

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>1 &amp; 2 CORINTHIANS</b> NEWT 0670 1S
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 9 – DECEMBER 6, 2024 TUESDAY, 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>FADY MEKHAEL, Ph.D. (Cand.)</b> Email: <a href="mailto:fmekhael@tyndale.ca">fmekhael@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Zoom on Tuesdays from 6:45 PM to 9:35 PM.  Office Hours: E-mail the instructor to make an appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course critically examines Paul's first and second epistles to the Corinthians in the context of the early Christian community and Paul's life and ministry. We will delve into the historical, political, and philosophical climate prevalent in Corinth during Paul's ministry, with an emphasis on how these factors may have influenced the presentation of Paul's theology. We will learn about Paul's mission in Corinth, the counter mission he faced, and the major theological themes in both letters. We will also cover the continuing relevance and significance of the Letters to the Corinthians for the Christian life and contemporary church.

*Prerequisites: BIBL 0501; Recommended: NEWT 0522*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- 1- Describe the content of Paul's letters to the Corinthians and its theological relevance to Christian ministry today.
- 2- Identify the literary relationship between 1st and 2nd Corinthians within their first-century cultural, religious, and political context.
- 3- Practice epistolary exegetical skills and integrate them within their preaching, writing, and research.
- 4- Reflect creatively upon the pastoral and ministry significance of 1-2 Corinthians in the contemporary context.
- 5- Read Paul's letters from a global-church and Middle Eastern perspective.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

1. Read through the relevant sections of 1-2 Corinthians as per the lectures table below. NRSVue is the translation we will use throughout the semester, available online here: <https://www.biblegateway.com/versions/New-Revised-Standard-Version-Updated-Edition-NRSVue-Bible/>
2. Shira Lander, "1 Corinthians" and Alan J. Avery-Peck, "2 Corinthians". In *The Jewish Annotated New Testament*, eds. Amy-Jill Levine and Marc Zvi Brettler. Oxford: Oxford University Press, 2011, 288-314; 315-31 (Both sections will be provided as PDF files). Read the notes of the relevant section as you go through the assigned readings from the letters according to the lectures table below.
3. Choose one commentary of the following and read the applicable section(s) before each class. Come prepared with ideas to share, questions, and to engage your colleagues.
  - Keener, Craig S. *1-2 Corinthians*. The New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2005.
  - Talbert, Charles H. *Reading Corinthians: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2002.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

We will use the following materials several times during the course. The instructor will provide PDF portions as required in compliance with copyrights. You may want to purchase copies for yourself:

- Bailey, Kenneth E. *Paul Through Mediterranean Eyes: Cultural Studies in 1 Corinthians*. Downers Grove, IL: IVP, 2011.
- Barnett, Paul. *The Message of 2 Corinthians: Power in Weakness*. Downers Grove, IL: IVP, 2020.
- Brown, Amelia R. *Corinth in Late Antiquity: A Greek, Roman and Christian City*. London: Bloomsbury Academic, 2018.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times is mandatory.
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Full name displayed on Zoom for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*Exceptions with permission from the instructor.

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

#### 1. Regular Class Engagement (10%)

Students are required to come prepared to the class, ready to engage in active participation with the instructor and other fellow students. Participation includes, but is not limited to, sharing ideas, thoughts about the theme/passage covered, engaging with questions from the instructor and peers, and asking questions when needed. Attending Zoom weekly lectures is mandatory, and attendance will be taken during the first 10 minutes of class. Regular class engagement is worth 10 % of your total grade.

## **2. First Assignment: Exegetical Summary Paper (20%)**

Each student is required to write an exegetical summary paper, in which they will be assigned a passage from 1-2 Corinthians to study and write an exegetical summary that includes answers to a set of specific questions that pertains to the literary, historical, and rhetorical context of the assigned passage. Instructor will provide a template that includes all sections required for the exegetical summary. Each week 2-3 students will present their papers by the beginning of the class. Students will choose the dates they prefer and must fill in their names on a sheet that the instructor will distribute. Paper length is 5-6 pages, double-spaced, font type: Times New Roman, font size: 12 pt. Papers to be submitted on the class page on [www.classes.tyndale.ca](http://www.classes.tyndale.ca) **four full days before the class** (96 hours before the class time) e.g., if the class is on Tuesday 6:45 PM, papers must be posted maximum by Friday 6:45 PM). Your paper will be based on the commentary you read in addition to the notes of Shira Lander and Alan J. Avery-Peck in the Jewish Annotated New Testament.

## **3. Second Assignment: Ministry Relevance Project (20 %; Due October 20<sup>th</sup>, 2024, 11:59 PM)**

Students will be divided into groups of 2-3 where each group will work on a project that reflects one of the major themes covered in the class. Each group will be assigned a topic/theme to cover in their project. Group members are expected to work together on the project. The project is an innovative opportunity to communicate the topic in a ministry setting of your choice. Possible projects include: Short recorded Sunday sermon (15-20 mins), Bible study written guide, online recorded podcast (15-20 mins), artistic expression of the topic (drawing? Poem?), interpretive/expanded paraphrase of the section... etc. Other possible projects could be discussed with the instructor. Along with the project, provide a 2-pages (double-spaced, Times New Roman, 12 pt) description of your targeted audience from your ministry context, the theme you cover from 1-2 Corinthians, and how that topic is relevant to your target audience within your ministry context.

## **4. Third Assignment: Final Research Paper (50%; Due December 5<sup>th</sup>, 2024, 11:59 PM)**

Students will write a final exegetical paper of 13-15 pages (double-spaced, Times New Roman, 12 pt) in length providing and defending an interpretation of one passage from 1-2 Corinthians in light of what we have learned over the semester. A grading rubric and full instructions for the essay are provided on the class webpage.

## **F. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodation in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly lectures attendance	10 %
Exegetical Summary Assignment	20 %
Ministry Relevance Project	20 %
Final research paper	50 %
Total	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Style Guide

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#) for citations and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Submission of Written Assignments**

All assignments must be submitted by the deadline. Late written assignments will be penalized according to the policy laid out in the current [Academic Calendar](#). Written assignments that are not posted on a course electronic forum should be submitted using the appropriate upload link on the course page. Feedback on such final essays will be provided by email to the student's Tyndale email account. PDF format is strongly preferred for the submitted files. All contemporary word processors have the ability to save (or "export") the word processing file as a PDF.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Theme	Readings (before class)
Sep. 10	Introduction: Paul, Corinth, and the Corinthians	-Read through all of 1 Cor in one shot, no interruptions. - Keener, 1-10, 143-151 OR Talbert, 1-11 - Lander, 288-290.
Sep. 17	1-2 Corinthians as Literature: History of Scholarship	-Read through all of 2 Cor in one sitting, no interruptions. - B. J. Oropeza, <i>Exploring Second Corinthians</i> , 1-42. - Avery-Peck, 315-317.
Sep. 24	The Cross and Church Unity	-1 Cor. 1:10-4:16
Oct. 1	Men, Women, and Family	-1 Cor. 4:17-7:40
Oct. 8	Christians and non-Christians	-1 Cor. 8:1-11:1
Oct. 15	Worship, Gifts, and Church Life	-1 Cor. 11:2-14:40 -Ministry Project Submission (October 20 <sup>th</sup> , 2024, 11:59 PM)
<b>Oct. 22 -25</b>	<b>Reading Days (No Class)</b>	
Oct. 29	Death, Jesus, and the Resurrection Hope	-1 Cor. 15:1-58
Nov. 5	The New and Old Covenant	-2 Cor. 2:14-7:4
Nov. 12	Wounds in Ministry	-2 Cor 7:5-16
Nov. 19	Money Administration in Ministry	-2 Cor 8:1-9:15
Nov. 26	Mission and Counter Mission	-2 Cor. 10:1-11:33
Dec. 3	Course Conclusion: Paul, the Corinthians, and Us	-Final paper Submission (December 5 <sup>th</sup> , 2024, 11:59 PM).

## V. SELECTED BIBLIOGRAPHY

### General references on 1 Corinthians:

- Amador, J. D. H. "Revisiting 2 Corinthians: Rhetoric and the Case for Unity." *New Testament Studies* 46 (2000): 92–111.
- Belleville, L. L. "Continuity or Discontinuity: A Fresh Look at 1 Corinthians in the Light of First-Century Epistolary Forms and Conventions." *Evangelical Quarterly* 59 (1987): 15–37.
- Bray, Gerald. ed. *1–2 Corinthians*. Ancient Christian Commentary on Scripture, NT 7. Downers Grove, IL: InterVarsity, 1999.
- Chow, J. K. *Patronage and Power: A Study of Social Networks in Corinth*. Sheffield: JSOT Press, 1992.
- Furnish, V. P. *The Theology of the First Letter to the Corinthians*. Cambridge: Cambridge University, 1999.
- Grant, R. M. *Paul in the Roman World: The Conflict at Corinth*. Louisville, KY: Westminster John Knox, 2001.
- Litfin, D. *St. Paul's Theology of Proclamation: 1 Corinthians 1–4 and Greco-Roman rhetoric*, Society of New Testament Studies Monograph Series 83. Cambridge: Cambridge University, 1994.
- Martin, Dale B. *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity*. New Haven, CT: Yale University Press, 1990.
- Marshall, P. *Enmity in Corinth: Social Conventions in Paul's Relations with the Corinthians*. Tübingen: Mohr Siebeck, 1987.
- Meeks, Wayne A. *The First Urban Christians: The Social World of the Apostle Paul*. New Haven, CT: Yale University Press, 1983.
- Mitchell, M. M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians*. Louisville, KY: Westminster John Knox, 1991.
- Murphy-O'Connor, J. *St. Paul's Corinth: Texts and Archaeology*. Wilmington, DE: Glazier, 1983.



Pogoloff, S. M. *Logos and Sophia: The Rhetorical Structure of 1Corinthians*. SBL Dissertation Series 134. Atlanta: Scholars, 1992.

Theissen, Gerd. *The Social Setting of Pauline Christianity: Essays on Corinth*. Translated by J. H. Schutz. Philadelphia: Fortress, 1982.

Winter, B. W. *Philo and Paul among the Sophists*. Society of New Testament Studies Monograph Series 96. Cambridge: Cambridge University, 1997.

### **Commentaries on 1<sup>st</sup> Corinthians:**

Barrett, C. K. *A Commentary on the First Epistle to the Corinthians*. New York: Harper & Row, 1968.

Blomberg, Craig L. *1 Corinthians*. Grand Rapids, MI: Zondervan, 1994.

Bruce, F. F. *1 & 2 Corinthians*. London: Marshall, Morgan & Scott, 1971.

Collins, R. F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Liturgical Press, Glazier, 1999.

Conzelmann, Hans. *1 Corinthians: A Commentary on the First Epistle to the Corinthians*. Translated by J. W. Leitch. Edited by G. W. MacRae. Philadelphia: Fortress, 1975.

Dunn, James D. G. *1 Corinthians*. Sheffield: Sheffield Academic Press, 1995.

Fee, Gordon D. *The First Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans, 1987.

Garland, D. *1 Corinthians*. Grand Rapids, MI: Baker, 2003.

Hays, Richard B. *1 Corinthians*. Louisville, KY: Westminster John Knox, 1997.

Horsley, Richard A. *1 Corinthians*, Abingdon New Testament Commentary. Nashville: Abingdon, 1998.

Soards, Marion L. *1 Corinthians*. Peabody, MA: Hendrickson, 1999.

Thiselton, Anthony C. *The First Epistle to the Corinthians: A Commentary on the Greek Text*. Cambridge, Grand Rapids, MI: Eerdmans, 2000.

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

### **General references on 2 Corinthians:**

Belleville L. L. *Reflections of Glory: Paul's Polemical Use of the Moses-Doxa Tradition in 2 Corinthians 3.1–18*. Sheffield: Sheffield Academic Press, 1991.

deSilva, David A. "Measuring Penultimate against Ultimate Reality: An Investigation of the Integrity and Argumentation of 2 Corinthians." *Journal for the Study of the New Testament* 52 (1993): 41–70.

Fitzgerald, J. T. "Paul, the Ancient Epistolary Theorists, and 2 Corinthians 10–13." In *Greeks, Romans, and Christians: Essays in Honor of Abraham J. Malherbe*. Edited by D. L. Balch et al. 190-200. Minneapolis: Fortress, 1990.

Hafemann, S. "'Self-Commendation' and Apostolic Legitimacy in 2 Corinthians: A Pauline Dialectic?" *New Testament Studies* 36 (1990): 66–88.

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Murphy-O'Connor, J. *The Theology of the Second Letter to the Corinthians*. Cambridge: Cambridge University, 1991.

Savage, T. B. *Power through Weakness: Paul's Understanding of the Christian Ministry in 2 Corinthians*. Cambridge: Cambridge University, 1996.

Stewart-Sykes, A. "Ancient Editors and Copyists and Modern Partition Theories: The Case of the Corinthian Correspondence." *Journal for the Study of the New Testament* 61 (1996): 53–64.

Sumney, J. L., *Identifying Paul's Opponents: The Question of Method in 2 Corinthians*. Sheffield: Sheffield Academic Press, 1990.

### **Commentaries on 2<sup>nd</sup> Corinthians:**

Barnett, Paul. *The Second Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans, 1997.

Barrett, C. K. *A Commentary on the Second Epistle to the Corinthians*. New York: Harper & Row, 1973.

Betz, H. D. *2 Corinthians 8 and 9: A commentary on Two Administrative Letters of the Apostle Paul*. Hermeneia. Philadelphia: Fortress, 1985.

Danker, F. W. *II Corinthians*. Minneapolis: Augsburg, 1989.

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Harris, M. J. *The Second Epistle to the Corinthians*. Grand Rapids, MI: Eerdmans; Carlisle: Paternoster, 2004.

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Martin, R. P. *2 Corinthians*. Waco, TX: Word, 1986.

Matera, Frank J. *II Corinthians: A Commentary*. New Testament Library. Louisville, KY: Westminster John Knox, 2003.

Thrall, M. E. *A Critical and Exegetical Commentary on the Second Epistle to the Corinthians*, 2 Volumes. Edinburgh: T&T Clark, 1994–2000.