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|  | **MTG205.7****Romans: Exegesis and Theology for Proclamation** |
| **Semester 1, 2024** |



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| Unit Supervisor & Lecturer | [Very Rev. Dr Peter A.L. Hill](https://www.scmoi.edu.au/fr-peter-hill) frpeter@scmoi.edu.au Preferred contact time is Tuesday to Thursday, 10am – 4pm, at SCMOI Office (03 8595 4322) |
| Delivery | Tuesday 7pm – 9pm (Melbourne time)Classes commence 20/02/2024 & conclude 4/06/2024 (there are three non-teaching weeks in this period: 18/03 – 22/03, First week of Great Lent; 29/04 – 3/05 Holy Week; 6/05 – 10/05 Bright Week).Fully Online  |
| AQF Level | 7 | Credit Points | 6 |

**UNIT DESCRIPTION**

This advanced exegetical unit facilitates in-depth exegetical and theological analysis of St Paul’s letter to the Romans in English and its interpretation and proclamation in diverse contemporary contexts. Students critically engage with current issues in Pauline studies, scaffolded by patristic interpretation and with specific foci on the theological, rhetorical, and socio-historical contexts of Romans. On completion of this unit, students will be equipped to explicate the message of Romans confidently and faithfully and to apply the insights gained from this epistle to other areas of theological and biblical study.

**PREREQUISITES**

MTG201.7 Interpreting the New Testament

**LEARNING OUTCOMES**

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| **ON SUCCESSFUL COMPLETION OF THIS TASK THE STUDENT WILL BE ABLE TO:** | **RELATED CONTENT** | **RELATED ASSESSMENT** |
| 1. Analyse contemporary issues in Pauline studies, explaining the significance for interpreting Paul’s letter to the Romans
 | Lecture, Seminar, Set reading | Analysis, Exegetical Seminar, Major Essay |
| 1. Analyse the theological, rhetorical and socio-historical contexts for Paul and his letters, explaining the significance for interpreting Paul’s letter to the Romans
 | Lecture, Seminar, Set reading | Exegetical Seminar, Major Essay |
| 1. Critically apply hermeneutical theory, exegetical methods and skills to the interpretation of Romans in its theological, rhetorical and socio-historical contexts
 | Lecture, Seminar, Set reading | Exegetical Seminar, Major Essay |
| 1. Creatively communicate clear, coherent and appropriately targeted expositions of Romans to diverse audiences
 | Lecture, Seminar, Set reading | Dual Presentation |

**CHANGES MADE SINCE LAST OFFERED** (in response to Student Unit Evaluations) First offered by SCMOI 2024

**REQUIRED TEXTS** (Students should purchase this/these texts)

# This unit works through the English text of Romans. The standard text used is the *Orthodox Study Bible* (NT = NKJV).

# Students must have access throughout the Semester to:

# Royster, Archbishop Dimitri, *Saint Paul's Epistle to the Romans: A Pastoral Commentary* (Crestwood, N.Y.: St Vladimir's Seminary Press, 2008)

In addition, you must have access to **either**:

# Bray, Gerald L. (ed.), *Romans* (Ancient Christian Commentary on Scripture, NT 6; Downers Grove: InterVarsity Press, 1998).

**or:**

# Burns, Jr., J. R. Patout*, Romans: Interpreted by Early Christian Commentators* (The Church’s Bible; Grand Rapids: Eerdmans Publishing Company, 2012).

You should also have access to at least one of the contemporary commentaries listed below (M. J. Gorman and C. E. B. Cranfield being the ‘better’ options):

**RECOMMENDED TEXTS/BIBLIOGRAPHY**

**Contemporary Commentaries:**

Byrne, Brendan, *Romans* (Sacra Pagina; Collegeville: Liturgical Press, 1996).

Cranfield, C. E. B., *Romans: A Shorter Commentary* (Eerdmans Classic Biblical Commentary; Grand Rapids: Eerdmans, 2018).

Dunn, James D. G., *Romans* (2 vols; Dallas: Word, 1988).

# Gorman, Michael J.,  *Romans: A Theological and Pastoral Commentary* (Grand Rapids: Eerdmans, 2022).

Tarazi, Paul Nadim, *Romans: A Commentary* (The Chrysostom Bible; St. Paul, MN: OCABS Press, 2010).

(Note also that the titles listed below by A. C. Thiselton, and P. H. Reardon, though not conventional commentaries, nonetheless engage extensively with the text of Romans and will prove very helpful).

**Other Commentaries & Studies:**

Ambrosiaster, *Commentaries on Romans and 1 – 2 Corinthians* (Ancient Christian Texts; trans Gerald Gray; Downers Grove: IVP, 2009).

Bates, Matthew W., “A Christology of Incarnation and Enthronement: Romans 1:3–4 as Unified, Nonadoptionist, and Nonconciliatory,” *The Catholic Biblical Quarterly* 77 (2015): 107–127.

Burer, Michael H. and Daniel B. Wallace, “Was Junia really an Apostle? A Re-Examination of Rom 16.7,” *New Testament Studies* 47 (2001): 76–91.

### Despotis, A. (ed.), *Participation, Justification, and Conversion: Eastern Orthodox Interpretation of Paul and the Debate between ‘Old and New Perspectives on Paul’* (WUNT 442; Tübingen: Mohr Siebeck, 2017).

### Gaca, Kathy, “Paul Uncommon Declaration in Romans 1:18–32 and Its Problematic Legacy for Pagan and Christian Relations, “ in *Early Patristic Readings of Romans* (Romans Through History and Cultures Series; ed. K. L. Gaca and L. L. Welborn; New York / London: T & T Clark, 2005), 1–33.

Gorman, Michael J.,  *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters* (Grand Rapids: Eerdmans, 2004).

Hays, Richard B., *The Conversion of the Imagination : Paul as Interpreter of Israel's Scripture* (Grand Rapids: Eerdmans, 2005).

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

Mihoc, Vasile, “Paul and the Jews According to St John Chrysostom’s Commentary on Romans 9 – 11,” in *Greek Patristic and Eastern Orthodox Interpretations of Romans* (Romans Through History and Cultures Series; ed. K. L. Gaca and L. L. Welborn; New York / London: T & T Clark, 2005), 1–33.

Mitchell, Margaret M., “How Was the Reception of Paul Shaped in the Early Church?” in *The New Cambridge Companion to St Paul* (ed. Bruce W. Longenecker; Cambridge: CUP, 2020), 278–298.

Patte, Daniel, and Vasile Mihoc (eds), *Greek Patristic and Eastern Orthodox Interpretations of Romans* (London: Bloomsbury, 2013).

Pitre, B., M. P. Barber, and J.A. Kincaid, *Paul A New Covenant Jew: Rethinking Pauline Theology* (Grand Rapids: Eerdmans, 2019).

Reardon, Patrick Henry, *Romans: An Orthodox Commentary* (Yonkers, NY: SVS Press, 2018).

Scheck, Thomas P., *Origen and the History of Justification: The Legacy of Origen’s Commentary on Romans* (Notre Dame IN: University of Notre Dame Press, 2008).

# Theodoret of Cyrus, *Commentary on the Letters of St. Paul* (Vol. 1; trans. Robert Charles Hill; Brookline, Mass. : Holy Cross Orthodox Press, 2001).

# Thiselton, Anthony C., *Discovering Romans: Content, Interpretation, Reception* (Discovering Biblical Texts; Grand Rapids: Eerdmans, 2016).

Thomas, M. J., *Paul’s ‘Works of the Law’ in the Perspective of Second-Century Reception* (Downers Grove: IVP Academic, 2020).

Wright, N. T*., Paul and the Faithfulness of God* (2 vols; London: SPCK, 2013).

Wright, N. T., *Pauline Perspectives: Essays on Paul*, 1978–2013 (London: SPCK, 2013).

Further resources, including recommended texts, websites and an extended bibliography, are listed on the unit site.

**SEMESTER PROGRAM**

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| **Class Date** | **Week** | **Lecture / Exegetical Seminar** | **Required preparation for Exegetical Seminar**( reading set in Week 1 is for Week 2 seminar, and so on; see Assessment #2) |
| 20 Feb | 1 | Lecture: St Paul and the Roman Church; Why read Romans; The recipients of the letter; The purposes of the letter. Exegetical Seminar: Rom 1 :1 – 7. | Royster, 35–48 (Wisdom of Sol.13:1– 9 & 14:22–29) |
| 27 Feb | 2 | Lecture: (Romans 1:16–2:16) Theme; The Gentile/Greek predicament; God’s judgment according to deeds. Exegetical Seminar: Rom. 1: 18 – 32. | Royster, 57–61 |
| 5 Mar | 3 | Lecture: (Rom 2:1–3:8) God’s impartial judgement; the Jewish predicament; law. Exegetical Seminar: Rom 2:12–16. | Royster, 81–93 |
| Mar 12 | 4 | Lecture: (Rom 3:9–31) Law & sin; “works of the law”; righteousness; justification. Exegetical Seminar: Rom 3:21–31. | Royster, 119–131 (for Week 5) |
| 19 March: NO CLASS, FIRST WEEK OF GREAT LENT |
| 26 Mar | 5 | Lecture: (Rom 4:1–5:11) The model of Abraham’s justification; justification and resurrection, peace with God, the gift of the Spirit, and reconciling love. Exegetical Seminar: Rom 5:1–11. | Royster, 138–142  |
| 2 Apr | 6 | Lecture: (Rom 5:12–21) Adam, Humanity & Christ, the Reign of Grace. Exegetical Seminar: Rom 5:18–21. | Royster, 145–153  |
| 9 Apr | 7 | Lecture: (Rom 6:1–7:6) Baptism: death to sin and life in Christ. Exegetical Seminar: Rom 6:3–11. | Royster, 173–178  |
| 16 Apr | 8 | Lecture: (Rom 7:7–25) Life in the Flesh; Sin as indwelling power; The ‘New Perspective’ on Paul, an overview. Exegetical Seminar Rom 7:7–12. | Royster, 218–222  |
| 23 Apr | 9 | Lecture: (Rom 8) Life in the Spirit; New Creation. Exegetical Seminar: Rom 8:28 –30  | Royster, 238–246 (for Week 10) |
| 30 April: NO CLASS, HOLY WEEK |
| 7 May: NO CLASS, BRIGHT WEEK |
| 14 May | 10 | Lecture: (Rom 9 & 10) God’s Faithfulness and the Future of Israel. Exegetical Seminar Rom 9:14–26. | Royster, 291–300  |
| 21 May | 11 | Lecture: (Rom 11) The Mystery of Mercy. Exegetical Seminar Rom 11:16–24. | Royster, 353–363  |
| 28 May | 12 | Lecture: (Rom 12:1–14:23) Faithful living in communion with the Faithful God.Exegetical Seminar Rom 14:12–23.  | Royster, 397–399  |
| 4 June | 13 | Lecture: (Rom 15 & 16) Paul’s Mission and God’s Plan; Warning about divisions. Exegetical Seminar: Rom 16:25–27. |  |

**ASSESSMENT TASKS**

**Due Dates Summary:**

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| **Assessment** | **Words** | **Value** | **Due Date** |
| 1. Analysis of Romans 16:7
 | 1000 | 20% | 15 March (end of Week 4) |
| 1. Exegetical Seminar
 | 1200 | 25% | 12 x notes of 100 words each (Weeks 2 – 13) |
| 1. Dual Presentation
 | 800 | 15% | Week 9 (mutually agreed time) |
| 1. Major Essay
 | 2000 | 40% | : 31 May(end of Week 12)  |

**Task Description:**

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| **ASSESSMENT TASK 1****Title of Assessment** Analysis of Romans 16:7**20%***Due:* 15 March (end of Week 4) – by 23:59hrs Melbourne time*1250 words* |
| **Instructions**Analyse, with close reference to the text, Romans 16:7. Your study should give careful attention to the question of the gender of “Junia” (or “Junias”?) as well as the meaning of the descriptors St Paul provides (“countrymen,” “fellow prisoners,” “who are of note among the apostles,” and “who were in Christ before me”). After concluding your investigation, offer a brief evaluation on what bearing this verse may have (or be thought to have) on contemporary discussions regarding ‘office’ in the Church.Guidance for assessment and grading criteria: See rubric on Tabor Online site. |
| **Rationale and Expectations**The meaning of Rom 16:7 is frequently adduced in contemporary debates regarding ‘office,’ in particular the nature and extent of ‘apostleship’. Patristic exegesis provides some valuable, and perhaps unexpected, insights into the role of Junia. Moreover, Paul’s greetings to various individuals in Rom 16 provides important data with respect to the social-historical context of Romans. By engaging in a close exegesis of this verse in its context together with reflection on a range of patristic and modern commentaries, this task is intended to reinforce the necessity of careful analysis of the text. |
| **ASSESSMENT TASK 2****Title of Assessment**Exegetical Seminar25%*Due:* 12 x notes of 100 words each submitted weekly (Weeks 2 – 13) on the Monday of the week by 23:59hrs Melbourne time1200 words |
| **Instructions**Read and make notes on key terms and concepts from the set reading. The submitted form of your notes should be succinct and not exceed 100 words. You will be expected to share your findings in the Exegetical Seminar.Guidance for assessment and grading criteria: See rubric on Tabor Online site. |
| **Rationale and Expectations**The object of this task is to ensure students actively prepare for the in-class Exegetical Seminar by prior engagement with the text and a commentary and reflecting on same. Students are expected to actively participate in the Seminar and thereby to discuss key concepts, interpretative strategies, and to clarify their own understanding of the text. |
| **ASSESSMENT TASK 3****Title of Assessment**Dual Presentation*Due:* Week 9:  *within 24 hours after oral presentation (at time arranged)* 800 *words* |
| **Instructions**Focusing on Rom 6:1 – 4 S produce:1. ‘handout’ suitable for an adult study group;
2. a PowerPoint presentation to support a short (10 minute maximum) presentation to members of Faculty.
* Both items (‘a” & ‘b’) should locate, contextualise and identify the argument of the passage.
* The study group handout should summarise in simple terms the meaning of the passage and succinctly comment on key points regarding its significance to Christian life.
* The Faculty presentation should concentrate on specific terminology and any dogmatic features of the text. The PowerPoint presentation should focus on identifying and defining key points in the presentation and not be overladen with superfluous text.
* The Faculty presentation will be delivered at an agreed time outside of scheduled classes.
* Marks will be allocated as follows: study group handout 30/100; PowerPoint presentation 40/100; oral presentation 30/100.
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| **Rationale and Expectations**Good biblical interpreters need to practice key interpretative skills and methods and develop the ability to effectively communicate their findings to diverse audiences. This assessment piece allows students to apply different techniques relative to target audiences, including oral presentation, based on the investigation of a key text from Romans.Guidance for assessment and grading criteria: See rubric on Tabor Online site. |
| **ASSESSMENT TASK 4****Title of Assessment***Major Essay***40%***Due*: 31 May(end of Week 12) – by 23:59hrs Melbourne time2000 *words* |
| **Instructions**With close attention to the text of Romans, discuss St Paul’s concept of ‘faith’ in this letter. According to the Apostle, what is faith, how does it work and in what ways is it manifest in the Christian life? Special attention should be given to the relationship between faith and righteousness. Your discussion must evidence that it has been informed by engaging with relevant literature covering a range of hermeneutical approaches to the text, including patristic interpretation, and by an awareness of the rhetorical and socio-historical contexts of Romans.Guidance for assessment and grading criteria: See rubric on Tabor Online site. |
| **Rationale and Expectations**The nature, appropriation, application, and sufficiency of faith as expressed in Romans (and the Pauline corpus generally) has been the subject of considerable historic and contemporary debate. This essay allows students to get to grips with a pivotal concept by locating St Paul’s teaching relative to the rhetorical and socio-historical contexts of Romans drawing on a range of historic and contemporary interpretation and discussions of Pauline theology. |

**OTHER IMPORTANT INFORMATION ABOUT ASSESSMENTS**

Please refer to this Unit’s website tile *Assignments* (hyperlink) for further information about assignments, assessment criteria, grading scale, and the process for late submission of assignments.

Refer to the [*Student Academic Toolkit*](https://learn.tabor.edu.au/course/view.php?id=3718)for information about academic integrity and avoiding plagiarism, referencing, formatting, and for relevant links to Tabor and faculty policy. If you are unsure, consult your lecturer or program coordinator for advice.