FALL TERM 2019
COURSE SYLLABUS
Department: Biblical Studies
Course Title: Colossians, Ephesians, Philemon
Course Number: NT634 (OL)
Credit Hours: 3

The Rt Rev. Dr. Grant LeMarquand
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IMPORTANT NOTE ABOUT COMMUNICATING WITH GRANT: If you have a question
which is not for the class, but a question which only you need the answer to, please do
NOT use the email function for google classroom. Either text me at 724-590-1652, or
email at <bishopgrant777@gmail.com>. If you use the 'bishopgrant' email I should
normally be able to get back to you with 24 hours. Thanks.

I. COURSE DESCRIPTION

This course will consist of a careful reading of three of Paul’s “Prison Epistles,” all of
which were written to Christians in Asia Minor. We will examine these letters chapter by
chapter paying attention to crucial interpretative issues including: the background to
these letters, Paul’s epistolary structure, the theology of Paul which emerges from these
texts, and ways in which the letters can be lived, taught and preached.

II. TEXTS

1. Students will be required to read and review each of the following two books:

   Michael Olusina Fape, Powers in Encounter with Power. Paul’s Concept of Spiritual

   Brian Walsh and Sylvia Keesmaat. Colossians Remixed: Subverting the Empire.

2. Students are advised to purchase and read commentaries on these letters.

Especially helpful and recommended are:

   On Ephesians:
   Klyne Snodgrass, Ephesians. The NIV Application Commentary. Grand Rapids:
III. STUDENT OUTCOMES

TSM has identified desirable student outcomes as follows:

**MDiv**

1) The student will recognize and identify the biblical theology evident in the course work. *This course will endeavor to understand three biblical texts - the purpose of this exercise is to help the student to become a careful reader of texts within the flow of the entire biblical story.*

2) The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology. *Anglican worship and Anglican formularies (i.e. especially the 39 Articles) commit Anglican Christians to understanding the Bible in its canonical context. This course will help the student to achieve a greater understanding of this Anglican commitment.*

3) The student will be able to communicate effectively the Christian message to a diversity of people in order to advance the mission of God. *The biblical story is the story of God’s rescue mission in and for the good but fallen creation that he loves. Communicating this story will only be done effectively if those in lay and ordained ministry have a deep understanding of the text which reveals this story.*

4) The student will be prepared to effectively lead in a variety of Christian communities. *In whatever position of leadership the student eventually finds himself or herself, a deep knowledge of the Bible and how to understand it will be crucial and so this course attempts to equip the student to better equip others to read, understand, and live out the biblical story.*

**MAR**

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4) The student will be equipped to apply scholarship to the life of the church in his or her chosen theological discipline. In whatever position of leadership the student eventually finds himself or herself, a deep knowledge of the Bible and how to understand it will be crucial and so this course attempts to equip the student to better equip others to read, understand, and live out the biblical story.

IV. COURSE DESIGN

After an initial introductory lecture, each online lecture will be given to approximately one chapter of Paul’s letters.

Students will be expected 1. to view each lecture; 2. to submit a very brief (1 paragraph) summary of each lecture; and 3. (with the summary) to submit one or two questions about the text of the week and / or the lecture. See below under “Course Grading” for details.

Students will also read and review two books, and do a final research paper.

V. A FEW NOTES ABOUT VARIOUS CLASSROOM EXPECTATIONS

These are a few things that perhaps should go without saying but…

1. Grades:
   Here are my basic principles. I don't assume that everyone begins with a “A” and that students are entitled to that grade unless they make some egregious error. I assume that every student starts with no grade and needs to earn whatever mark they receive. This means that in most of my classes there will only be a few “A's” or “A minuses” — these marks are for exceptional work. “B” marks mean above average or average. “C” means you have missed some important aspects of what was expected. “D” and “F” are varieties of failure with differing results — see the student handbook for consequences.

2. Formatting:
   The policy of the school is to use The SBL Handbook of Style (second edition. Atlanta, GA: SBL Press, 2014) for all footnoting and bibliographical references. Students are advised to purchase a copy of this text. The most important pages to pay attention to are pages 83-96, but the book is full of important information regarding appropriate style, and regarding abbreviations of primary and secondary sources. A summarized version of the guidelines can be found here.

3. Online etiquette:
   First, believe it or not, theological questions sometimes create heated discussions. You may have noticed that the online world of blogs and tweets has not brought out the best in humanity. Doing theology online, therefore, can be a bit dangerous. In this course we are far more interested in light than in heat. Therefore, if your find yourself in sharp disagreement with the professor or a fellow student please remember the words of...
Jesus that “whatever you would wish others to do to you, do to them.” (Mt 7.12) In other words, discussions should not degenerate into *ad hominem* arguments (i.e. attacking the person rather than discussing the idea). If you find a perspective or an opinion strange (or even abhorrent!) seek clarification before responding in anger. Think twice before pressing the send button.

Please note that these comments about argumentation apply to comments about the readings and lectures as well as to fellow students. It is simply not good enough to say (about an author, a professor, or a fellow student) things like, ‘this idea is stupid’ or ‘how can this writer possible believe such a thing?’ ENGAGE the argument. If you don’t agree, state what you disagree with clearly in your own words and then (calmly) give reasons for your disagreement and suggest a better way of understanding the issue, with appropriate evidence for your opinion.

4. Repeat announcement: IMPORTANT NOTE ABOUT COMMUNICATING WITH GRANT: If you have a question for me please do NOT use the email function for google classroom. Either text me at 724-590-1652, or email at <bishopgrant777@gmail.com>.

VI. COURSE AND SCHOOL POLICIES

**Plagiarism:**

Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please see the Academic Catalog for a full explanation of Trinity's plagiarism guidelines and note, as stated there, that every student is expected to be fully aware of the guidelines. A student who plagiarizes will automatically receive a failing grade on the assignment and risks failing the course. If a student does not know whether or not they may be engaging in plagiarism, they are encouraged to speak to Leslie Thyberg, our Learning Skills Coordinator.

**Late Assignments:**
Work turned in late (quizzes, exams, etc.) for any reason, barring documented medical emergency, will be accepted up to 3 days after it was due, with a grade level reduction (an A becomes a B, etc.). Any work turned in 3 days after the due date cannot be counted for credit.

**Missed Class Policy:**
Online learning doesn’t hold the same time constraints as traditional, residential learning (that is, you rarely have to be in the same virtual “place” at the same time as your professors or classmates). However, each course is designed with a progression of learning experiences that are meant to be done in order and in the same rough time span as your fellow students. So, while “missing” class in the traditional sense is a non-issue online, being absent from the course still is. Absence from an online course means missing scheduled deadlines (assessments, assignments, live sessions, discussions) as well as non-interaction with learning materials (lectures, readings, etc.). Just as in a regular classroom, students are expected to make up work that they miss;
students are expected to let the professor know ahead of time when they are going to miss deadlines (when possible).

Being absent from a course for three weeks (consecutive or not) is grounds for administrative withdrawal, which will be noted on the student’s transcript.

**ATS Review of Student Work:**
Samples of student work may be used as part of an on-going assessment of courses and degree programs by Trinity School for Ministry/North American Lutheran Seminary and the Association of Theological Schools. Students’ names will be removed from any work used for this purpose.

**Learning Materials:**
All learning materials (handouts, study guides, etc.) are the property of the instructor. All materials produced in the Trinity Media Center (video and audio lectures) are the property of Trinity School for Ministry. Please contact the appropriate owner for reproduction guidelines, as well as usage outside Trinity School for Ministry.

**VII. COURSE GRADING**
Grades will be awarded for class participation, book reviews and a final paper. [Again, it should be noted that absence from more than three classes will result in a failure.]

1. **Weekly class participation.** 30%
Each week students will watch an online lecture which will be posted on Mondays. After watching the lecture each student will post a one paragraph (100-150 word) summary together with one or two questions - questions can be attempts to clarify issues, or raise theological or textual problems, or attempts to see how the text can or should be applied. All posting must be done by noon on Wednesday of the same week. These questions will form the basis for the weekly face to face online discussion. Posting for the week's lecture will end when the next lecture is posted, so be sure to post during the appropriate week since responses will be part of your grade. Students who do ALL of these summaries, questions and participate in weekly discussions will receive the full 30% of their class participation mark.

   The weekly discussions will take place at 9pm Eastern Standard Time on Monday evening.

2. **Book reviews (2) [15% each]** 30%
The two book reviews should each be approximately 5 pages in length (for the sake of this course, papers should be 1 and 1/2 spaced, Times New Roman, 12 point type (that way, everyone knows what ‘5 pages’ looks like). These reviews should both summarize the arguments and (especially) raise critical questions. ‘Critical’ does not necessarily mean ‘negative.’ Critical questions are questions of evaluation: What is the main point of
the book? Are the arguments of the book consistent? What are the strengths and weaknesses of the presentation? What do we learn from the overall argument of the book? What can we learn to help us to understand scripture, our own lives, or God's mission in the world? (P.S. Don't assume that the Professor agrees with everything in these books.) [Due: Keesmaat and Walsh, Sept 23; Fape: Dec 2]

3. Final paper 40%
   The final paper is an exegesis of a passage of approximately 10-15 verses. The paper should be thoroughly researched making use of all the appropriate commentaries, journal articles, and multi-author essays, and monographs relevant to your text. Students should begin work on this paper as soon as the semester begins. Because research should not begin work on this paper late in the semester, the topic and bibliography, including at least 10 bibliographical items IN ADDITION TO THE MAJOR COMMENTARIES, is due on Sept 16. The whole point of this is so that I can look at those bibliographies and make suggestions about things you might have missed that will be crucial for your paper. If I suggest that you read something - then you should read it.

   Papers should be approximately 15 pages (for the sake of this course, papers should be 1 and 1/2 spaced, Times New Roman, 12 point type (that way, everyone knows what '5 pages' looks like). The paper is due on Nov 4. This means you will be finished the major project for this course a month before the end of the semester. Since most major projects are due at the end of the semester, it should make you rejoice with exceeding great joy that so much of the semester's work will be finished so early! You're welcome!

   Late course work will be received only if the student supplies a believable and verifiable (!) excuse. However, late work will be graded down.

   Also: On book reviews and final papers: see what is said above in the last paragraph under ‘online etiquette.’

   NO 'INCOMPLETES' will be accepted.
### VIII. TENTATIVE SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Topic of lecture</th>
<th>Reading to do</th>
<th>Assignment to do</th>
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<tbody>
<tr>
<td>Week of August 26</td>
<td>Introductory issues</td>
<td>Read all of the three letters of Paul. Read them twice even.</td>
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<tr>
<td>Week of Sept 2</td>
<td>No class: Prof is in Nigeria and so may not be able to get online easily</td>
<td>It would be wise to start reading Walsh and Keesmaat</td>
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<tr>
<td>Week of 9</td>
<td>Colossians 1:1-20</td>
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<td>Week of Sept 16</td>
<td>Colossians 1:15-2:23</td>
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<td>Paper bibliography due</td>
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<tr>
<td>Week of Sept 23</td>
<td>Colossians 3</td>
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<td>Review of Walsh and Keesmaat due</td>
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<td>Week of Sept 30</td>
<td>Colossians 4</td>
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<td>Week of Oct 7</td>
<td>Philemon</td>
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<td>Week of Oct 14</td>
<td>Reading week …so read!</td>
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<td>…and write!</td>
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<td>Week of Oct 21</td>
<td>Ephesians 1</td>
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<td>Week of Oct 28</td>
<td>Ephesians 2</td>
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<td>Week of Nov 4</td>
<td>Ephesians 3</td>
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<td>Exegetical paper due</td>
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<td>Week of Nov 11</td>
<td>Ephesians 4: 1-16</td>
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<td>Week of Nov 18</td>
<td>No class: Prof at Society of Biblical Literature meetings</td>
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<td>Week of Nov 25</td>
<td>Ephesians 4:17-5:21</td>
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<tr>
<td>Week of Dec 2</td>
<td>Ephesians 5:21-624</td>
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<td>Review of Fape due</td>
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IX. BASIC BIBLIOGRAPHY: Colossians, Philemon, Ephesians

Some books on Paul of relevance to this course

[especially, capture 7: “The Old and the New Torah: Christ as the Wisdom of God,” pp. 147-76, which treats the Christ-Hymn of Colossians 1.15-20.]

[especially, chapters 14-16]


[especially, “Christos as ‘Messiah’ in Paul: Philemon 6” (pp. 41-55); “Poetry and Theology in Colossians 1.15-20” (pp. 99-119)]


[especially, chapter 23: “Christ in You, the Hope of Glory (Colossians 1.27): Eschatology in St Paul”, pp. 379-391]


Commentaries [not to be neglected!]

Abbott, T.K. *The Epistles to the Ephesians and to the Colossians*. ICC. Edinburgh: T & T Clark, 1897.


*Dunn, J.D.G. The Epistles to the Colossians and to Philemon*. NIGTC. Grand Rapids: Eerdmans, 1996.


**Studies**


