I. Course Description

The Pauline Letters present various statements on women, men, and male-female relations, all of which have been extremely influential. Some of them have even posed particular problems for many contemporary churches, informed the formation of societal gender roles, and served as ammunition in debates on issues such as marriage and homosexuality. This class will explore these texts in detail including, but not limited to, the historical context, rhetorical analysis, and Paul’s first century audience. We will also engage secondary literature (monographs, articles, essays, etc.), and discuss the consequences (both positive and negative) of the contemporary application of these passages.

II. Course Objectives

- To explore constructions of gender and sexuality in the Pauline Letters.
- To examine the Pauline letters in their ancient contexts, and engage in literary and rhetorical inquiry, considering questions such as how, why, and for whom these texts were written.
- To critically reflect upon the ways in which these texts have impacted modern understandings of women, women’s roles and ecclesial leadership, and hot topics such as homosexuality and divorce.
- To learn to read these biblical texts closely, critically, and constructively, all the while considering that context matters in biblical interpretation.

III. Required Texts

*Students are expected to read the assigned readings in preparation for the first day of class. (Class schedule will be available one week before start date.) We will read and discuss the following texts during the week. Additional articles and essays will also be distributed.*


*Please be sure to bring a Bible to every class.* We will use the New Revised Standard Version. Students are encouraged to use Harold W. Attridge, ed. *The Harper Collins Study Bible.* New Revised Standard Version (San Francisco: HarperSanFrancisco, 2006). However, other acceptable NRS translations that provide study notes developed for the academic study of the Bible, such as the *Oxford Annotated Study Bible* or the *New Interpreter’s Study Bible*, are acceptable.

**IV. Recommended Texts**
The following books are recommended. Students may wish to purchase them for their personal libraries.


**V. Course Requirements and Assessments**

A. Presence, Participation, and Preparation (10% of Final Grade)

This is a one-week intensive course. Regular attendance at all class sessions and active participation in discussions are expected. If you are unable to attend a class session, please notify the professor in advance or at the earliest opportunity. Please plan to arrive promptly to class, and stay for its duration. It is also important that students return promptly after class breaks. Your presence is necessary and important for maximal learning for everyone. Missing one day of class will result in an automatic lowering of your final grade by a full letter grade (A to B; A- to B-; B+ to C+; B, B-, or C+ to C; and C to F). Missing two or more days of class will result in automatic failure of the course.
Be ready to ask questions and participate in discussions in a positive and constructive way. Rich, critical dialogue occurs when we discuss, debate, and consider the texts and various issues as a collective. Care should be taken when speaking; however, to make sure that everyone (including the less talkative ones) gets an opportunity to engage.

**B. Five Presentations (30% of Final Grade)**

Students will do four **5-7 minute presentations** (at 5% each), and one **10-15 minute presentation** (at 10%).

The **first three** will be based on the reading assignments. Each student will write (three) **two-page critical reflection papers** which illustrate her/his engagement with the reading materials. A recapitulation of the author’s arguments, the student’s assessment of the work, and the formulation of three questions to further discussion are required. Reflection papers are not to be read, but can be used to guide your thoughts. (Students not presenting do not have to write a reflection paper; however, they will be assessed for their *constructive* participation in the dialogue and knowledge of the reading material.)

The **last presentation** (15-20 minutes) will provide students with an opportunity to share their final paper topics with one another. Students will present a working thesis, a preliminary outline for how their paper will develop, and major sources to be incorporated. Presenters will not only be *questioned* about their work, but will also have the opportunity to *ask questions* concerning its development.

A sign-up sheet will be distributed on the first day of class.

**C. Book Review (20% of Final Grade)**

Students will submit a **three-page book review** on a book approved by the instructor. This book will also be one of the sources used for the student’s final paper.

**D. Final Paper (40% of Final Grade)**

For the final, students will write a **research paper** on a topic or biblical passage related to this course. In addition to some of the readings from the course, the paper must also incorporate at least five works which were not assigned. **Paper topics must be approved by the instructor in advance.**

**Essay specifications:**
- Length: between 7-8 pages (1,750 – 2,000 words) for Masters/Certificate students; between 8-10 (2,000 – 2,500 words) for PhD/DMin students. (Word limits exclude bibliography.) **Please note: Once word limit is reached, I will stop reading.**
VI. Learning Resources and Expectations

Academic Integrity

**Plagiarism will not be tolerated** in student written work. You are expected to put your ideas in your own words. When the thoughts, ideas, or words of other persons are used, whether written or verbal, credit should be given by using quotations and proper citation. Proper documentation should also be included for sources used but not quoted *verbatim*. In addition, when you include small amounts of *your own* material from a previously submitted work, that work should be referenced appropriately. Although the latter is not “technically” plagiarism, it is treated in the same manner at this institution. For the policy and guidelines for avoiding plagiarism, see the Academic Policies for Graduate Programs section of the Catalogue or the Student Handbook.

Lateness Policy

All due dates are real. Please meet them. If you expect to miss a deadline, please contact the professor **before the due date**, in order to negotiate a new due date. This new date becomes firm. Any assignments turned in after this new agreed-upon date will be docked 5 points per 24 hour period.

Language Issues

Good communication is crucial for ministry, scholarship, and collegiality. Students are encouraged to have their writing assignments reviewed by a writing consultant as needed. These services are offered at no additional cost to graduate program students (see Student Handbook for details). Students are also expected to use inclusive language in this course as stipulated by the Hartford Seminary Catalogue.
CLASS SCHEDULE AND READING ASSIGNMENTS

** Please note that all readings are subject to change.
Students will be notified in advance.**

**Monday, June 15: Introduction to the Course and the Pauline Letters**

Secondary Reading:
- Polaski, *A Feminist Introduction to Paul*, pp. 1-11
- Furnish, *The Moral Teaching of Paul*, pp. 9-27

9:00 – 10:30 am
- Course Introduction: Syllabus Overview, Expectations, and Rules of Engagement
- Critical Reading of New Testament Texts

Break: 10:30 – 10:45

10:45 – 12:00
- What is the meaning of Biblical texts? [Martin]

Lunch: 12:00 to 1:00 pm

1:00 – 3:00
- Who is Paul?
- What texts did he write? (The Problem of Pseudonymity)

Break: 3:00 – 3:15

3:15 – 5:30
- Paul as Moral Teacher? [Furnish]
- Different ways of reading Paul [Polaski]
Tuesday, June 16: Gender and Sexuality in the First-Century Context

Primary Reading:
- 1 Corinthians 7
- Colossians 3:18-4:1; Ephesians 5:21-6:9; (and 1 Peter 2:18-3:7)

Secondary Reading:
- Polaski, A Feminist Introduction to Paul, pp. 12-25, 47-53
- Furnish, The Moral Teaching of Paul, pp. 28-54, 100-102 (“Colossians and Ephesians”)
- Martin, Sex and the Single Savior, pp. 65-76, 103-106, 111-116, 121-124

9:00 – 10:30 am
- Gender and sexuality in the first-century context [Polaski]
- Paul the man [Polaski]

Break: 10:30 – 10:45

10:45 – 12:00
- Women in the first-century Roman world [Polaski]

Working Lunch: 12:00 to 1:00 pm

1:00 – 3:00
- Colossians, Ephesians, and 1 Peter – At a glance
- Societal Hierarchies - Haustafeln (Household Codes) [Clarice Martin]

Break: 3:00 – 3:15

3:15 – 5:30
- 1 Corinthians – At a glance
- Sex, marriage, desire (or not), and divorce [Furnish; Dale Martin]
- Contemporary Christian views on marriage and family [Dale Martin]
Wednesday, June 17: Equality of the Sexes? / Homosexuality

Primary Reading:
- Galatians 3
- Romans 1; 1 Corinthians 6; 1 Timothy 1 (deutero-Pauline)

Secondary Reading:
- Polaski, A Feminist Introduction to Paul, pp. 20-23 (revisit), 64-75
- Martin, Sex and the Single Savior, pp. 37-64, 77-90

9:00 – 10:30 am
- Galatians – At a glance

Break: 10:30 – 10:45

10:45 – 12:00
- Equality of the sexes? [Polaski; Furnish; Martin]

Working Lunch: 12:00 to 1:00 pm

1:00 – 3:00
- Romans – At a glance
- Homosexuality – Initial conversations [Long]

Break: 3:00 – 3:15

3:15 – 5:30
- Homosexuality – The conversation continues…[Polaski; Furnish; Martin]
- Contemporary application of an historical text
  - Openly Gay Athletes on Professional Sports Teams: A Progression?
  - “On Homosexuality, Many Christians Get the Bible Wrong” by Adam Hamilton
Thursday, June 18: Women in the Church: "Veiled, Silent, or What?"

Primary Reading:
- Romans 16
- 1 Corinthians 11 and 14
- 1 Timothy 2

Secondary Reading:
- Polaski, A Feminist Introduction to Paul, pp. 26-46, 53-63
- Furnish, The Moral Teaching of Paul, pp. 115-127

9:00 – 10:30 am
- Women and Gender in Paul [Polaski; Castelli]
- Women in Paul’s ministry [Polaski; Furnish]

Break: 10:30 – 10:45

10:45 – 12:00
- Engaging the texts
- Veiling in Interfaith Dialogue [Demirer; Duran]

Working Lunch: 12:00 to 1:00 pm

1:00 – 3:00
- Debating Pauline Theology: Women? Love?

Break: 3:00 – 3:15

3:15 – 5:30
- Corinthian Women Prophets: One Perspective [Wire]
- Conflict in 1 Corinthians 11 and 14? [Polaski; Schüssler Fiorenza]
Friday, June 19: Women and Ordination / Reading Paul Today / Course Conclusion

Primary Reading:
- Romans 16; 1 Corinthians 11:5, 13; 14:34; Galatians 3:28; Colossians 4:15; 1 Timothy 2:12

Secondary Reading:
- Polaski, A Feminist Introduction to Paul, pp. 117-122
- Furnish, The Moral Teaching of Paul, pp. 94-115
- Martin, Sex and the Single Savior, pp. 1-16, 156-160

9:00 – 10:30 am
- Women and Ordination [Furnish; Kling]

Break: 10:30 – 10:45

10:45 – 12:00
- A scripture-shaped community or a community-shaped scripture? [Martin]
- Reading Paul Today [Polaski]

Working Lunch: 12:00 to 1:00 pm

1:00 – 3:00
- Does the Bible speak? [Martin]
- Biblical Authority: Who has it? [Blount]

Break: 3:00 – 3:15

3:15 – 5:30
- Final Research Paper Presentations
- Course Conclusion – Does Paul Make a Difference?