REL 413: The Life and Letters of the Apostle Paul

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Approval Path
   David Austin (n51ls801): Approved for 16PHI UG Director of Curriculum
2. Wed, 22 Mar 2017 18:49:05 GMT
   Michael Pendlebury (mjpendle): Approved for 16PHI UnderGrad Head
3. Thu, 23 Mar 2017 12:14:34 GMT
   Michael Pendlebury (mjpendle): Approved for 16PHI Grad Head
4. Wed, 05 Apr 2017 10:07:57 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
5. Sun, 23 Apr 2017 03:46:04 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
   David Austin (n51ls801): Approved for CHASS CC Chair UG
7. Sun, 23 Apr 2017 13:04:10 GMT
   Deanna Dannels (dpdannel): Approved for CHASS Dean UG
8. Tue, 02 May 2017 22:14:21 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Coordinator GR
Jeffrey Despain (despain): Approved for CHASS CC Meeting GR

   Jeffrey Despain (despain): Approved for CHASS CC Chair GR

11. Tue, 30 May 2017 13:00:49 GMT
    William Emory (wemory): Approved for CHASS Final Review GR

12. Tue, 08 Aug 2017 13:35:24 GMT
    Deanna Dannels (dpdannel): Approved for CHASS Dean GR

    Li Marcus (lamarcus): Approved for OUCC Review

14. Wed, 23 Aug 2017 12:43:00 GMT
    Li Marcus (lamarcus): Approved for UCCC Coordinator

15. Tue, 29 Aug 2017 12:19:07 GMT
    Jeffrey Despain (despain): Approved for despain

16. Tue, 29 Aug 2017 15:50:33 GMT
    Alexandra Hergeth Huggins (aehert): Approved for UCCC Meeting

17. Tue, 29 Aug 2017 17:26:05 GMT
    Helmut Hergeth (thergeth): Approved for UCC Chair

18. Tue, 05 Sep 2017 12:45:31 GMT
    Alexandra Hergeth Huggins (aehert): Approved for CUE Coordinator

19. Tue, 05 Sep 2017 13:53:58 GMT
    Alexandra Hergeth Huggins (aehert): Approved for CUE Meeting

20. Tue, 05 Sep 2017 15:53:40 GMT
    Ghada Rabah (garabah): Approved for CUE Chair

21. Tue, 05 Sep 2017 16:53:53 GMT
    Carrie Zelna (czelna): Approved for OUCC Final Signature

22. Tue, 05 Sep 2017 18:45:55 GMT
    Li Marcus (lamarcus): Approved for OUCC Final Review

23. Mon, 11 Sep 2017 20:41:01 GMT
    William Adler (n51nh301): Approved for n51nh301

24. Tue, 12 Sep 2017 19:07:02 GMT
    William Adler (n51nh301): Approved for n51nh301

    Melissa Nosbisch (mnobis): Approved for ABGS Coordinator

    David Austin (n51ls801): Approved for n51ls801

27. Wed, 04 Oct 2017 14:01:49 GMT
    Melissa Nosbisch (mnobis): Approved for ABGS Meeting

Date Submitted: Wed, 22 Mar 2017 18:09:57 GMT

Viewing: REL 413/REL 513 : The Life and Letters of the Apostle Paul

Changes proposed by: n51ls801

Change Type
Major

Course Prefix
REL (Religious Studies)

Course Number
413

Course ID
019266

Dual-Level Course
Yes

**Dual-Level Course Number:**
513

**Cross-listed Course**
No

**Title**
The Life and Letters of the Apostle Paul

**Abbreviated Title**
Apostle Paul

**College**
College of Humanities and Social Sciences

**Academic Org Code**
Philosophy and Religion (16PHI)

**CIP Discipline Specialty Number**
38.0201

**CIP Discipline Specialty Title**
Religion/Religious Studies.

**Term Offering**
Spring Only

**Year Offering**
Offered Alternate Odd Years

**Effective Date**
Spring 2018

**Previously taught as Special Topics?**
No

**Course Delivery**
Face-to-Face (On Campus)

**Grading Method**
Graded with S/U option

**Credit Hours**
3

**Course Length**
16 weeks

**Contact Hours (Per Week)**
Component Type
Lecture

Contact Hours
3.0

Course Attribute(s)
GEP (Gen Ed)

Course Is Repeatable for Credit
No

Instructor Name
William Adler

Instructor Title
Distinguished University Professor of Religious Studies

Grad Faculty Status
Assoc

Anticipated On-Campus Enrollment
Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

<table>
<thead>
<tr>
<th>Enrollment Component</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>25</td>
<td>25</td>
<td>No</td>
<td>25 per section, one section per semester</td>
</tr>
</tbody>
</table>

Course Prerequisites, Corequisites, and Restrictive Statement
For REL 413: Prerequisite: REL 312 or REL 317
For REL 513: Graduate standing.

Is the course required or an elective for a Curriculum?
No

Catalog Description
Intensive study of the apostle Paul and his writings in their historical, literary and religious contexts. Sources for the life and ministry of Paul; the structure and theology of the Pauline and deutero-Pauline epistles; the influence and image of Paul in early Christianity; and contemporary controversies and issues in the study of Paul. Students may not receive credit for both REL 413 and REL 513.

Justification for each revision:
An external review (Fall 2015) recommended increased offerings as permitted by existing resources for graduate students by creation of small "piggy back" versions of existing 400-level courses. In a post-review meeting with the Provost and Senior Vice Provost, the recommendation was favorably received. As the department had already agreed with the Dean of H&SS to increase its offerings to graduate students, having already proposed on 9/30/2015, four new 500-level "piggy back" versions of existing 400-level courses, it welcomed the recommendation to continue.

Given that the enrollment history is as indicated below, the addition of five graduate students would not impose an unmanageable added burden on the instructor:

- F2015 20
- F2013 14
- Sp2012 19
- F2010 20
- F2008 20.
Undergraduate grading:

- 5% Attendance
- 15% Class participation
- 30% Small writing assignments weekly @ 3 pp
- 40% Research paper 15-20 pp
- 10% Presentation of research paper

TOTAL: 100%

Graduate grading:

- 5% Attendance
- 15% Class participation
- 25% Small writing assignments weekly @ 5 pp
- 45% Research paper 25-30 pp
- 10% Presentation of research paper

TOTAL: 100%

[Last reviewed for GEP 8.2012]

Does this course have a fee?
No

Is this a GEP Course?
Yes

GEP Categories

Global Knowledge
Humanities

Humanities

Open when gep_category = HUM
Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor’s student learning outcomes that are relevant to the GEP Humanities Objective 1:
Obj. 1) Engage the human experience through the interpretation of culture.

Students will analyze the person and writings of the apostle Paul in the context of Judaism and Greco-Roman culture in the first century, with a special emphasis on the experience of diaspora Jews living in a Hellenistic environment.
Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Short papers (3-5 pages) on Paul’s interactions with Judaism, Greco-Roman culture, and the Roman state. (Ex. What is “grace” (charis) in the context of the Graeco-Roman world and how does Paul employ this concept in his proclamation of the gospel of Jesus?)

List the Instructor’s student learning outcomes that are relevant to the GEP Humanities Objective 2:

Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Students will demonstrate a working knowledge of modern trends and approaches to the study of Paul’s epistles, including the formal structure and composition of Paul’s letter in comparison with the conventions of ancient epistolography; criteria of authenticity; readership and reception.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Short papers (3-5 pages) on the structure of one of Paul’s letters, and on the authenticity of letters of disputed authorship. (Ex. Badiou argues that Paul provided the foundation for modern philosophical universalism. What does he mean by this? What are some of the potential problems with this argument given a thoroughly historical-critical reading of Paul’s letters?)

List the Instructor’s student learning outcomes that are relevant to the GEP Humanities Objective 3:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Students will apply skills in developing critically informed and supported arguments about Paul’s life and letters and his influence on the development of Christianity.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

A final research paper on a topic of the student’s choosing. (Ex. Based on the evidence from his letters, what was Paul’s view of slavery? How has Paul’s perspective on slavery been employed in more modern discussions of slavery and human rights?)

Attach Additional GEP Information if applicable

**Global Knowledge**

Open when gep_category = GLOBAL

Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor’s student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:

Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Students will analyze how Paul’s epistles were read and interpreted in differing social and cultural contexts, for examples, Jewish Christianity, the church fathers, the and the Protestant reformers.
Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Short papers (3-5 pages) on Marcion, Augustine and Luther's interpretation of central Pauline concepts. (Ex. Compare and contrast Marcion's, Augustine's and Luther's interpretations of central Pauline concepts.)

Please complete at least 1 of the following student objectives.
List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:
Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:
Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:
Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Students will examine how the interpretation of Paul evolved in the context of developments and changes in the church.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Short paper analyzing on cultural assumptions influencing the history of the interpretation of Paul. (Ex. Present an analysis of cultural assumptions influencing the history of the interpretation of Paul relying on Krister Stendahl, “Paul and the Introspective Conscience of the West.”)

Attach Additional GEP Information if applicable

Requisites and Scheduling
What percentage of the seats offered will be open to all students?

100%

a. If seats are restricted, describe the restrictions being applied.

NA
b. Is this restriction listed in the course catalog description for the course?  
NA

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

For REL 413: Prerequisite: REL 312 or REL 317  
For REL 513: Graduate standing.  
Students may not receive credit for both REL 413 and REL 513.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

NA

**Additional Information**

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.


Additional readings on e-reserve or at the URLs given in the syllabus.

Major topics to be covered and required readings including laboratory and studio topics.

This course examines the epistles of the apostle Paul in their historical and religious contexts. Among the topics treated in the class are:  
1) the “historical” Paul, to the extent that this can be constructed from the available sources.  
2) the structure and theology of the Pauline and deutero-Pauline epistles.  
3) the influence and image of Paul in early Christianity.  
4) contemporary controversies and issues in the study of Paul.  
See syllabus for additional detail.

List any required field trips, out of class activities, and/or guest speakers.

NA

**Consultation**

**Instructional Resources Statement**

Professor Adler will continue to teach this course as part of his standard load. The addition of five graduate students would not impose an unmanageable added burden on the instructor.

**Course Objectives/Goals**

1.  
2. To acquire familiarity with the epistles of the apostle Paul in their historical and religious contexts.  
3. To reconstruct the “historical” Paul, to the extent possible.  
4. To achieve an accurate view of the structure and theology of the Pauline and deutero-Pauline epistles.  
5. To develop an analytical appreciation of the influence and image of Paul in early Christianity and in contemporary studies of Paul.

**Student Learning Outcomes**

Students will be able to:

1.  
2. describe the contents of the Pauline and deutero-Pauline epistles, and the literary and historical contexts of the composition and collection of these texts;  
3. compare and contrast Paul’s writings with other early Christian texts;  
4. explain the influence of Paul’s ministry and writings on the development of Christianity;  
5. analyze and critique various approaches to the study of the epistles;
6. identify and evaluate modern issues and problems in the study of Paul’s life and letters;
7. form critically informed and supported arguments about Paul’s life and letters and his influence on the development of Christianity.

Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15 / 15</td>
<td>See syllabus for detail.</td>
</tr>
<tr>
<td>Short Paper</td>
<td>30 / 25</td>
<td>See syllabus: undergraduate @ 3 pp/ graduate at 5 pp</td>
</tr>
<tr>
<td>presentation</td>
<td>10 / 10</td>
<td>Presentation of research paper</td>
</tr>
<tr>
<td>Major Paper</td>
<td>40 / 45</td>
<td>See syllabus: undergraduate @ 15-20 pp/ graduate at 25-30 pp</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 / 5</td>
<td>See syllabus</td>
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</table>

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Historical Paul</td>
<td>7 wks</td>
<td>see syllabus</td>
</tr>
<tr>
<td>II. Pauline Christianity and its Influence</td>
<td>4 wks</td>
<td>see syllabus</td>
</tr>
<tr>
<td>III. Modern Issues in the Study of Paul</td>
<td>4 wks</td>
<td>see syllabus</td>
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</table>

Syllabus

REL_413-513_SyllabusR3.docx

Additional Documentation

Additional Comments

minsobis 9/6/2017:
1) Effective date must be Spring 2018; it is too late for Fall 2017
2) Adequate distinction between undergraduate and graduate requirements
3) Will this course be capped at 5 graduate students, or is that just the expected enrollment?
4) What is the previous enrollment for the past few offerings of this course?

From W. Adler. Here are my responses:
For 1. - OK. [Added by n51ls801, 9/14/2017: The action was initially submitted on 3/22/2017, so it was not unreasonable to hope for an earlier disposition.] OK, MLN
For 2. - The differences in the ways course assignments are weighted in determining course grades for undergraduate and graduate levels are explained under "Justification." and under "Student Evaluation Methods," as well as in the syllabus. Is anything else needed? OK, MLN
For 3. - 5 is the maximum it's reasonable to expect, but not a cap. A cap can be considered later if enrollment pressure warrants it. OK, MLN
For 4. - The most recent enrollments are already given under "Justification." Is anything else needed? OK, MLN.

Added by n51ls801, 9/14/2017: Course goals copied and pasted on page 5 of syllabus.

ABGS Reviewer Comments:
- No concerns.

Course Reviewer Comments

Key: 4860