



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

NTL672 – 1 Corinthians Spring Block 2012



The Temple of Apollo in Corinth

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

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Office: (816) 268-5485

Office Hours: By appointment

Catalog Description

Catalogue Description: An intensive exegetical study of 1 Corinthians in light of introductory issues and the distinctive themes of the Epistle.

Enlarged Description: This course will consist of a careful study of major passages in the epistle in their socio-historical, literary/rhetorical, and theological dimensions. Special attention will be paid to the way Paul attempts to persuade the epistle's audience to share his theological and ecclesiological vision.

Course Narrative & Rationale

What we call 1 Corinthians is one of the richest documents in the New Testament for resourcing our thinking about ecclesiology. It allows us to look over Paul's shoulder and watch as he addresses all sorts of situations that had arisen since he'd left Corinth. Some of these situations have a very contemporary ring to them making us feel like our churches are "just like the Corinthians"—things like disputes and divisions in the church, sexual immorality, marriage issues, and "worship wars." But others make us feel like we have little in common with this first century church located in ancient Roman Corinth—things like controversy over meat sacrificed to a god (like Apollo whose temple is in the picture above) or goddess or whether a woman's head should be covered or uncovered. But whether we immediately identify with one or another of these issues, watching Paul frame them theologically (when most of his audience probably didn't understand them as being theological problems) is very instructive for pastors to be. The ability to frame community issues theologically for your parishioners and help them to shape their life together in ways that are consistent with their identity as the body of Christ is one of the most important skills you can have as a pastor. My hope and prayer this semester is that this course will open a window for you to watch Paul work at this task so that you will become more adept at it yourself.

Degree Objectives Directly Addressed by This Course

MDiv

2. The articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments. (See all course outcomes)
5. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership. (See course outcome 3)
6. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures. (See course outcome 2)

MA(TS)

General Academic Track

1. Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships. (This course only addresses the student's knowledge of biblical studies directly but it will also address a rudimentary knowledge of systematic theology and church history as it relates specifically to the material in the gospel of Mark. See course outcomes 1-2.)

Research Track

1. Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies. (See course outcomes 1-2, 4)
2. Students will develop skill in academic research and writing as a basis for further graduate studies. (This is only addressed if the student chooses to write a research paper in assignment 6. See outcomes 1 and 2.)

MACE

1. Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and His Church and to inform a passionate, vital, and redemptive ministry. (See course outcomes 1-2)

MAICS

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation. (See course outcome 2 and especially assignment 2. Since all biblical interpretation is in some sense "cross cultural," it requires familiarity with another culture to interpret the Bible well.)

Course Outcomes

Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a basic grasp of the content and theology of 1 Corinthians (R1, 2, 4, 6).
2. Demonstrated a rudimentary understanding of the historical, socio-political, and literary background against which it is best understood (R 2, 4, 6).
3. Demonstrated an ability to utilize responsibly a passage or passages from these epistles in an ecclesial setting, i.e., most probably teaching or preaching in a local church or para-church setting (R5).
4. Demonstrated an ability to exercise creative theological imagination by evaluating one contemporary ecclesiological proposal and constructing your own in light of Paul's vision of Christian community in 1 Corinthians (R3, 6).

Required Texts & Course Materials

Brower, Kent. *Living as God's Holy People: Holiness and Community in Paul*. Paternoster, 2010.

Gorman, Michael J. *Inhabiting the Cruciform God: Kenosis, Justification, and Theosis in Paul's Narrative Soteriology*. Grand Rapids: Eerdmans, 2009. (If you've never read the Longenecker book below and written a paper for me on it, buy Longenecker instead of this book).

Hays, Richard. *First Corinthians*. Louisville: John Knox Press, 1997.

Johnson, Andy. "Firstfruits and Death's Defeat: Metaphor in Paul's Rhetorical Strategy in 1 Corinthians 15:20-28," *Word and World*, 16, 1996 (http://www.luthersem.edu/word&world/Archives/22-2_Body_of_Christ/22-2_Johnson.pdf).

_____. "Turning the World Upside Down in 1 Corinthians 15: Apocalyptic Epistemology, the Resurrected Body, and the New Creation," *Evangelical Quarterly*, 75, 2003 (NTS library stacks or ATLA/Ebsco).

_____. "On Removing a Trump Card: Flesh and Blood and the Reign of God," *Bulletin for Biblical Research*, 13, 2003 (http://www.ibr-bbr.org/files/bbr/BBR_2003b_02_Johnson_FleshAndBlood.pdf).

Longenecker, Bruce. *The Lost Letters of Pergamum*. Grand Rapids: Brazos, 2003 (If you have already read this book and written a paper based on it for one of my classes, buy the Gorman book above instead of this book).

Witherington, Ben. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

Winter, Bruce. *After Paul Left Corinth: The Influence of Secular Ethics and Social Change*. Grand Rapids: Eerdmans, 2001.

Recommended Critical Commentaries in English:

Ciampa, Roy E. and Brian S. Rosner. *The First Letter to the Corinthians*. Pillar NT Commentaries. Grand Rapids: Eerdmans, 2010.

Collins, Raymond. *First Corinthians*. Sacra Pagina. Collegeville, MN: Liturgical, 2007.

Fee, Gordon. *The First Epistle to the Corinthians*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1987.

Fitzmyer, Joseph A. *First Corinthians*. Anchor Yale Bible Commentaries. New Haven: Yale University Press, 2008.

Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2003.

Thiselton, Anthony. *The First Epistle to the Corinthians*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2000.

Recommended Websites

<http://www.ntgateway.com/paul-the-apostle/>

This is the Paul section of the NT Gateway site. It is one of the best sites on the Web for generally reliable information on Paul and the rest of NT studies. (The following websites are also available as hyperlinks from this website.)

<http://gbgm-umc.org/umw/corinthians>

Conflict and Community in the Corinthian Church. Edited by J. Shannon Clarkson: excellent and extensive materials from The Women's Division of the General Board of Global Ministries, The United Methodist Church. This well designed web-site is both scholarly and devotional. Current features include Corinth at the Time of Paul's Arrival, Maps Related to the Life of Paul and an Annotated Bibliography.

<http://www.luthersem.edu/ckoester/Paul/journey2/CorinthStreet.htm>

Journeys of Paul. By Craig Koester. Clearly presented and nicely illustrated pictures of Corinth.

Course Outline

See Course Calendar below.

Course Assignments & Requirements

1. **Reading 1 Corinthians.** (Used to fulfill Course Outcome(CO) 1) You must read 1 Corinthians through (preferably in one sitting but in no more than two sittings) at least ten times during this course. The due dates for each reading are listed in the Course Calendar below. (Note carefully: **The first of these readings is due on Thursday, February 9.**) By the due date/time of the reading, you must have posted a statement in the Reading 1 Cor. Forum in Moodle saying that you have completed that due date's reading of the epistle. Each reading counts 10 points making all ten readings count for 100 points toward your final grade. You cannot "make up" any of this reading. You can only get credit for what you actually read by the due date listed on the Course Calendar below. Because these are basically "give away" points, this is an all or nothing assignment. You do not get credit for partial reading.

****Note Carefully**** To save time, as you read 1 Corinthians, you should keep a running master list of critical questions and insights of comprehensive or theological significance that arise from a careful reading of the text. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is at stake. These questions will later become a part of requirement 4 described below.

2. **Longenecker/Gorman Assignment.** (CO 1, 2) If you have not done so before in one of my classes, read Bruce Longenecker's novel, *The Lost Letters of Pergamum*. Then read 1 Corinthians carefully (this will count as your second reading of 1 Corinthians). Assume for now that Longenecker's historical novel accurately captures the socio-historical, cultural, and especially the political feel of the first century setting in which 1 Corinthians would have been first heard. Write a 1,000-1,250 word paper, typed, and double-spaced, answering the following question: How does understanding 1 Corinthians in light of this background change the way I read it? **Give specific examples from the text of 1 Corinthians** which sound different to you after reading Longenecker and **explain why they now sound different.**

If you have already read Longenecker for one of my classes, read Gorman instead. After carefully reading this book, briefly describe 25 significant insights you gained from the book along with one to three sentences stating why they are significant. In each case, first note the insight and then note its significance. The book has 12 chapters (not counting the first and last “Why Paul” chapters). Make sure you draw at least 2 insights from each chapter noting the chapter and page number from which you are drawing the insight. The remaining insight may come from anywhere in the book. If you choose to disagree or question an aspect of the author’s treatment as one of your “insights,” you must state the basis for your disagreement/question. This assignment should be 1,000-1,250 words and will be evaluated on the basis of: (1) how well you appear to have understood and interacted with the biblical/theological issues raised by the author; (2) your ability to articulate clearly the significance of the insight in such a way that shows that you not only understand what the author said but why what he said is important; (3) your use of correct English; (4) your adherence to length requirements. For more specifics on the way I will grade these insights assignments, see the “Grading Scale for Insights Assignments-Gorman” in Moodle in the Course Resources Topic area. An example of an “A” quality “Insights” assignment from another course will be available for you in Moodle in the Course Resources topic area. It will be called “Model Insights Assignment.” If you do this assignment, make sure you also post your second reading of 1 Corinthians by its due date.

You will submit your paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for Longenecker/Gorman. On the screen that appears click the Browse button, select your file, click Open, and then click Upload this file. It must be uploaded as an MS Word file by 11:55 PM on Monday, February 13. You may earn up to 100 points for this Longenecker/Gorman assignment.

3. **Fishbowl Discussion of Brower’s *Living as God’s Holy People*. (CO 4)** You may earn up to 75 points by actively participating in a “fishbowl” discussion of this book. The “fishbowl” will consist of a class discussion/critical analysis of this book. I will not simply give these points away because you show up in class. You must make regular contributions during this discussion period in a way that demonstrates an understanding of, and a critical engagement with, the assigned reading. Depending on how many students are in the class, I will split the class into groups with one group discussing one part of the book and the other group(s) discussing the other part(s) of the book. You will not know in advance which part of the book your group will discuss. In any case, you are responsible for all of the book. Hence, you should carefully read all of the assigned reading and take careful notes on it (in some form or fashion) or even bring a summary of it to refer to during the discussion. The fishbowl will take place on Monday, March 26.

I will attempt to focus the discussions by asking at least a couple of the following questions: (1) How does this proposal relate to Paul’s vision of Christian community expressed/implied in 1 Corinthians? (2) What are the pastoral ramifications of this discussion for how we might engage in shaping Christian communities in North America?

4. **Critical Reading Responses (CRR) to 1 Corinthians, Hays, Witherington, Winter, (and Johnson in CRR2). (CO 1, 2)** You will prepare two critical reading responses of 1250-1750 words each in which you critically engage a portion of 1 Corinthians and the textbook reading associated with it. For the specific content and due dates of these CRR’s, see the Course Calendar below.

These responses should have three sections: (1) *Critical* questions and insights of comprehensive or theological significance that arise from a careful reading of 1 Corinthians itself prior to reading the selections from the textbooks. These questions and comments should not only note the scriptural context of the concern, but what matter of importance is

at stake. These questions should be an edited version of your running master list of *critical* questions and insights that you generated during your prior readings of 1 Corinthians. Note carefully: you must have at least one critical question on each chapter from 1 Corinthians (1-10 in CRR1 and 11-16 in CRR2). (2) Critical questions and observations (**not just “insights”**) that your reading of Hays, Witherington, and Winter (and Johnson in CRR 2) raises in your mind about the biblical text and/or vice-versa, critical questions and observations that reading the biblical text raises in your mind about your reading of Hays, Witherington, and Winter (and Johnson in CRR 2). (3) A comparative section noting any significant disagreements or inconsistencies between Hays, Witherington, Winter (and Johnson in CRR 2) as to how they address specific critical issues. An example of an “A” quality CRR will be available in Moodle in the Course Resources topic area. It will be called “Model CRR.” In addition, a grading scale for Mark’s CRR’s will be available in the Course Resources topic area.

You will submit your CRR’s in Moodle within the Assignments topic area. Under Assignments click the appropriate link for the particular CRR you are submitting (e.g., CRR1 or CRR2). On the screen that appears click the Browse button, select your file, click Open, and then click Upload this file. CRR1 must be uploaded as an MS Word file by 11:55 PM on Monday, March 12 and CRR2 by 11:55 PM on Monday, April 16. You may earn up to 125 points for each CRR making them both together count for 250 points toward your final grade. My assistant may be grading your CRRs.

5. **“In Ministry” Assignment. (CO 3)** After March 1, you will teach or preach from a passage in 1 Corinthians. You could do this in a local church setting (e.g., preaching, teaching a Sunday School class, a Bible study, etc.) or a para-church setting (e.g., preaching at the Kansas City Rescue Mission, leading a Bible study at the KC Urban Youth Center, etc.). Whatever setting you choose, you must ask someone (preferably a pastor, a person in charge, someone with theological training (who is not currently an NTS student), or a professional type person) to fill out an evaluation form and sign it. I must approve the person you plan to ask ahead of time. I will use that person’s evaluation of your presentation as well as your written sermon, notes, lesson plan, etc. to evaluate this assignment. The person will complete the evaluation form, place it in a sealed envelope, and sign their name over the seal. They will give that back to you and you will place the unopened envelope together with your written sermon and/or sermon notes, lesson plan, etc. in my box at NTS. It must be in my mailbox by no later than Monday, April 3 at 4:30 PM. If you choose to mail this material to me, the packet must be postmarked by no later than Thursday, April 26 at 4:30 PM and sent to: Andy Johnson, c/o Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. Your evaluator might also choose to fill out the form, scan it into their computer, and email me a PDF file of the evaluation directly. The due date above would still apply and you would still have to get in your written sermon and/or sermon notes, lesson plan, etc. by the due date. Please note: I will not accept this assignment late. You may earn up to 75 points for it.
6. **Synthetic Essay Exam. (CO 4)** You will write a take-home essay on a question (or questions) that will be made available on Monday, April 19. If I approve it, you may write a research paper on some aspect of the interpretation of 1 Corinthians instead. The approximate length of the take-home essay should be 3,000-5,000 words and the research paper should be approximately 5,000-6,000. You may earn up to 400 points for this assignment. You will submit your Essay/Paper in Moodle within the Assignments topic area. Under Assignments click the appropriate link for “Essay/Paper.” On the screen that appears click the Browse button, select your file, click Open, and then click Upload this file. Your essay/paper must be uploaded as an MS Word file by 11:55 PM on Monday, May 7.

The take-home essay will be a question (or questions) related to the interpretation of 1 Corinthians and the ministry implications of the material we’ve covered in class and in the

reading. Hence, to answer it, you will creatively draw on your class notes, all your course reading, and on your own theological reflections in the context of a ministry situation.

Unless you will have regular access to the NTS library or another equivalent theological library, you should not consider writing the research paper. As a research paper, it clearly requires additional research over and above your class resources. I must approve not only your doing it but also your topic by no later than Monday, April 23.

As general guidelines for the research paper, follow the instructions given by Joel Green in the document, “Some Comments on Research Papers.” It is located in Moodle in the Course Resources topic area. I will assume you have read and followed Green’s directions when I grade your paper. Note carefully: You should begin your research paper with a thesis statement that explicitly states the thesis you intend to argue and return to that thesis statement in your conclusion. While the paper should generally follow Turabian style, you may consult the SBL Handbook of Style for proper form for footnotes, abbreviations, etc. You may also use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style.

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	37
Reading	60
Writing	39
Other Assignments and Learning Activities	8
TOTAL	145

Method for Submitting Assignments

Written assignments are to be submitted in Moodle following the directions set out in the Course Assignments and Requirements section above. The one exception is the “In-Ministry” Assignment which should be mailed to my office using the following address: Andy Johnson, Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64132. Or it may be emailed directly to me. See instructions under this assignment above.

Form and Style Expectations

Should you choose to write a research paper, it should generally follow Turabian style. However, you may consult the *SBL Handbook of Style* for proper form for footnotes, abbreviations, etc. and/or use the document entitled “Ripples and Luke 24HBT.doc” located in Moodle in the Course Resources topic areas as a general guide as to how this paper should look in terms of footnotes and style. **There are no style requirements for the other written assignments.**

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Attendance and Late Work

You are expected to attend class regularly and participate in the daily discussions. Attendance will be taken daily. An absence will only be excused in accordance with the guidelines **established** in the NTS catalogue. Unless I have noted above that I will not accept a written assignment late, I will assign a letter grade penalty to all written assignments turned in after the time they are due. When an assignment is more than one week late, I will assign a two letter grade penalty to it. **I will not accept an assignment that is more than two weeks late.**

Course Grading

A Word about Grading: Evaluation in this kind of course, by its very nature, involves an element of subjectivity. It involves someone who is an expert in the field making a judgment on the kind of work you produce. That is a part of what you are paying for in this class. The primary factors I take into account in assessing “good solid graduate work,” the sort of work to which I assign a “B” are (1) ability to demonstrate a breadth and depth of understanding of the material engaged; (2) ability to engage this material **in a critical way**; (3) ability to exhibit how the material is related to a larger theological and ecclesial context. If you demonstrate a **consistent** ability to do these things in all your coursework, you can expect to receive a B. If you demonstrate consistent ability to do them **incisively and with excellence**, you can expect to receive an A. If you demonstrate an ability to do these things **often, but not consistently**, you can expect to receive a C. (Hence, I assume that a C means “average,” or “satisfactory” work. It does **not** mean “bad” or “unsatisfactory.”) If you **seldom** demonstrate an ability to do these things, you can expect to receive a D.

The final grade will be computed using the following point scale. There are 1,000 possible points.

100 Points	Reading 1 Corinthians
100 Points	Longenecker/Gorman Assignment
75 Points	Brower Fishbowl
250 Points	Critical Reading Responses
75 Points	In-Ministry Assignment
400 Points	Synthetic Essay/Research Paper

The following point scale will determine letter grades:

A	1,000-900
B	899-800
C	799-700
D	699-600
F	599-0

Documented Learning Disabilities

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. If you must

be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Course Calendar (Schedule of class topics may be changed at professor's discretion)

CRR= Critical Reading Response to Scripture and Commentaries

Date	Class Topic	Assignment Due
02/06	Intro/Approach/1 Corinthians 1	
02/09		1 Corinthians Reading
02/13	1 Corinthians	1. 1 Corinthians Reading 2. Longenecker/Gorman Assignment
02/20	NO CLASS: Professor lecturing elsewhere	1 Corinthians Reading
02/27	1 Corinthians	1 Corinthians Reading
03/05	1 Corinthians	1 Corinthians Reading
03/12	1 Corinthians	1. 1 Corinthians Reading 2. CRR 1 (Includes 1 Cor 1:1-11:1 and comments thereon in Hays and Witherington; Winter 1-120)
03/26	1 Corinthians	Brower Fish Bowl
04/02	1 Corinthians	1 Corinthians Reading
04/09	1 Corinthians	1 Corinthians Reading
04/16	1 Corinthians	1. 1 Corinthians Reading 2. CRR 2 (Includes 1 Cor 11:2-16:24 and comments thereon in Hays and Witherington; Winter 121-301; Johnson, all three articles)
04/23	1 Corinthians	1. 1 Corinthians Reading 2. Research topic must be approved if doing research paper 3. Take Home Essay to be made available
04/30	1 Corinthians	1. Work on Final Essay/Paper 2. In-Ministry Assignment due in my NTS box by 4:30 PM CT.
05/07		Final Essay/Paper due by 11:55 PM CT