



**Course Syllabus – Spring 2019**

***REL 350 / 541-M7 Issues in Pauline Theology***  
*(3 credit hours)*

**Mondays, 6:30 – 9:20 p.m.**  
**(Jan. 14-28 / Feb. 11-18-25 / Mar. 4)**

**Classroom Building – Room 104**

***Mount St. Joseph Mission Statement:***

***Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The University educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity, and social responsibility.***

**Professor:** Sister Karen Elliott, C.PP.S., D.Min.  
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**Office:** Harrington Center – Wellness Suite: Room 138  
**Office Hours:** *By Appointment*

**PREREQUISITES:** ENG 101 *Written Word* and REL 102 *Christian Scriptures* or equivalents.

**REQUIRED TEXTS:**

1. Elliott, K. (2010). *Women in Ministry and the Writings of Paul*, Winona, MN: Anselm Academic. ISBN: 978-1-59982-006-4
2. Osiek, C., editor. *Anselm Academic Study Bible*, Winona, MN: Anselm Academic, Christian Brothers Publications, 2013. Paperback - ISBN: 978-1-59982-124-5  
Hard Cover – ISBN: 978-1-59982-163-4
3. Pascuzzi, M. (2014). *Paul: Windows on His Thought and His World*, Winona, MN: Anselm Academic. ISBN: 978-1-59982-214-3

## **COURSE DESCRIPTION, OBJECTIVES, and LEARNING OUTCOMES:**

This course is a study of the content and background of the letters of the Apostle Paul. Emphasis will be placed upon Paul's life, the literary and rhetorical structure of his letters, and the specific theological and pastoral themes addressed in the letters. Particular attention will be given to the social context of Paul's Christian communities, and how it impacts his message to them. We will also explore the impact of these issues in contemporary pastoral ministry contexts.

1. Students will utilize an exegetical approach and apply biblical research methodologies in their exegesis presentations.
2. Students will examine the historical and social context of Saint Paul and the faith communities to whom he wrote his letters through analysis of the socio-cultural diversity of the First Century CE.
3. Students will analyze the literary and rhetorical composition of the undisputed letters of Saint Paul differentiating the unique style of the evangelist through class discussion and exegesis research.
4. Students will synthesize and articulate the unique theological perspectives of Saint Paul, in light of the Synoptic Gospels and Acts of the Apostles through class analysis and exegesis research.
5. Students will articulate, compare, contrast, and integrate the unique theological, pastoral, and faith perspectives in the Pauline Literature in their theological presentation and paper.

**COURSE FORMAT:** Lecture, small group and total class discussion, audio-visuals, seminar-style presentations, theological reflection, guided meditation, independent study, and research.

## **METHOD OF EVALUATION:**

Students will be evaluated on the basis of their paper and exegesis presentation on the writings of Saint Paul, the issues addressed in the New Testament, and the connections between those issues and the issues in our world today; as well as the integration of the course readings and research materials in their paper, exegesis presentation, and class discussions.

The UNDERGRADUATE students' (REL 350) evaluation will be based on the following:

1. Annotated Bibliography on the Apostle Paul = 40% (DUE: 02/11/19)
2. Class Participation = 10% (DUE: EVERY CLASS)
3. Exegesis Presentations on pericope = 50% (DUE: 03/04/19)

Criteria for evaluation of the papers will include:

- a) content development of narrative
- b) depth of analysis
- c) quality of critical reflection
- d) clarity of expression and grammar
- e) documentation of sources

The GRADUATE students' (REL 541) evaluation will be based on the following:

1. Annotated Bibliography on the Apostle Paul = 30% (DUE: 02/11/19)
2. Paper on Themes or Letters of Saint Paul (7 to 10 pages) = 30% (DUE: 02/18/19)
3. Exegesis Presentations on pericope = 40% (DUE: 03/04/19)

Criteria for evaluation of the papers will include:

- a) content development of narrative
- b) depth of analysis
- c) quality of critical reflection
- d) clarity of expression and grammar
- e) documentation of sources

### GRADING SCALE:

**A = 93-100**

**B = 85-92**

**C = 77-84**

**D = 70-76**

**F = 0-69**

### ATTENDANCE POLICY and COURSE EXPECTATIONS:

Attendance in class is mandatory. Assessment of class participation includes preparation of assigned readings, seminar presentations, meaningful comments, constructive questions, small group discussions, as well as unexcused absences. An unexcused absence will result in the reduction of the student's final semester grade by one letter grade.

Students are expected to be in attendance at class in accordance with the policies of the University. If you are absent, tardy, or need to leave class early, please notify the professor in writing (either an email message or a note). Excused absences require documentation, e.g. doctor's note. Students are responsible for all of the material covered in class. Students are expected to complete all reading assignments by the due date and to participate in the class discussion of the material. *Cell phones, pagers, and all electronic devices are to be **turned off** in class. **Students are graded on their academic knowledge of the course material and not on their religious affiliation, faith, or personal opinions.***

### WRITTEN ASSIGNMENTS:

Listed in this syllabus are the due dates for the required written assignments. The professor will give students a copy of the rubric for each assignment during class. Students' written work will be greatly enhanced through the utilization the editing tools found in most word processing programs, specifically "spell check" and "grammar check." Additionally, it is highly recommended that students have another person read and edit their written work.

Students may ask questions regarding these assignments during class, contact the professor during scheduled office hours, or contact the professor via phone or email. **If an assignment is submitted late, ten percent of the total points for that assignment will be deducted for the first class past the due date and any papers submitted after one week beyond the due date will receive ZERO points.**

**All written work MUST follow these criteria:**

- ◆ All written work must include a cover page.
- ◆ All written work MUST be submitted to *turnitin.com* through *Blackboard* with student name and all identifiers removed (e.g. Do NOT submit the cover page).
- ◆ The cover page must include the title/topic of the paper, the name, number, and section of the course (e.g. REL 350 or REL 541 Issues in Pauline Theology), the student's name, the date the paper is handed in, and the professor's name. (*see sample*)
- ◆ All written work is to be stapled in the upper left hand corner and NOT enclosed in a folder of any type.
- ◆ All written work must exhibit the use of proper English grammar and spelling and must exclude slang terms such as "huge, down the road, having a kid, et. al."
- ◆ All written work must be typed *with a one inch margin on all sides*, double spaced, and printed with a standard 12 point font, such as Times New Roman.
- ◆ All written work is to be presented in standard APA (American Psychological Association) format.
- ◆ **The Biblical Exegesis MUST be based on articles from commentaries in the reference section of the Mount St. Joseph University – Archbishop Alter Library. Failure to utilize these bible commentaries and dictionaries (or another resources APPROVED by the professor) for this assignment will result in a grade of zero.**

Written work will be graded based on the clarity of thoughts presented, integration of resources, accuracy of material, adherence to APA format, accuracy in writing, spelling, and grammar, completion of assignment on or before the due date, and the bibliography written in proper APA format.

***TURNITIN.COM***

In taking this course, students agree that all required papers may be subject to submission for textual similarity review to *turnitin.com* for the detection of plagiarism. All submitted papers, with all personally identifiable information (e.g. your name) removed, will be included as source documents in the *turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. Use of the *turnitin.com* service is subject to the Terms and Conditions of Use posted on the *turnitin.com* site. All grades for assignments and tests will be recorded, posted, and available to students on *turnitin.com*.

Please view the brief animated tutorial that demonstrates how to use *turnitin.com*, by accessing *Blackboard* then clicking on the tab labeled *turnitin.com*.

**ACADEMIC INTEGRITY:**

The purpose of education is to advance one's own intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one's own work and properly acknowledging that of others. Any violation of this principle constitutes academic dishonesty and is liable to result in disciplinary action. Forms of academic dishonesty include, but are not limited to, the following:

- Plagiarism – submitting all or part of another’s work as one’s own in an academic exercise, such as an examination, computer file, or written assignment. This includes, but is not limited to, submitting papers written by someone else, such as a family member or friend, or downloading parts of, or entire, term papers from the Internet, and then submitting them as one’s own work. It also includes use of another’s words as one’s own, be that paraphrasing or direct quotation, without proper citation.
- Cheating – using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining, or attempting to obtain, copies of an examination or answers to an examination. This also includes sharing or receiving content from exams or quizzes from another student.
- Facilitating Academic Dishonesty – helping another to commit an act of academic dishonesty, such as substituting for an examination, completing an assignment for someone else, or sharing computer files.
- Fabrication – altering or transmitting, without authorization, academic information or records.

Violations of Academic Integrity are subject to penalty. Please consult the Student Handbook for University policies regarding Academic Integrity.

## **CIVILITY STATEMENT:**

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn and respect for the professionalism of the faculty are maintained. Student conduct which disrupts the teaching/learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Essential elements of civility in the classroom include:

- Electronic communication devices (e.g. cell phone, Blackberry, Bluetooth, iPod, iPad, computers, et. al.) must be disabled during class. In the event that you have an emergency situation which necessitates leaving your phone on vibrate mode, it is necessary to inform the professor prior to the beginning of class.
- Email communications between professors and students need to be written in a professional manner utilizing correct English, grammar, punctuation, and spelling. Also, please identify yourself including your first and last name, the class number and section (e.g. REL 350 or REL 541).
- Voicemail messages need to **begin with** your first and last name, your phone number followed by a detailed message.

## UNDERGRADUATE LEARNING OUTCOMES:

The purpose of an undergraduate education at the Mount is to provide students with a broad range of learning experiences in order to create a habit of mind conducive to a lifetime of learning in a diverse society. Mount St. Joseph University has developed baccalaureate learning outcomes and performance indicators (LOPIs) to assist in the evaluation of student learning. These LOPIs are not intended to capture all of the personal and professional development students should achieve over four years of a collegiate experience, nor should a student expect to realize these outcomes solely through core curriculum or discipline-specific courses. Rather, students should be able to demonstrate through their collective experiences (e.g., coursework, research, cooperative education, service learning, travel abroad, work study, campus activities, volunteer work, etc.) how they have achieved these outcomes.

### *Communication - Effectively express ideas in oral and written formats*

- Oral presentation - Deliver an effective oral presentation designed to enlighten or persuade.
- Effective language and style - Write using language that is clear, fluent, and consistent with conventions of Standard English.
- Use of sources - Use and document sources appropriately.
- Content development - Develop compelling content to fulfill the assignment.

### *Critical Thinking - Support claims and conclusions*

- Problem definition - Describe the complexities, factors, and scope of a problem.
- Information literacy - Use appropriate scholarly evidence to support a position.
- Quantitative literacy - Apply mathematical evidence or models to support a position.
- Scientific literacy - Apply scientific evidence or models to support a position.
- Synthesis - Formulate an opinion or draw a conclusion based on a questioning of assumptions, an analysis of relevant evidence, and a synthesis of scholarly perspectives.

### *Ethics - Reason about right and wrong*

- Ethical Self-Awareness - Discuss one's core beliefs and their origins.
- Catholic Social Teaching - Describe fundamental principles of Catholic Social Teaching.
- Ethical Analysis - Recognize ethical issues within a complex context.
- Application of Ethical Perspectives - Propose and defend a solution to an ethical dilemma.

### *Social Responsibility - Understand how civic engagement can promote the common good*

- Charity heritage - Describe the Sisters of Charity legacy of service.
- Social change - Explain how social injustice is perpetuated and overcome.
- Civic Engagement - Describe how individual actions can be personally and collectively beneficial.
- Global interdependence - Examine your individual and communal responsibility for the global community.

### *Cultural Competence - Analyze the diversity of human cultures*

- Cultural self-awareness - Articulate the norms and biases of one's own culture.
- Awareness of other cultures - Demonstrate understanding of the values, beliefs, biases, and practices important to members of another culture.
- Global diversity - Contrast the diversity of history, values, politics, and economic conditions in developing and developed nations.

*Integrative Learning - Integrate life and learning to create meaning and value*

- Blending experience and knowledge - Connect experiences inside and outside the classroom.
- Connections across disciplines - Apply knowledge from more than one discipline to address a complex issue.
- Self-reflection - Reflect on how a liberal arts education has enriched your understanding of life's big questions.

**LINK for DROP DATES:** [https://mymount.msjeu/ICS/icsfs/S219\\_PP\\_REV\\_11-16-18.pdf?target=0c78a4f4-775d-4eaf-a78e-a8ec16cf679c](https://mymount.msjeu/ICS/icsfs/S219_PP_REV_11-16-18.pdf?target=0c78a4f4-775d-4eaf-a78e-a8ec16cf679c)

### **TEMPORARY ILLNESS, INJURY, PREGNANCY or RELATED CONDITION POLICY:**

If a serious, but temporary, medical condition, or pregnancy or pregnancy related condition, results in a student anticipating missing more than one week of class (consecutive class sessions), the student may request temporary modifications of the requirements listed within the class syllabi during the period of this illness, injury, pregnancy or related condition. This policy does not guarantee that modifications will be granted unless mandated by Title IX in the case of pregnancy or related conditions; granting of modifications is the decision of the course instructor. Such decisions will be made consistent with Title IX requirements where applicable. **Students should begin this process as soon as possible after the onset of the serious illness, injury, or pregnancy or related condition.**

**Link for further information:**

[https://mymount.msjeu/ICS/icsfs/Temporary\\_Illness\\_Injury\\_Pregnancy\\_Policy\\_FINAL\\_Au.pdf?target=e89f1ea4-0fdd-4140-90e6-39ee805108b5](https://mymount.msjeu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy_FINAL_Au.pdf?target=e89f1ea4-0fdd-4140-90e6-39ee805108b5)

## **SCHEDULE for REL 350 / REL 541: TOPICS and ASSIGNMENTS**

This schedule is TENTATIVE. The professor reserves the right to make any modifications to the schedule. It is the student's responsibility to keep informed of any changes. The student is accountable for the completion of the reading assignments by the assigned dates listed in the syllabus. All policies in the Mount St. Joseph University Catalog and Students Handbook are applicable to this course.

**JANUARY 14** -      • **Introduction to the Course – Syllabus, Rubrics, Handouts**  
                             • **Introduction to Library Reference Materials (commentaries, et. al.)**  
                             Required Reading:  
                             • *Elliott, Women in Ministry and the Writings of Paul*  
   Preface and Introduction and Chapters 1 and 2 – pages: 1 to 28

**JANUARY 21** -      **Dr. Martin Luther King, Jr. Celebration – No Class!**

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- JANUARY 28** - **Saint Paul's Theology and Views on Women**  
Required Reading:
- *Elliott, Women in Ministry and the Writings of Paul*  
Chapters 3, 4, and 5 – pages: 29 to 85
  - *Pascuzzi, Paul: Windows on His Thought and His World*  
Chapters 2 and 3 – pages 36 to 92  
Chapter 9 – pages: 217 to 246
  - *Anselm Academic Study Bible* – 1<sup>st</sup> Thessalonians (c. 50-51 CE), Galatians (c. 50-55 CE), 1<sup>st</sup> Corinthians (c. 52–55 CE), and Philemon (c. 54 CE)
- FEBRUARY 4** - **RESEARCH for PAPERS and/or PRESENTATIONS - No Class!**
- FEBRUARY 11** - **Saint Paul's Passion, Preaching, and Mission to the Gentiles**  
Required Reading:
- *Pascuzzi, Paul: Windows on His Thought and His World*  
Chapters 4, 5, and 6 – pages: 93 to 158
  - *Anselm Academic Study Bible* – Philippians (c. 52-53 CE), 2<sup>nd</sup> Corinthians (c. 52-55 CE), and Romans (c. 57-58 CE),
- FEBRUARY 18** - **Saint Paul's Passion, Preaching, and Mission to the Gentiles**  
Required Reading:
- *Pascuzzi, Paul: Windows on His Thought and His World*  
Chapters 7 and 8 – pages: 159 to 216
  - *Anselm Academic Study Bible* – Chapters 1 through 14 of the Acts of the Apostles (c. 80-90 CE)
- FEBRUARY 25** - **Saint Paul's Passion, Preaching, and Missionary Journeys**  
Required Reading:
- *Pascuzzi, Paul: Windows on His Thought and His World*  
Chapter 10 – pages: 247 to 281
  - *Anselm Academic Study Bible* – Chapters 15 through 28 of the Acts of the Apostles (c. 80-90 CE)
- Student PowerPoint Presentations of Biblical Exegesis (4 Students)**
- MARCH 4** - **Student PowerPoint Presentations of Biblical Exegesis (7 Students)**



## ONLINE RESOURCES:

- US Bishop's Statements <http://listserv.american.edu/catholic/church/us/us.html>
- Bible and Theology Software [www.bibletheology.com](http://www.bibletheology.com)
- Catholic Resources <http://www.ernet.com/aquinas/arch/educate.html>
- Sisters of Charity <http://www.srcharitycinti.org>
- Paul and Pauline Letters <http://www.textweek.com/pauline/paul.htm>.
- American Bible Society <http://www.americanbible.org/>
- Ancient History Source Book <http://www.fordham.edu/halsall/ancient/asbook1.html>
- Bible History Images and Resources <http://www.bible-history.com>
- Guide to Early Church Documents  
<http://www.iclnet.org/pub/resources/christian-history.html>
- Archaeology and Bible <http://www.digbible.org/>
- Palestine in the Time of Jesus <http://www.stolaf.edu/people/kchanson/ptj.html>
- The New Testament Gateway <http://www.bham.ac.uk/theology/goodacre/links.htm>
- Learning New Testament and Septuagint Greek <http://metalab.unc.edu/koine/>
- ATLA Religion database, linked to the MSJ library website
- World Council of Churches <http://www.wcc-coe.org/wcc/english.html>
- The Vatican <http://www.vatican.va>
- Catholic News Service <http://www.catholicnews.com>
- APS Guide to Resources in Theology <http://www.utoronto.ca/stmikes/theobook.htm>
- Documents of the Roman Catholic Church  
<http://listserv.american.edu/catholic/church/church.html>
- Journal of Religion and Film <http://www.unomaha.edu/~wwwjrf>
- Fides Quare Internetum <http://www.bu.edu/people/bpstone/theology/theology.html>
- Biblical Resources Search <http://www.bham.ac.uk/theology/goodacre/multibib.htm>
- THEOLD (a theological index) <http://starwww.uibk.ac.at/theologie/theologie-en.html>
- ARTFL Project: Bibles <http://estragon.uchicago.edu/Bibles>
- The Bible Gateway <http://bible.gospelcom.net>
- The Catholic Encyclopedia <http://newadvent.org/cathen>
- Dead Sea Scrolls <http://sunsite.unc.edu/expo/deadsea.scrolls.exhibit/intro.html>
- American Theological Library Association <http://www.atla.com/>
- Pontifical Biblical Institute <http://www.pib.urbe.it/>
- Biblical Studies on the Web <http://www.bsw.org/mail.php>
- Biblical Resources – Mundelein [http://www.vocations.org/library/sacred\\_scripture.htm](http://www.vocations.org/library/sacred_scripture.htm)
- Catholic Church Documents related to Biblical Studies  
<http://clawww.Imu.edu/faculty/fjust/ChurchDocs.htm>
- Johannine Literature Web <http://www.johannine.net> or  
<http://clawww.Imu.edu/faculty/fjust/John.htm>
- New Testament Gateway <http://www.ntgateway.com/>
- Research Center for Scripture & Media <http://www.researchcenter.org/Banner.htm>
- Society of Biblical Literature <http://www.sbl-site.org/>
- The Book of Revelation, Apocalyptic – Literature & Millennial Movements  
<http://clawww.Imu.edu/faculty/fjust/Revelation.htm>