

Response to Paper _____

Paper 3 _____

Response to paper _____

Eighth Class Session – 5/6

3 Papers and responses

Paper 1 _____

Response to paper _____

Paper 2 _____

Response to Paper _____

Paper 3 _____

Response to paper _____

PAPER ASSIGNMENT INSTRUCTIONS.

For the paper assignment, each student will prepare a 15-20 page, double-spaced professional presentation. The student will get the topic approved by the professor before doing the research. The goal is that the student will be able to present the paper in a professional meeting such as ETS, SBL or EHS. A copy of the completed paper must be distributed to each seminar member and the professor **one week in advance** of the presentation date.

Following the presentation, a designated responder will present critical evaluation of the paper. The evaluation should be rigorous, fair, and professional. The designated responder will submit a 3-5 page single-spaced critical assessment of the paper. The response to the paper is to be presented to the writer of the paper in writing and to the class orally. Like the paper, the response will be defended in class. **Papers and responses will be negotiated in the first class session. Assignments will be made to cover all the papers.**

Evaluation of Grade

The student's grade will be computed as follows:

Translation	10%
Timeline	10%
Introductions	10%
Reading and Reviews	15%
Annotated Bibliography	10%
Major Paper	35%
Response	10%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Selected Bibliography

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Bates, Matthew W. *Salvation by Allegiance Alone: Rethinking Faith, Works, and the Gospel of Jesus the King*. Grand Rapids, MI: Baker Academic, 2017.

Bird, Michael F. *The Saving Righteousness of God: Studies on Paul, Justification and the New Perspective*. Paternoster Biblical Monographs. Eugene, OR: Wipf & Stock, 2007.

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- Malina, Bruce J. and John J. Pilch. *Social-Science Commentary on the Letters of Paul*. Minneapolis, MI: Fortress Press, 2006.
- McKnight, Scot and B. J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids, MI: Baker Academic, 2020.
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