

Azusa Pacific University  
Division of Religion and Philosophy  
Department of Biblical Studies  
Course Instruction Plan  
Fall 2013

**Course:** UBBL-340 (05): Romans and Galatians (3 units) TR 1:05-2:30 PM Duke 122

**Course Credit**

**Description:** Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

**Instructor:** Matthew Ryan Hauge, Ph.D. Assistant Professor of Biblical Studies

**Contact:** My office is located on the second story of the Duke building in the School of Theology – Duke 234. My office hours are by appointment only. Please feel free to contact me via email ([mhauge@apu.edu](mailto:mhauge@apu.edu)) or phone (626) 815-5434 to setup a guaranteed appointment time. In case of an emergency, you are welcome to use my personal line (626) 263-0272. Please consult our course website (<http://matthewryanhauge.com>) for a digital copy of the syllabus, the list of required textbooks, writing guides as well as other relevant resources for the critical study of biblical literature. I hope that you will consider me a lifelong resource as your life unfolds within and beyond the walls of Azusa Pacific University. In that vein, please join the ongoing conversation on Facebook ([Matthew Ryan Hauge](#)) and Twitter ([@MatthewHauge](#)).

**University  
Mission**

**Statement:** Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**Division  
Mission**

**Statement:** The Division of Religion and Philosophy of Azusa Pacific University exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

**Department  
Mission**

**Statement:** The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

**Personal Mission**

**Statement:** As a Christian biblical scholar, it is my privilege to serve the Church and the academy, to model intellectual rigor embodied within a confessional commitment to the Body of Christ. The Bible is the inspired, the only infallible, authoritative Word of God, testifying to the redemptive activity of God through the death and resurrection of Christ, a divine song summoning each one of us to the cross. My task is to bear witness to this divine song so that it may be heard more clearly, understood more soundly, and applied more justly within our contemporary social and cultural context.

**Catalog Course**

**Description:** This course provides an analytical, exegetical, and expositional study of the biblical texts of Romans and Galatians. Special attention is given to the nature of Paul’s ministry, the theological, social, and practical issues he addressed, and how these texts are relevant for faithful Christian living.

**General Education**

**Status:** Meets general education requirement for God’s Word and the Christian Response.

**Prerequisites:** UBBL-100: Introduction to Biblical Literature: Exodus/Deuteronomy  
UBBL-230: Luke/Acts

**Student Learning**

**Outcomes:**

1. Describe the historical, social, political, religious, literary, and geographical world of the letters to the Romans and the Galatians;
2. Recall content and structure within the letters to the Romans and the Galatians;
3. Identify major theological and ethical themes in the letters to the Romans and the Galatians;
4. Identify critical issues that have arisen in the study of the letters to the Romans and the Galatians and articulate scholarly options for responding to those issues;
5. Evaluate how the material from the letters to the Romans and the Galatians can be integrated into their own faith journey.

<b>Student Learning Outcomes</b>	<b>IDEA Objectives</b>	<b>Course Requirements</b>
1. Describe the historical, social, political, religious, literary, and geographical world of the letters to the Romans and the Galatians.	Gaining factual knowledge	Exams; Exegetical Writing Project
2. Recall content and structure within the letters to the Romans and the Galatians.	Gaining factual knowledge	Exams; Exegetical Writing Project
3. Identify major theological and ethical themes in the letters to the Romans and the Galatians.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams; Exegetical Writing Project
4. Identify critical issues that have arisen in the study of the letters to the Romans and the Galatians and articulate scholarly options for responding to those issues.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exams; Exegetical Writing Project
5. Evaluate how the material from the letters to the Romans	Learning to analyze and critically evaluate ideas,	Exegetical Writing Project

and the Galatians can be integrated into their own faith journey.	arguments, and points of view; Acquiring an interest in learning more by asking my own questions and seeking answers	
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**Required**

**Textbooks:**

Achtemeier, Paul J. *Romans*. Interpretation. Louisville: John Knox Press, 1986 (ISBN 978-0804231374).

Cousar, Charles B. *Galatians*. Interpretation. Louisville: John Knox Press, 1986 (ISBN 978-0804231381).

*The New Oxford Annotated Bible with the Apocrypha* (NRSV). 3d ed. Michael D. Coogan, Marc Z. Brettler, Carol A. Newsom, and PHEME PERKINS, eds. New York: Oxford University Press, 2001 (ISBN 978-0195289596).

**Recommended**

**Textbooks:**

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downer's Grove: InterVarsity Press, 1993 (ISBN 978-0830814053).

*The Oxford Companion to the Bible*. Bruce M. Metzger and Michael D. Coogan, eds. New York: Oxford University Press, 1993 (ISBN 978-0195046458).

**Course**

**Requirements:**

**I. Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

**Reading:** Almost every session will require readings from various sources. These readings must be read for the assigned date.

**Participation:** If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**II. Exams.** This course requires two exams that are based on the class lectures and readings. Please note the final exam is comprehensive. The exams fulfill Student Learning Outcomes 1-4.

**Oct 15**  
**Dec 9-13**

**The Galatian World**  
**The Roman World**

There will be **no make-up exams** except in the case of a documented illness/emergency on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**III. Exegetical Writing Project.** This is a fifteen-page exegesis of a personally meaningful passage from either the letter to the Galatians or the Romans to be selected in consultation with the professor (**Due: Dec 3**). Please note that **no late exegetical writing projects will be accepted**

except in the case of a documented illness/emergency. You are expected to make use of at least twelve secondary sources from the selected bibliography, two of which must be journal articles, and two of which must be from a feminist and/or non-Western perspective. The exegetical writing project fulfills Student Learning Outcomes 1-5.

*Introduction* (1 pg): Write an introductory paragraph. Introduce the reader to your topic and offer your thesis in a succinct, one or two sentence summary. For clarity, please italicize your thesis statement. This should represent your final opinion or key discovery relative to the text's ultimate meaning. You cannot write the Introduction until you have written most of the paper. Summarize the contents of your passage (do not reprint the words of your passage). Analyze the context of your passage, discussing its relationship to the surrounding context.

*Structural Analysis* (1 pg): Write out a detailed structural analysis (Roman numeral system with indentations) for your passage. Devise a structure that clearly shows your understanding of the text's logic, patterns, and movement. Follow the structural outline with a paragraph describing your reasons for making the divisions and/or groupings where you did. Essentially, describe what you see in the text that leads you to structuring it the way you do.

*Interpretation* (12 pgs): In this, the heart of your paper, you are to report on your research findings. Do this in an organized verse-by-verse format. Be sure to address the text's major questions and issues. Throughout the analysis be sure to show how you reach your above-mentioned thesis. Do not merely catalog what the secondary literature says but engage their thinking with your own to make decisions about the text's ultimate meaning.

*Application* (1 pg): In the first paragraph, summarize your findings and restate your thesis statement by italicizing it as you did in the Introduction. In the second paragraph answer the following question dealing with Universal Level Analysis: How does what I have learned from the passage affect the way I think about God, the world/society, the church in general? In the third paragraph answer the following questions dealing with Personal Level Analysis: How does what I have learned from the passage affect the way I live? How does this message/s challenge or encourage me? In both cases, do not be afraid of using first person language. I want know what you are thinking about the passage.

Please follow these guidelines for the exegetical writing project.

- \* Please consult the [Exegetical Writing Guide](#) on our course website.
- \* Unless otherwise noted, all writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#).
- \* It must be stapled, typed, double-spaced, left-justified, and must not exceed the page limit.
- \* It should be written in the third person impersonal, unless otherwise noted.
- \* Use Times New Roman set at 12 dpi with black ink only.
- \* Include page numbers (bottom-center), beginning on the first page of writing.
- \* Include a title page with paper title, course name, instructor's name, student's name, and date.
- \* Do not quote the author(s); put it in your own words.
- \* Plagiarism of any kind automatically disqualifies the assignment from receiving any credit.
- \* Use inclusive language and correct grammar and spelling.
- \* Fully document your paper to indicate the name of any source from which ideas or information have been derived.
- \* For documentation, please use the footnote system. For reference, please consult the [Exegetical Writing Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.
- \* The only statements that do not require footnotes are those that are either common knowledge or the student's own personal observations.
- \* Please include a "Works Cited" bibliography; only include sources in your bibliography that you cite in your paper (this page should not have a page number).

**Style Standard:** All writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#). For documentation, please use the footnote system. For reference, please consult the [Exegetical Writing Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

<b>Grading:</b>	Attendance	100 points	10%
	Exam I: The Galatian Without	150 points	15%
	Exam II: The Roman Within	300 points	30%
	Exegetical Writing Project	<u>450 points</u>	<u>45%</u>
	Total Grade	1000 points	100%

Grading Scale:

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	59-0

Grading Criteria:

A	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

**Information Literacy:**

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

*This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>*

**Academic Integrity Policy:**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the

university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**Plagiarism Statement:**

Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student's permanent file in the Provost's office.

Additionally, papers and/or assignments determined to be the result of plagiarism will receive *no credit (0%)*. In the case of a second infraction, the student will be given an *F grade* for the entire course and may be suspended and/or dismissed from the university.

**Course Policies: Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

**Reading:** Almost every session will require readings from various sources. These readings must be read for the assigned date.

**Participation:** If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**Deadlines.** All assignments are due in class on the date assigned per the class-schedule. No late assignments will be accepted.

**Make-Up Work.** There will be no make-up exams except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**Incomplete Grades.** The grade "*Incomplete*" (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from the Office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an *F*. An *IN* grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

**Students with Disabilities:**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

### **Writing Center**

**Statement:** Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

### **University & Department**

**Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

### **Class Visitors**

**Policy:** Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar's office, who will then contact the instructor for final approval.

### **Selected Bibliography**

Achtemeier, Paul. *Romans*. Interpretation. Atlanta: John Knox, 1985.

Ascough, Richard S. *Lydia: Paul's Cosmopolitan Hostess*. Paul's Social Network Series: Brothers and Sisters in Faith. Collegeville, MN: Liturgical Press, 2009.

Bachmann, Michael. *Anti-Judaism in Galatians? Exegetical Studies on a Polemical Letter and on Paul's Theology*. Trans. Robert L. Brawley. Grand Rapids: Eerdmans, 2009.

Becker, Jürgen. *Paul: Apostle to the Gentiles*. Louisville: Westminster/John Knox, 1993.

Beker, J. Christiaan. *The Triumph of God: The Essence of Paul's Thought*. Trans. Loren T. Stuckenbruck. Minneapolis: Fortress Press, 1990.

Betz, Hans Dieter. *Galatians*. Hermeneia. Philadelphia: Fortress, 1979.

Bornkamm, Gunther. *Paul*. London: Hodder & Stoughton, 1971.

Bruce, F. F. *Commentary on Galatians*. NIGTC. Grand Rapids: Eerdmans, 1982.

Campbell, Joan Cecilia. *Phoebe: Patron and Emissary*. Paul's Social Network Series: Brothers and Sisters in Faith. Collegeville, MN: Liturgical Press, 2009.

Campbell, William S. *Paul's Gospel in an Intercultural Context*. Frankfurt: Peter Lang, 1992.

Collins, John J. *Between Athens and Jerusalem*. New York: Crossroad, 1983.

\_\_\_\_\_. "A Symbol of Otherness: Circumcision and Salvation in the First Century." In *To See Ourselves as Others See Us: Christians, Jews, and "Others" in Late Antiquity*. ed. Jacob Neusner and E. S. Frerichs. Chico, CA: Scholars Press, 1985, 163-86.

Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. ICC. 2 vols. Edinburgh: T&T Clark, 1975, 1979.

- Crossan, John Dominic and Jonathan L. Reed. *In Search of Paul: How Jesus' Apostle Opposed Rome's Empire with God's Kingdom*. New York: HarperOne, 2004.
- Dahl, Nils. *Studies in Paul: Theology for the Early Christian Mission*. Minneapolis: Augsburg, 1977.
- Davies, W. D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology*. Philadelphia: Fortress, 1980.
- Donaldson, Terence L. *Paul and the Gentiles: Remapping the Apostle's Convictional World*. Minneapolis: Fortress Press, 1997.
- Drane, J. W. *Paul: Libertine or Legalist?* London: SPCK, 1975.
- Dunn, James D. G. "The New Perspective on Paul." *Bulletin of the John Rylands University of Manchester* 65 (1983), 95-122.
- \_\_\_\_\_. *Romans*. WBC. 2 vols. Waco, TX: Word, 1990.
- Elliott, Neil. *The Arrogance of Nations: Reading Romans in the Shadow of Empire*. Minneapolis: Fortress, 2008, reprint 2010.
- Ellis, E. Earle. *Paul's Use of the Old Testament*. Grand Rapids: Baker, 1981.
- Evans, Craig A. and James A. Sanders, Eds. *Paul and the Scriptures of Israel*. Sheffield: JSOT Press, 1993.
- Fuller, Daniel P. *Gospel and Law: Contrast or Continuum?* Grand Rapids: Eerdmans, 1980.
- Gager, John G. *Reinventing Paul*. New York: Oxford University Press, 2000.
- Gaston, Lloyd. *Paul and the Torah*. Vancouver: Univ. of British Columbia, 1987.
- Georgi, Dieter. *Theocracy in Paul's Praxis and Theology*. trans. David E. Green. Minneapolis: Fortress, 1991.
- Given, Mark D., ed. *Paul Unbound: Other Perspectives on the Apostle*. Peabody, MA: Hendrickson, 2009.
- Grenholm, Cristina and Daniel Patte, eds. *Gender, Tradition, and Romans: Shared Ground, Uncertain Borders*. Edinburgh: Continuum, 2005.
- Hamerton-Kelly, R. G. "Sacred Violence and the Curse of the Law (Galatians 3:13): The Death of Christ as a Sacrificial Travesty." *New Testament Studies* 36 (1990), 98-118.
- Hansen, G. Walter. *Abraham in Galatians: Epistolary and Rhetorical Contexts*. JSNTSup 29. Sheffield: Sheffield Academic Press, 1989.
- Hengel, Martin. *The Pre-Christian Paul*. Philadelphia: Trinity, 1991.
- Hooker, Morna and Stephen G. Wilson, eds. *Paul and Paulinism*. London: SPCK, 1982.
- Horsley, Richard A. *Paul and Empire*. Philadelphia: Trinity, 1997.
- Hübner, Hans. *Law in Paul's Thought*. Edinburgh: T & T Clark, 1984.
- Johnson, Luke Timothy. *Among the Gentiles: Greco-Roman Religion and Christianity*. New Haven, CT: Yale Univ. Press, 2009.

- Lopez, Davina C. *Apostle to the Conquered: Reimagining Paul's Mission*. Minneapolis: Fortress, 2008.
- Luedemann, Gerd. *Opposition to Paul in Jewish Christianity*. Trans. M. Eugene Boring. Minneapolis: Fortress, 1989.
- Malherbe, Abraham J. *Paul and the Popular Philosopher*. Minneapolis: Fortress, 1989.
- Marshal, Joseph A. *The Politics of Heaven: Women, Gender, and Empire in the Study of Paul*. Minneapolis: Fortress, 2008.
- Matera, Frank and Daniel Harrington. *Galatians*. Sacra Pagina Series. Collegeville: Michael Glazier Books, 2007.
- Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven: Yale, 1982.
- Nanos, Mark D. *The Mystery of Romans: The Jewish Context of Paul's Letter*. Minneapolis: Fortress, 1996.
- Oakes, Peter. *Reading Romans in Pompeii: Paul's Letter at Ground Level*. Minneapolis: Fortress, 2010.
- Räsänen, Heikki. *Paul and the Law*. Philadelphia: Fortress, 1986.
- Richardson, Peter. *Israel in the Apostolic Church*. SNTSMS 10. Cambridge: Cambridge University Press, 1969.
- Rieger, Joerg. *Christ & Empire: From Paul to Postcolonial Times*. Minneapolis: Fortress, 2007.
- Sanders, E. P. *Paul and Palestinian Judaism: A Comparison of Patterns of Religion*. Philadelphia: Fortress, 1977.
- Segal, Alan F. *Paul the Convert*. New Haven, Yale, 1990.
- Siker, Jeffrey S. *Disinheriting the Jews: Abraham in Early Christian Controversy*. Louisville: Westminster/John Knox, 1991.
- Silva, Moisés. *Interpreting Galatians: Explorations in Exegetical Method*, 2<sup>nd</sup> Edition. Grand Rapids: Baker Academic, 2001.
- Stendahl, Krister. *Paul among Jews and Gentiles*. Philadelphia: Fortress, 1976.
- Tomson, Peter J. *Paul and the Jewish Law: Halakha in the Letters of the Apostle to the Gentiles*. CRINT 3/I. Assen: Van Gorcum, 1990.
- Wiles, Virginia. *Making Sense of Paul: A Basic Introduction to Pauline Theology*. Peabody, MA: Hendrickson, 2000.
- Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis: Fortress, 1990.
- \_\_\_\_\_. *Paul in Fresh Perspective*. Minneapolis: Fortress, 2009.
- Zetterholm, Magnus. *Approaches to Paul: A Student's Guide to Recent Scholarship*. Minneapolis: Fortress, 2009.

Romans and Galatians  
Course Calendar  
Fall 2013

(course schedule, topics, evaluation and assignments may be changed at the instructor's discretion)

- Sept 5      *Introduction to the Course*  
Reading: Please carefully read the entire syllabus.
- Sept 10     *Methodological Considerations*  
Reading: "Paul" Handout, 1-6.
- Sept 12     *The Pauline Corpus*  
Reading: "Paul" Handout, 7-11.
- Sept 17     *Reconstructing Paul I*  
Reading: "Paul" Handout, 12-13.
- Sept 19     *Reconstructing Paul II*  
Reading: "Paul" Handout, 14-18.
- Sept 24     *To the Churches of Galatia*  
Reading: Galatians 1:1-6:18.
- Sept 26     *A Different Gospel*  
Reading: Cousar, 1-37.
- Oct 1       *The Damascus Experience*  
Reading: Cousar, 37-77.
- Oct 3       *The Circumcision Faction*  
Reading: Cousar, 77-111.
- Oct 8       *Hagar and Sarah*  
Reading: Cousar, 111-56.
- Oct 10      *The Galatian World*  
Assignment: Prepare a two-page typed essay (double-spaced) reflecting upon the course lectures and your personal experience thus far. Please come to class prepared to discuss your essay.
- Oct 15      **Exam: The Galatian World**
- Oct 17      *To All God's Beloved in Rome*  
Reading: Romans 1:1-16:27.
- Oct 22      *The Wrath of God*  
Reading: Achtemeier, 1-28.
- Oct 24      *The Human Condition*  
Reading: Achtemeier, 28-61.
- Oct 29      *The Transgression of Adam*  
Reading: Achtemeier, 61-88.

- Oct 31      *Christ Crucified*  
Reading: Achtemeier, 89-118.
- Nov 5      *Justification By Grace Through Faith*  
Reading: Achtemeier, 118-52.
- Nov 7      *The Lord Jesus Christ*  
Reading: Achtemeier, 153-82.
- Nov 12     *A Vision of Shalom*  
Reading: Achtemeier, 182-210.
- Nov 14     *Greet Junia(s)*  
Reading: Achtemeier, 210-41.
- Nov 19     *Exegetical Writing Project Workshop*  
Assignment: Please come to class prepared to discuss your exegetical writing project.
- Nov 21     *Society of Biblical Literature Annual Meeting*  
 No class today.
- Nov 26     *Society of Biblical Literature Annual Meeting*  
 No class today.
- Nov 28     *Thanksgiving Vacation*  
 No class today.
- Dec 3      *Christian Identity in the Twenty-First Century*  
 Reflections upon the biblical materials covered in this course.  
**Exegetical Writing Project Due**
- Dec 5      *Romans and Galatians*  
Assignment: Review class lectures and readings.
- Dec 9-13   **Exam: The Roman World**

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**Student Information Sheet**  
**UBBL-340 (05): Romans and Galatians**  
**Fall 2013**

1. Name \_\_\_\_\_

2. APU Box No. \_\_\_\_\_

Phone No. (    ) \_\_\_\_\_

Email: \_\_\_\_\_

3. Home Address (Residence/Campus):  
\_\_\_\_\_

\_\_\_\_\_

Zip Code	City	State
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4. Major: \_\_\_\_\_

Why did you choose this major? \_\_\_\_\_

5. Previous biblical literature courses completed (and name of instructor if taken at APU):

UBBL-100: \_\_\_\_\_

UBBL-230: \_\_\_\_\_

UBBL-xxx: \_\_\_\_\_

6. Present Standing: \_\_\_\_\_ Sr. \_\_\_\_\_ Jr. \_\_\_\_\_ Soph. \_\_\_\_\_ Fr.

7. Life Plans: \_\_\_\_\_

8. Comments: \_\_\_\_\_

9. Signature: \_\_\_\_\_

I agree to abide by the terms and conditions of this syllabus (sign, print name, and give date).