

“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.”

Course	ROMANS: FAITH IN THE GOD WHO RESCUES NEWT 0622 1S
Date and Time	SEPTEMBER 11 – DECEMBER 8, 2023 MONDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Instructor	JEFF YANEFF, ThD, PhD Cand. Email: jyaneff@tyndale.ca
Class Information	The classes will be livestreamed on Monday from 11:15 AM – 2:05 PM Office Hours: You can set up a zoom meeting or phone call by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

As he prepared for his last, fateful journey to Jerusalem, Paul sent the Roman churches a summary and defense of his controversial preaching. More than any other New Testament document, it is this letter to the Romans that has gone on to shape the thought of key leaders like Augustine, Luther, Calvin, and Barth. In this course we will trace the argument of Paul's letter, setting it in the context of his mission and the realities of the Roman church. Along the way, we will explore the radical theological and ethical vision Paul developed, and we will examine some of the very different ways in which Paul's readers have understood that vision.

Prerequisite: BIBL 0501. Recommended: NEWT 0522.

II. LEARNING OUTCOMES

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

1. thoughtfully locate a passage in Romans within a plausible interpretation of the letter's overall argument;
2. accurately summarize and thoughtfully discuss several different scholarly interpretations of a passage in Romans, identifying the evidence on which each approach is based and evaluating the alternatives;
3. accurately identify and thoughtfully discuss Paul's use of Old Testament allusions and quotations in a given passage, paying special attention to his interpretive approach;
4. plausibly analyze the rhetoric and logic of a passage in Romans;
5. understand a variety of ways Romans has been interpreted throughout history and within modern evangelical scholarship
6. outline a specific, contextual message one may hear in the passage today, based on a valid and thoughtful analogy between one's own contemporary situation and the situation of the letter's first audience.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Gorman, Michael. *Romans: A Theological and Pastoral Commentary*. Eerdmans, 2022.

A copy of the Bible in one of the following translations: NIV, TNIV, NRSV, NJB, NET Bible, CEV, ESV

(Note that the NASB is not preferred, and please do not use the KJV or Authorized Version, or the RSV. Loose translations such as the New Living Translation, the New English Bible, and the Message are also not appropriate for this kind of study. If you do not own an appropriate translation you may use the electronic copies available online at [Bible Gateway](#).)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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 HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times

- Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

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.

E. ASSIGNMENTS AND GRADING

Please note that the course structure will be similar each week, including (i) and exegetical and theological lecture from the instructor, (ii) the presentation of assigned readings (see assignment 1), and (iii) a discussion of the questions from the Gorman textbook (see assignment 2)

1. Student Presentation of Assigned Readings: Due on assigned days, 30% of final grade.

Students will be assigned 2 separate readings set by the instructor which they will present in class. These readings will be drawn from a range of articles, chapters, and from the textbook. The presentation is a summary of the major claim(s) that the author is making. While the student is invited to also include their own personal thoughts on the reading, the main focus of the assignment is to accurately summarize what the reading says regardless of the student’s own assessment of or reaction to it. Based on class size, most readings will be assigned to two students, although all other students are also expected to have completed the reading and to come to class prepared to discuss and interact with it at the end of the presentation. Each presentation will be worth 15% of the grade and the 2 separate presentations will amount to 30% of the grade. The length of the presentation is to be approximately 15-20 minutes but can fluctuate depending on class size as per the instructor’s direction. This assignment includes both an oral presentation of the material in class *and* a written submission (approx. 1 page).

*In addition to chapters drawn from Gorman’s *Romans: A Theological & Pastoral Commentary*, the following readings will also be provided by the instructor:

Assigned Readings for Assignment 1

1. Ware, James P. Chapter 9 (“Easter in Ancient Context”) of *Paul’s Theology in Context: Creation, Incarnation, Covenant & Kingdom* (Eerdmans, 2019).
2. Gagnon, Robert A.J. Pages 240—297 (A selection from Chapter 4 “The Witness of Paul and Deutero-Paul”) in *The Bible and Homosexual Practice: Text and Hermeneutics* (Abingdon, 2001).
3. Wright, N.T. “The Law in Romans 2” Originally published in *Paul and the Mosaic Law* available online:<http://individual.utoronto.ca/stephentu/resources/articles/ntw11.pdf>
4. Moo, Douglas J. “Sin in Paul” in *Fallen: A Theology of Sin*. Eds. Christopher W. Morgan & Robert A. Peterson (Crossway, 2013).
5. Barclay, John M.G. “The Incongruous Gift and its Fitting Result (Romans 1—5)” in *Paul and the Power of Grace* (Eerdmans, 2020).
6. Seifrid, Mark A. Chapter 2 (“The righteousness of God: the message of Romans”) of *Christ, Our Righteousness: Paul’s Theology of Justification*. Ed. D.A. Carson (Intervarsity, 2020).
7. Pitre, Brant. Barber, Michael P. Kincaid, John A. Chapter 4 (“The Cross and Atonement”) of *Paul, A New Covenant Jew: Rethinking Pauline Theology* (Eerdmans, 2019).
8. Wright, N.T. Chapter 10 (“The Vindication of the Law: Narrative Analysis and Romans 8.1—11”) of *The Climax of the Covenant: Christ and the Law in Pauline Theology* (Fortress, 1993).
9. Thielman, Frank. Chapter 9 (“Old Covenant Sin & New Covenant Sanctity in Romans 5—15”) of *Paul and the Law: A Contextual Approach* (Intervarsity, 1994).
10. Parker, Brent E. “The Israel-Christ-Church Relationship” in *Progressive Covenantalism*. Eds. Stephen J. Wellum & Brent E. Parker (B & H Academic, 2016).
11. Wright, N.T. Pages 1156—1195 (Section on Romans 9—11, “God’s Future for the World, Freshly Imagined”) in *Paul and the Faithfulness of God, Parts III & IV* (Fortress, 2013).
12. Wright, N.T. Pages 1195-- 1229 (Section on Romans 9—11, “God’s Future for the World, Freshly Imagined”) in *Paul and the Faithfulness of God, Parts III & IV* (Fortress, 2013).
13. Wright, N.T. Pages 1229--1258 (Section on Romans 9—11, “God’s Future for the World, Freshly Imagined”) in *Paul and the Faithfulness of God, Parts III & IV*.
14. Lim, Kar Yong & Smolin, David M. “Living as Christians under Civil Law: The New Testament Letters, Law, and Politics” in *Law and the Bible: Justice, Mercy and Legal Institutions*. Eds. Robert F. Cochran Jr & David VanDrunen (Intervarsity, 2013).
15. Barclay, John M.G. “Do we undermine the Law?: A Study of Romans 14.1—15.6” in *Paul and the Mosaic Law*. Ed. James D.G. Dunn (Eerdmans, 2000).
16. Donaldson, Terence L. “Paul within Judaism: A Critical Evaluation from a “New Perspective” Perspective” in *Paul within Judaism: Restoring the First-Century Context to the Apostle*. Eds. Mark D. Nanos & Magnus Zetterholm (Fortress, 2015).

*Based on class size, additional readings will taken from chapters in the course textbook.

This assignment is related to learning outcomes 1, 2, 5.

- 2. Gorman Textbook Questions and Discussion:** prepared weekly, submitted in entirety upon completion. 25% of final grade.

Each week, students will read one or more sections of Michael Gorman's *Romans: A Theological and Pastoral Commentary* and after completing the reading will select one question from each section "Questions for Those Who Read, Teach and Preach" and will write one short paragraph (about 3-4 sentences) answering and responding to the question. Answers will be shared in class each week and are to be submitted upon completion at the end of the course. There are a total of 19 sections "Questions for Those Who Read, Teach and Preach" in the textbook, so the final document should be approximately 6-8 pages, double spaced. The specific question being answered should also be included. On weeks with several sections (i.e., 2, 3, 4, 5) students will select only one of their questions to discuss in class. Please see the course schedule for details of dates and page numbers.

This assignment is related to learning outcomes 2, 3, 6.

- 3. Interpretation Essay:** Due by midnight on **Thursday, December 2nd**; 45% of final grade.

Students will write an essay of 12-14 pages in length which provides and defends an interpretation of one passage from Romans in light of what we have learned over the course, or which provides various interpretations of one passage and highlights the strengths and weaknesses of each position.

Suggested topics are as follows:

- "The Meaning of "The Righteousness of God" in Romans 1:17"
- "The Identity of the Gentiles in Romans 2:14—16"
- "The Meaning of *Hilasterion* in Romans 3:25"
- "The Translation of Romans 4:1 in light of Richard B. Hays and N.T. Wright"
- "Does Romans 5:6—11 support Substitutionary Atonement?"
- "Does Romans 5:12—21 provide exegetical support of Universal salvation?"
- "The Identity of the "I" in Romans 7"
- "The Meaning of "The Law of Sin and Death/The Law of the Spirit of Life" in Rom 8"
- "How Can Romans 8:18—25 Contribute to Christian conversations on Environmentalism/Stewardship?"
- "Election in Romans 9:6—33"
- "The Identity of "All Israel" in Romans 11:26"
- "Paul's View of Government in Romans 13:1—7"
- "Food, Drink and Special Days in Rom 14 in light of 'Paul within Judaism'"

“The Role of Phoebe as Deaconess in Romans 16:1”

“What is the ‘Purpose’ of Romans?”

*Students may provide their own specific topics, which need to be approved by the instructor. The topic needs to answer a specific question about the interpretation of Romans, or specifically seek the meaning of a specific term, phrase, topic, or concept in Romans. A grading rubric and full instructions for the essay are provided on the class web-page.

This assignment is related to learning outcomes 1, 2, 4.

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 accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignment:

Student Presentations	30 %
Textbook Questions and Discussion	25 %
Interpretation Essay	45 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

The SBL Manual of Style provides a helpful adaptation of the Chicago Manual for biblical studies. See the resources available here: <https://libguides.tyndale.ca/c.php?g=315368&p=2107273>. These include an online citation builder to help with proper citation formatting.

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.

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

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

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) 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

Each week students should read the set passages from Romans, along with the commentary on those passages in the two textbooks. Students must also prepare for an oral discussion of the week's reading questions. The introductions to both textbooks should be read prior to the first class session.

Sept. 11	Introduction; Rom 1:1—17; Assignment of Readings
Sept. 28	Rom 1:18—2:16; Student Presentations 1; Answer one question for Gorman: 18, 51, 74.
Sept. 25	Rom 2:17 -- 3:31; Student Presentations 2; Gorman: 92, 99, 108, 116
Oct. 2	Rom 4:1—5:11; Student Presentations 3; Gorman: 129, 141, 156
Oct. 9	Thanksgiving
Oct. 16	Rom 5:12 – 6:23; Student Presentations 4; Gorman: 164, 179
Oct. 23	Rom 7:1-- 7:25; Student Presentations 5; Gorman: 190
Oct. 30	Rom 8:1 – 39; Student Presentations 6; Gorman: 215
Nov. 6	Rom 9:1 – 33; Student Presentations 7; Gorman (none)
Nov. 13	Rom 10:1 -- 11:36; Student Presentations 8; Gorman: 240
Nov. 20	Rom 12:1—13:7; Student Presentations 9; Gorman: 264
Nov. 27	Rom 13:8—14:23; Student Presentations 10; Gorman: 283
Dec. 4	Rom 15:1-16:27; Student Presentations 11; Gorman: 290, 299 Assignments 2 & 3 due on Monday Dec. 4th by 11:59pm

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

General Works on Paul

Becker, Jürgen. *Paul: Apostle to the Gentiles*. Translated by O. C. Dean, Jr. Louisville, KY: Westminster John Knox, 1993.

Bornkamm, Günther. *Paul*. Translated by D. M. G. Stalker. New York: Harper & Row, 1971.

Deidun, T. J. *New Covenant Morality in Paul*. Analecta Biblica 89. Rome: Pontifical Biblical Institute, 1981.

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Furnish, Victor P. *Theology and Ethics in Paul*. Nashville: Abingdon, 1968.

Murphy-O'Connor, Jerome. *Paul: A Critical Life*. Oxford: Oxford University, 1997.

Westerholm, Stephen. *Understanding Paul*. 2nd ed. Grand Rapids: Baker Academic, 2004.

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Ancient Letters (Genre and Function)

Aune, David E. *The New Testament against Its Literary Environment*. Philadelphia: Westminster, 1987.

Doty, W. G. *Letters in Primitive Christianity*. Philadelphia: Fortress, 1973.

Murphy-O'Connor, Jerome. *Paul the Letter-Writer: His World, His Options, His Skills*. Good News Studies, 41. Collegeville, MN: Liturgical, 1995.

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Select Commentaries (English Language)

Achtemeier, Paul J. *Romans*. Interpretation. Louisville: John Knox, 1985.

Byrne, Brendan. *Romans*. Sacra Pagina 6. Collegeville, MN: Liturgical, 1996.

Barrett, C. K. *A Commentary on the Epistle to the Romans*. 2d ed. Black's New Testament Commentary. London: Black, 1991.

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