within their social and historical contexts by locating his worldview in the cultural, political and religious currents that would have shaped his practices and beliefs. The seven indisputable letters of the Apostle Paul (and disputed letters) will be read and evaluated in dialogue with writers from the church fathers of the first several centuries of the Early Church up to contemporary biblical scholarship. We will seek to understand the relevance and contested legacy the Apostle Paul from the first century up to the present day by employing various interdisciplinary approaches (e.g., biblical, historical, theological, economic, social, political, gender, sex and the body, etc.) throughout the semester.

**REQUIRED TEXTBOOKS:**


**For Other Course Readings**, see **Files** on our Canvas Page.

**Website for the Bible:** [https://www.biblegateway.com/](https://www.biblegateway.com/)

**LEARNING OUTCOMES:** Upon successfully completing this course and meeting the objectives, students will:

- Demonstrate a comprehensive understanding of the historical context of the Roman Empire in which the letters of Paul were written;
- Identify, summarize and evaluate the social, political, ethical and theological issues within the letters;
- Develop a greater understanding of the debates and issues raised in Paul's letters, which are layered and multi-faceted;
- Evaluate the reception of Paul's letters within the Christian tradition;
- Compare and contrast the various approaches in contemporary Pauline scholarship therein identifying what is at stake, what type of questions are asked by scholars and for what purposes and aims.
**Attendance and Participation (100 Points)**

Ten percent of the overall grade is based on attendance, which includes participation during in-class discussions. Excused absences are provided at my discretion depending on circumstances (e.g., athletics, academic commitments and emergencies). The final grade for attendance/participation will be calculated by beginning with the percentage of attended classes serving as the base and then additional points will be added for notable participation by the discretion of the professor. Generally, if students are attentive and regular (e.g., once every week) contributor within the contest of class discussions, they will be rewarded 7-15 points on top of their attendance percentage. For example, if a student showed up to 83% of the classes, their base score would be 83/100, then if they were an attentive and regular contributor, their attendance/participation grade would be between 90-93 points. If they were an exceptional contributor (e.g., once or more times in nearly every class verbally participating in the class discussions), the student would earn 15-25 points of participation credit on top of their attendance base. Students who rarely or never participate in class discussions will not earn additional points, at the same time, they will not be docked any points from their attendance grade.

**How to Download and Use I-Clicker for Attendance**

We will use I-Clicker to record attendance throughout the semester. Each student is responsible for registering themselves for the class on I-Clicker and marking themselves as present during the class time. If a student has any issue with I-Clicker, there will be 48 hours afforded from the day of the class to notify the professor of the problem so that it may be rectified. To use this program, download the app entitled "iClicker Student" and create an account using your Student ID & OKEY credentials on the app. Here is the link: [https://www.iclicker.com/](https://www.iclicker.com/) Once this is done, you can search for this class: "Paul and the Early Church," and join. I have also entered the Course ID (REL 3243.30235), my last name (Pereira), and semester (Spring 2023), as other possible pathways to locate and ensure you have signed up for the correct course. Students will use their cell phones to mark them as present during each class (usually, at the beginning of class). If a student does not register for this course on I-Clicker, they will receive absences for all of the classes not accounted for on the app. If you have issues, please contact me immediately.

**Reading Quizzes (30 points each / 300 Points Total)**

Thirty percent of the overall grade is based on reading quizzes. There will be 13 quizzes provided throughout the semester. Of these 13 quizzes, the lowest 3 scores will be dropped, and the remaining 10 quizzes will count for 30 points each. Each quiz will consist of 10 multiple choice questions which will be directly connected to the readings covered from the past Wednesday to Monday. Quizzes will be posted by 11:59 pm on the Friday before the Monday it is due. Quizzes must be completed by 3 pm on the Monday assigned. If a student chooses not to take a quiz for whatever reason, the first three missed quizzes will be dropped as lowest scores, thereafter a score of zero will be entered into Canvas. These quizzes will be open book, open notes, and open Keynotes. From the moment the quiz is opened on Canvas, students will be afforded 90 minutes to complete it.

**Response to the Friday Discussion Questions (50 Points Each / 100 Points Total)**

Friday classes include a discussion question intended to encourage varied perspectives, reflections, and arguments by each of us. On Fridays, we will have in-class discussions that affords space for articulating our perspectives and eloquently listening to the viewpoints of our classmates. Students are required to write 2 responses that engage two of the Friday Discussion Questions, placed at the conclusion of each Friday in the syllabus. Student responses should
be between 2 full pages and no more than 4 pages. These two response essays should demonstrate the following three things: [1] skilled engagement with the course reading(s) that relate to the Friday Discussion Question by demonstrating a clear understanding of the key arguments advanced by the given author; the student may agree, disagree, nuance, and/or problematize the views advanced by the author, but first, students need to provide a summary of the viewpoints advanced within the assigned reading; [2] provide a summary/reflection on perspectives offered by fellow students; [3] then, the student should share their perspective on the discussion question. In addition, students must do the following: [1] clearly indicate what response question they are addressing by providing the question at the top of the essay; [2] turn in their first response in the Assignment titled Response 1 on Canvas; turn in their second response in the Assignment titled Response 2; [3] turn in the essay by midnight on the Monday after the given Friday Discussion Question. Thank you for your careful attention to all of the above details.

**Essay on a Pauline Epistle (250 Points)**
Students will be invited to write a five-page essay that summarizes, evaluates, and argues for what are the central features of one of the seven indisputable letters written by the Apostle Paul. Students will be required to cite and constructively use at least two of the assigned readings assigned prior to the due date of this assignment. Here are the basic guidelines: 5 pages; 12 point Times New Roman; double-spaced; one-inch margins all around. Complete details will be provided at least two week prior to the due date of the assignment. **Due date:** April 7th, 2023

**Final Exam (Two Thematic Essays) (250 Points)**
Students will be invited to write two thematic 2–3-page essays. Students will choose two themes/issues/teachings covered within this course to write a summary that includes interpretation and analysis. For each of these two essays, students are required to cite and constructively use at least one of the assigned course readings. The basic guidelines are: two 2-3 pages essays; 12 point Times New Roman; double-spaced; one-inch margins all around. Complete details will be provided at least two week prior to the due date. **Due date:** May 12th, 2023

**Submit All Assignments on Canvas**
Unless otherwise instructed by the professor, please submit the assignments, including the final exam, on Canvas on the assigned due dates. Exceptions could be made by my discretion depending on the circumstances.

**Late Work Policy**
It is important that we do our best to manage our time and turn our coursework in on time when possible. I understand that this may not always be possible, so, we will accept late work up to one week after due dates without any penalty. I am willing to accept late work up to the last day of classwork, however, there may be up to a 50% automatic deduction if late work reaches two weeks overdue.

**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10 %</td>
<td>(100 Points Total)</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>30 %</td>
<td>(10 Quizzes / 300 Points Total)</td>
</tr>
<tr>
<td>Response to Friday Questions</td>
<td>10 %</td>
<td>(2 Responses / 100 Points Total)</td>
</tr>
<tr>
<td>Essay on a Pauline Epistle</td>
<td>25 %</td>
<td>(250 Points)</td>
</tr>
<tr>
<td>Final Exam (Two Thematic Essays)</td>
<td>25 %</td>
<td>(Two Essays / 250 Points Total)</td>
</tr>
</tbody>
</table>
**The Grade Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A = Exceptional</td>
</tr>
<tr>
<td>80–89.99</td>
<td>B = Very Good / Good</td>
</tr>
<tr>
<td>70–79.99</td>
<td>C = Satisfactory</td>
</tr>
<tr>
<td>60–69.99</td>
<td>D = Poor</td>
</tr>
<tr>
<td>59.99 and below</td>
<td>F = Unsatisfactory</td>
</tr>
</tbody>
</table>

**Electronic Device Policy**

Thank you in advance for turning off and placing out of sight your cell phones, laptops and all other electronic devices prior to the beginning of class. Unless you are a designated note taker, the use of all electronic devices during class is strictly prohibited. The use of cell phones, laptops and other electronic devices may result in an unexcused absence. I am grateful for your attention during our time together.

**Academic Integrity:** OSU is committed to maintaining the highest standards of integrity and ethical conduct. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. To appeal any charge, consult: 101 Whitehurst Phone (405) 744-5627 | http://academicintegrity.okstate.edu

**Students with Physical or Learning Disabilities:** If you need special accommodations the University will try to make appropriate arrangements. These arrangements will need to be made ahead of time through the Student Disability Services Office 315 Student Union | telephone: (405) 744-7116| Website: [https://sds.okstate.edu](https://sds.okstate.edu)

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**Calendar | Overview of Lectures, Readings and Assignments**

Please note that the assigned readings should be completed prior to class on the assigned dates provided below. Other than the textbooks, readings are available on Canvas, which is noted after each reading by this symbol: [C].

**Week 1**

**Introduction to the Course and the Apostle Paul**

<table>
<thead>
<tr>
<th>Class 1 (1/18)</th>
<th>Introduction to Course</th>
<th>Review of Syllabus</th>
</tr>
</thead>
</table>


**Question 1:** Coming into this course, what is your general understanding of the life, work, and legacy of Paul?

**Week 2**

**Beginnings in the Life of the Apostle Paul**
Class 3 (1/23)  

Assignment Due: Reading Quiz One (Course Readings from Classes 2–3)

Class 4 (1/25)  

Class 5 (1/27)  

Question 2:

WEEK 3  
THE SOCIAL WORLD OF THE APOSTLE PAUL: THE URBAN ENVIRONMENT

Class 6 (1/30)  

Assignment Due: Reading Quiz Two (Course Readings from Classes 4–6)

Class 7 (2/1)  

Class 8 (2/2)  

Question 3:

WEEK 4  
THE APOSTLE PAUL AND HIS EPISTLE TO THE GALATIANS

Class 9 (2/6)  


Assignment Due: Reading Quiz Three (Course Readings from Classes 7–9)

Class 10 (2/8)  

Class 11 (2/10)  
New Testament: *The Epistle to Galatians* (c. 48 CE)

**Question 4:**

**WEEK 5**

**THE APOSTLE PAUL, THE ACTS OF THE APOSTLES, 1 THESSALONIANS**

**Class 12 (2/13)**  


New Testament: *First Thessalonians* (c. 49–51 CE)

Assignment Due: Reading Quiz Four (Course Readings from Classes 10–12)

**Class 13 (2/15)**  


**Class 14 (2/17)**  

New Testament: *First Corinthians* (c. 53–54 CE)

**Question 5:**

**WEEK 6**

**THE APOSTLE PAUL, EPISTLE TO THE PHILIPPIANS, AND SECOND CORINTHIANS**

**Class 15 (2/20)**  

New Testament: *Second Corinthians* 1–8 (c. 55–56)

Assignment Due: Reading Quiz Five (Course Readings from Classes 13–15)
Class 16 (2/22)  

New Testament: Epistle to the Philippians (c. 57–59)

Class 17 (2/24)  

New Testament: Second Corinthians 9–13 (c. 55–56)

Question 6:

Week 7  
THE APOSTLE PAUL AND THE CONCLUSION OF THE ACTS OF THE APOSTLES

Class 18 (2/27)  


Assignment Due: Reading Quiz Six (Course Readings from Classes 16–18)

Class 19 (3/1)  


Class 20 (3/3)  

Question 7:

Week 8  

Class 21 (3/6)  

New Testament: Philemon

Assignment Due: Reading Quiz Seven (Course Readings from Classes 19–21)

Class 22 (3/8)  
Week 9: Spring Break (3/13 – 3/17)

Week 10
The Social World of the Apostle Paul: Ritual, Belief, and Patterns of Life

Class 24 (3/20)

Assignment Due: Reading Quiz Eight (Course Readings from Classes 22–24)

Class 25 (3/22)

Class 26 (3/24)

Question 9:

Week 11
The Reception and Legacy of the Epistle to the Romans

Class 27 (3/27)


New Testament: Epistle to the Romans, chapters 1–5

Assignment Due: Reading Quiz Nine (Course Readings from Classes 25–27)

Class 28 (3/29)
Augustine, On Grace and Free Will (excerpts),

New Testament: Epistle to the Romans, chapters 6–10

Class 29 (3/31)


Martin Luther, “Submission and Resistance (Secular Authority: To What Extent It Should Be Obeyed),” in The Writings of St. Paul, W. Meeks and J. Fitzgerald, eds. (New York: Norton, 2007) [C]


New Testament: Epistle to the Romans, chapters 11–16

Question 10:

Week 12:

The Life Story of Paul and the Reception of His Writings in the Early Church

Class 30 (4/3)


Clement of Rome, “Pillar of the Church and Example of Endurance (1 Clement),” in The Writings of St. Paul, W. Meeks and J. Fitzgerald, eds. (New York: Norton, 2007) [C]


Assignment Due: Reading Quiz Ten (Course Readings from Classes 28–30)

Class 31 (4/5)


Class 32 (4/7)


Question 11:

Assignment Due: Essay on a Pauline Epistle

Week 13: Modern Approaches to the Apostle Paul and His Letters

Class 33 (4/10)


Assignment Due: Reading Quiz Eleven (Course Readings from Classes 31–33)

Class 34 (4/12)


Class 35 (4/14)

Question 12:

**WEEK 14:**  
**Pauline Christianity and Judaism**  

**Class (4/17)**  

**Assignment Due:** Reading Quiz Twelve (Course Readings from Classes 34–36)

**Class 37 (4/19)**  

**Class 38 (4/21)**  

**Question 13:**

**WEEK 15:**  
**The Reception and Legacy of the Pastoral Epistles and Household Codes**  

**Class 39 (4/24)**  


**New Testament:** 1 Timothy

**Assignment Due:** Reading Quiz Thirteen (Course Readings from Classes 37–39)

**Class 40 (4/26)**  

**New Testament:** 2 Timothy

**Class 41 (4/28)**  

**Question 14:**
TBD (Open space for if time is needed to catch up on the last couple of lectures or other course material)

Final Exam (Two Essays) Due date: May 12th, 2023