

**Associated Canadian Theological Schools  
BIE 706 Exposition of Romans (The Journey)**

Larry Perkins, Ph.D.  
3 Semester Hours  
Fall 2010

[perkins@twu.ca](mailto:perkins@twu.ca)  
604-888-7592 (Work)  
September 9-11, 2010

**Course Description:** this course provides an exposition of Paul's most extraordinary epistle, with a close reading of specific sections. We will consider issues of text, genre and context, but primarily seeking to understand what Paul was saying with a view to its modern contextualization.

**Course Objectives:** as a result of this course the student will be able to:

- a. explain this Pauline epistle fits within the larger socio-cultural context of the first century;
- b. define the primary purposes which Paul had in composing this letter and how those purposes are achieved through the structure of his text;
- c. express with some coherence the key ideas and motifs which Paul seeks to communicate to his audience, how these ideas relate to Paul's overall theological framework, and how these ideas may have related to issues of current debate in the first century Christian setting;
- d. demonstrate some ability to relate Paul's ideas to our contemporary setting relative to the student's particular cultural context;
- e. explain some of the primary issues related to the interpretation of this epistle and what a reasonable solution might be to these issues from a perspective of biblical inerrancy.

**Course Texts:**

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The reading of the assigned texts will take on average about 45 hours (i.e. 20 pages per hour).

I expect the student will also read Romans through entirely at least twice as part of the assigned reading (4 - 5 hours), using two different translations.

**Course Assignments:**

1. On Saturday, **September 11**, the student will submit a 5 page reading response to the first complete reading of Romans. The student will describe three new discoveries made in this reading and the implications of these discoveries for personal spiritual development. The student will identify the translation used in this reading. **This assignment and all others will be presented using 11 or 12 point font, double spaced, with 1 - 1 1/2 inch margins. The title page will be additional and indicate the title of the assignment, student name, student email, and date of submission. This can be submitted electronically. When sources are quoted, alluded to and otherwise depended upon in the text appropriate footnoting is expected and subsequent bibliography. The bibliography page does not count towards the required 5 pages.**

Worth 15% of the final grade.

2. By 5pm, **September 27** the student will submit electronically the following assignment:

- a. An 8 page (not including title page) paper arguing the case for Paul's primary purposes in composing the Epistle to the Romans. Evidence from the letter itself, as well as interaction with the secondary literature will be included in this discussion. The student will affirm in this assignment that the text by Stott has been read in its entirety. Evidence of this will be presented in this paper. The bibliography does not contribute towards the 8 pages.

Worth 25% of the final grade.

3. By 5pm, **October 12**, the student will submit electronically the following assignment:

- a. An 8 page (not including title page) paper demonstrating the primary meanings and applications of the term "righteousness" as it is used in Romans. In particular the student should seek to understand this expression with reference to the Old Testament setting, the teaching of Jesus, and its relevance to the evangelistic mandate of the church. In this assignment the student will report reading of Westerholm and Wright and show evidence of this in the paper (along with appropriate reflection of Stott's text). The student will include an additional (i.e. above the 8 pages of the paper) two page proposal on how he or she would teach or preach this concept of "righteousness" to Canadians. The bibliography does not contribute towards the 8 pages. As well the student will affirm that the second reading of Romans using an alternative translation has been completed.

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4. By 5pm October 28 the student will submit the following assignment:

- a. A 12 page term paper which considers **one** of the following topics:
  - a. Defining the "I" in Romans 7:7-25.
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The grading scale is:

A+	97-100	A = excellent, outstanding work.
A	93-96	
A-	90-92	
B+	85-89	B = average graduate level work.
B	80-84	
B-	75-79	
C+	70-74	C = below average, but passable
C	65-69	graduate work
C-	60-64	
F	0-59	F = failed work

***Course Outline:***

**Thursday**

**Session 1.**

**Introduction to the Course and to the Epistle.**

**Exposition of Chapter 1:1-17**

**Excursus – God's wrath**

**Session 2.**

**Exposition of Chapter 1:18-3:8**

**Session 3.**

**Exposition of Chapter 3:9-4:25**

**Excursus – Jesus as sacrifice**

**Session 4.**

**Exposition of Chapter 5**

**Excursus – Adam Christology**

**Thursday Night Public Session**

**Excursus – Paul's use of the Old Testament**

**Friday**

**Exposition of Chapter 6**

**Excursus – the rule of sin.**

**Session 5.**

- Exposition of Chapter 7**  
**Excursus – Paul’s understanding of the Law**
- Session 6.**  
**Exposition of Chapter 8**
- Session 7.**  
**Exposition of Chapter 9**  
**Excursus – the nature of Theodicy**
- Session 8.**  
**Exposition of Chapter 10**  
**Exposition of Chapter 11**
- Saturday**  
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- Session 10**  
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**Exposition of Chapter 15:14 – 16:23**  
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- Session 12**  
**Exposition of Chapter 16:25-27**  
**Summary, Conclusions and Reflections.**

***Supplement: Important Academic Notes from ACTS***

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[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

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For free online programs that will enable you to create properly formatted bibliography citations, go to

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As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link:

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Worth 25% of the final grade.

3. By 5pm, **October 12**, the student will submit electronically the following assignment:

- a. An 8 page (not including title page) paper demonstrating the primary meanings and applications of the term "righteousness" as it is used in Romans. In particular the student should seek to understand this expression with reference to the Old Testament setting, the teaching of Jesus, and its relevance to the evangelistic mandate of the church. In this assignment the student will report reading of Westerholm and Wright and show evidence of this in the paper (along with appropriate reflection of Stott's text). The student will include an additional (i.e. above the 8 pages of the paper) two page proposal on how he or she would teach or preach this concept of "righteousness" to Canadians. The bibliography does not contribute towards the 8 pages. As well the student will affirm that the second reading of Romans using an alternative translation has been completed.

Worth 25% of the final grade.

4. By 5pm October 28 the student will submit the following assignment:

- a. A 12 page term paper which considers **one** of the following topics:

- a. Defining the "I" in Romans 7:7-25.

- b. Defining the significance of "Israel" in Romans 11:11-32.

- c. Defining Paul's attitude towards the OT as expressed in Romans 15.

Whichever topic the student chooses, the position should be stated and carefully argued so that a definite conclusion is achieved at the end. Careful interaction with Paul's text is critical, not just a survey of what other's think Paul may have said. In other words argue case from the basis of Paul's message. There should be

footnoting and bibliography. The student should demonstrate in his or her bibliography that library resources were used in the preparation of the paper. There should be a section (at least two pages) towards the end of the paper that considers briefly the current application of the results of the student's inquiry in ways that are relevant to the student's current situation. In this paper the student demonstrate that the material by Seifrid in the publication by Beale and Carson has been read. The title page and bibliography do not contribute to the 10 pages of text.

Worth 35% of the final grade.

All assignments will be typed, with adequate title page, **outline**, footnotes and bibliography. The students should follow Turabian format. Evaluation includes issues of content, depth of research, logic of argumentation, style of expression, proper format, etc. Should evidence of plagiarism be discovered, the assignment will be rejected.

The grading scale is:

A+	97-100	A = excellent, outstanding work.
A	93-96	
A-	90-92	
B+	85-89	B = average graduate level work.
B	80-84	
B-	75-79	
C+	70-74	C = below average, but passable
C	65-69	graduate work
C-	60-64	
F	0-59	F = failed work

***Course Outline:***

**Thursday**

**Session 1.**

**Introduction to the Course and to the Epistle.**

**Exposition of Chapter 1:1-17**

**Excursus – God's wrath**

**Session 2.**

**Exposition of Chapter 1:18-3:8**

**Session 3.**

**Exposition of Chapter 3:9-4:25**

**Excursus – Jesus as sacrifice**

**Session 4.**

**Exposition of Chapter 5**

**Excursus – Adam Christology**

**Thursday Night Public Session**

**Excursus – Paul's use of the Old Testament**

**Friday**

**Exposition of Chapter 6**

**Excursus – the rule of sin.**

**Session 5.**

- Exposition of Chapter 7**  
**Excursus – Paul’s understanding of the Law**
- Session 6.**  
**Exposition of Chapter 8**
- Session 7.**  
**Exposition of Chapter 9**  
**Excursus – the nature of Theodicy**
- Session 8.**  
**Exposition of Chapter 10**  
**Exposition of Chapter 11**
- Saturday**  
**Session 9**      **Exposition of Chapter 12**
- Session 10**  
**Exposition of Chapter 13**  
**Excursus – The Church and the State**
- Exposition of Chapter 14 – 15:13**
- Session 11**  
**Exposition of Chapter 15:14 – 16:23**  
**Excursus – Paul’s mission and the mission of Jesus**
- Session 12**  
**Exposition of Chapter 16:25-27**  
**Summary, Conclusions and Reflections.**

***Supplement: Important Academic Notes from ACTS***

**Web Support – Student Portal** <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

**Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision

will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of

Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to

<http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or

<http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link:

[www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.