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NT 637 Pauline Epistles

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Syllabus

Course: NT(IBS)637 W1 (SP 2009)

Title: Pauline Epistles

Hours: 3.00

Published: Yes, on 12/15/2008

Prerequisites:

NT(IBS)51x and NT50x

Department: NT Inductive Bib Studies

Faculty: Dr. David Bauer



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Office:

SPO: 1345

Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday and Thursday from 1:00p to 2:15p in M202.

Maximum Registration: 40

Catalog Description: A study of Galatians, Ephesians, Philippians, and Colossians which builds on the methodology of the first inductive Bible study course by further use of what has been previously learned and by emphasizing the study of books as wholes. Accordingly, there is a special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the book as a whole, and the synthesis of books. In addition, attention is given to thinking, valuing, and living biblically by learning how to apply Scripture to life and ministry. This course seeks intentionally to incorporate the grammatical analysis of the Greek language into the overall inductive process. (May be taken by students in M.A. programs not requiring Greek by special arrangement with the professor.)

Objectives:

A. Methodology. The emphasis will be upon the observation and interpretation of books as wholes. By the end of the course, the student should be able to do the following:

1. Employ structural observations for the interpretation of individual passages within the book, as well as for the interpretation of the book as a whole.
2. Raise various kinds of interpretive questions, and answer these questions, based on the use of exegetical determinants;
3. Employ various kinds of relevant evidence, including that which involves exegetical use of the original languages, in a process of inferential reasoning for the interpretation of individual passages within the book, as well as for the book as a whole.
4. Synthesize the interpretation of units of various lengths, such as the paragraph, the segment, the section (division), and the book as a whole;
5. Use aspects of methodology that are especially relevant for epistolary material;
6. Evaluate and apply truths that emerge from the interpretation of the material.
7. Articulate the major issues involved in the movement from text to proclamation; move from the interpretation and application of the text towards its proclamation; and integrate the interpretation and application of a passage in the Pauline Epistles with that of a correlative passage from the Old Testament so as to move toward a sermon (or teaching lesson) based on both an Old Testament and New Testament text.

B. Content. The student should be able to do the following:

1. Think through the contents of each book of these Pauline Epistles without recourse to the printed text;
2. Identify significant passages in these Pauline Epistles and interpret them contextually;
3. Demonstrate the importance of a sound methodology for interpretation, including specific examples from these Pauline Epistles;
4. Describe thoroughly the meaning and development of major themes in these Pauline Epistles, citing individual passages and other specific data to support conclusions;
5. Discuss the historical and religious background of these Pauline Epistles, demonstrating a general knowledge of critical

problems regarding the Pauline Epistles and an ability to use these data in the interpretation of these Pauline Epistles.

C. Attitude. The student should:

1. Appreciate the value of sound methodology for the interpretation of the biblical materials, resulting in a desire to apply the inductive method to other biblical books;
2. Desire to make the Pauline Epistles the object of intensive and creative study throughout life;
3. Intend to employ seriously the Pauline Epistle in preaching and teaching within the context of the church.

Required Texts:

Required Texts:

1. Revised Standard Version of the Bible
2. The Greek New Testament (or Interlinear Greek-English New Testament)
3. An Annotated Guide to Biblical Resources for Ministry, by David R. Bauer
4. It's Still Greek to Me, by David A. Black
5. A Dictionary of Paul and His Letters, edited by Gerald F. Hawthorne, Ralph P. Martin, and Daniel G. Reid.

Course Requirements:

- A. The completion of the following lessons in writing, unless otherwise indicated by the instructor. Assigned lessons appear in **Bold**. All lessons are to be handed in at the end of the class period on the day designated. No late papers will be accepted save in cases in which permission is granted by the instructor based on emergency.
- B. Punctual attendance at all class sessions. Because of the importance of class attendance, and because of government regulations regarding student loans, a record of attendance will be taken at each class session. Absence at more than three class sessions will result in grade penalty, and absence at more than four will result in loss of credit for the course. Exceptions may be granted based on emergency, in consultation with the instructor.
- C. A careful reading of the assigned portions of the required texts.
- D. Listening to the tape of an expository sermon on a passage from the Pauline Epistles with a view toward using that sermon as a catalyst for class discussion on moving from text to proclamation.

Additional Readings:

VII. SELECT BIBLIOGRAPHY

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Evaluation:

Assignments will be 100% of the grade.

Class Schedule:

VI. Lessons (Assignments will be announced on the first day of class. No work is expected to be done before the semester begins.)

VII. Course Assignments:

Lesson 1. Survey of the Book of Galatians. (Survey of Book as a Whole)

1. Identify the general and specific materials of the book.
2. Locate the main divisions and sub-divisions of the book, and identify the major structural relationships operative in the book as a whole.
3. Ask a few interpretive questions of each major structural relationship observed.
4. Identify the key verses and strategic areas that provide insight into the book as a whole.
5. Locate data that bears on such higher critical issues as the writer, place and date of writing, etc.
6. Note other major impressions that relate to the book as a whole.

Lesson 2. Survey of Galatians 1:10-2:21. (Survey of Segment as a Whole)

1. Identify the specific materials of the segment by giving a brief title to each paragraph.
2. Locate the main units and sub-units in the segment, and identify the major structural relationships operative in the segment as a whole.
3. Ask a few interpretive questions of each major structural relationship identified.
4. Identify the key verses and strategic areas that provide insight into the segment as a whole.
5. Identify the literary form(s) employed in the segment.
6. Note other major impressions that relate to the segment as a whole.

Lesson 3. Detailed Observation of Galatians 2:19-21.

Do a detailed observation of these verses. In the process, identify two or three of the most promising questions.

Lesson 4. Interpretation of Galatians 2:20.

Interpret Galatians 2:20 by answering the following question: What is meant by "I have been crucified with Christ?"

Lesson 5. Galatians 3:1-4:31

1. Survey. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment

by answering that question(s). OR answer one or more of the following questions:

a. What are the main claims made in 3:1-5, and how does Paul develop each of these claims (and argue in support of each of these claims) in 3:6-4:31? How does the argument in 3:6-4:31 illumine the claims made in 3:1-5?

b. Identify the major points Paul makes in his argument in favor of justification by faith over against justification by works of the law. How does Paul develop each of these main points (note, e.g. his appeal to the Old Testament and to the reader's experience), and what is the meaning and significance of each of these main points as Paul develops them? How do these main points relate to one another and illumine one another?

c. What is the specific meaning of 3:13-14; 4:8-11; and 4:21-31? How do these passages contribute to, and illumine, Paul's argument in this segment as a whole?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 6. Galatians 5:1-6:10.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

a. What, according to this passage, is the specific meaning of Christian freedom? That is, what major claims, qualifications, and arguments does Paul make regarding Christian freedom, and what are the major alternatives to it? What is the meaning and significance of each of these features?

b. What does Paul say regarding the "Spirit" and "faith", on the one hand, and "the flesh", on the other; and what is the meaning of each of these elements as set forth here? What are the major differences between the life of the "Spirit" and "faith", and that characterized by the "flesh"? what is the meaning of each of these differences, and how do these differences relate to, and illumine one another?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 7. Synthesis of the Book of Galatians.

Describe in a holistic, integrative, and comprehensive fashion the concept of the Christian liberty as presented in this book, including such things as specific characteristics, problems, motivations, resources, and the theological foundation for proper Christian liberty and challenges. Be careful to give evidence for all assertions (including verse references).

Lesson 8. Survey of the Book of Philippians

Survey this book, following the suggestions under Lesson 1.

Lesson 9. Philippians 1:3-26

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

- a. How does Paul describe the Philippians, and what is the meaning of the major components of this description? How do those components illumine one another? How does this description point toward, and illumine God, Christ, salvation, eschatology, and Paul's own ministry towards the Philippians?
- b. How does Paul describe himself and his experiences here? What are the major components of this description, and what is the meaning of each of these components? How does this description point toward, and illumine, God, Christ, salvation, eschatology, and Paul's ministry?
- c. Analyze the relationship throughout this passage between God's redemptive purposes and adverse circumstances, faced both by the Philippians and Paul. How, specifically, does God fulfill these purposes in spite of, and through, adverse circumstances?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 10. Philippians 1:27-2:30.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

- a. Analyze carefully the exhortations in this passage. What is the meaning of each and how does Paul support each exhortation? How are these exhortations related to one another, and how do they illumine one another? How does Paul's use of positive examples illumine the exhortations and support them?
- b. Interpret the "kenosis" passage of 2:5-11. What are the major elements in this description of Christ, and what is the precise meaning of each? What is the meaning of the movement of the description of Christ in this passage, and how does this development illumine the meaning of the passage as a whole? How does 2:6-11 support the exhortation by 2:5, and how does this relationship between 2:6-11 and 2:5 illumine the exhortation of 2:5 and the kenosis passage?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 11. Philippians 3:1-21.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

Analyze the differences between Paul's previous life in Judaism and his new life (and perspective) in Christ. What is the meaning of each of these differences? And how do these differences illumine the portrait of the "dogs" and the "enemies of the cross of Christ" here? And how do these differences support the exhortations in this passage?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 12. Philippians 4: 1-20

1. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:
Carefully interpret the meaning of "joy" and "rejoice" here. What are the major dimensions of this concept as set forth in this passage and what is the meaning of each of these components/dimensions? How does Paul develop the meaning of "joy" and "rejoice" through his exhortations regarding Euodia and Synteché (4:2-3), and the description of himself and of the Philippians?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 13. Synthesis of the Book of Philippians.

Describe in a holistic, integrative, and comprehensive fashion the concepts of Christian joy as presented in this book, including such things as specific characteristics, problems, challenges, motivations, resources, results and the theological foundation for Christian joy. (In the process, note especially the role of imitation.) Be careful to give evidence for all assertions (including verse references).

Lesson 14. Survey of the Book of Ephesians.

Survey this book, following the suggestions under Lesson 1.

Lesson 15. Ephesians 1:3-23.

1. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:
a. Identify the major claims that are being made regarding God's purpose or will. What is the specific meaning of each of these claims? How do these claims relate to and illumine one another?
b. Interpret the prayer of 1:15-23. What are the major petitions and descriptions here, and what is the meaning of each? How does this prayer relate to Paul's declarations of praise in 1:3-14, and how does this relationship illumine the meaning and significance of the prayer?
4. Synthetic Interpretation.
What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?
5. Application and Proclamation.
a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes

homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 16. Ephesians 2: 1-3: 21.

1. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:
 - a. What, according to this passage, are the major differences between the life before (and outside of Christ) and existence in Christ, and what is the meaning of these differences?
 - b. What is the meaning of Paul's description of his own role and ministry in 3: 1-13, and how does this passage function within the argument of the entire segment?
 - c. Interpret the prayer of 3: 14-21. Identify the overarching concern of the entire prayer. What is the meaning of the major components, and how does each contribute to and develop the one overarching concern of the entire prayer? How does this prayer relate, and how is it illumined by, 2: 1-3: 13?
4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.
 - a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
 - b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 17. Ephesians 4: 1-16.

1. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

- a. What is the meaning of Paul's presentation of unity here? What are the major components of this discussion and what are the major issues he presents, and what is the meaning of each?
- b. What is the specific and precise meaning of Paul's discussion regarding gifts. How does his discussion regarding gifts relate to and illumine his concern for unity and oneness in this passage? How is this passage illuminated by Paul's discussion of spiritual gifts in I Cor. 12 and 14?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.
 - a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
 - b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two

Lesson 18. Ephesians 4: 17-5: 20.

1. Survey this segment, following the suggestions under Lesson 2.
2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.
3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your

detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

- a. What are the exhortations in this segment, and what is the meaning of each, and how is each supported? How are these exhortations related, and how do these exhortations (and their support) develop a portrait of Christian life and conduct?
- b. Examine the meaning of the contrast between the old life of darkness and death and the new life of light. What is the specific meaning of each of these descriptions, and how do the differences illumine the nature of Christian life and the demands of Christian conduct?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 19. Ephesians 5:21-6:9.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What is the meaning of 5:21 and how does this verse illumine the instructions of 5:22-6:9? What is the meaning of each set of instructions here (husbands/wives, children/parents, etc), and how do these sets relate to and illumine one another? Note especially the meaning of Paul's support for these instructions (and particularly the meaning of the comparison between husbands' attitude towards their wives and Christ's relationship to the church). Explore how a comparison between this "household code" and other New Testament examples of this form (e.g. Col 3:18-4:19; 1 Peter 2:13-3:6) illumines this passage.

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 20. Ephesians 6:10-20.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What is the meaning of each of these exhortations and of the stated purpose or reason for each? How does the sustained use of this military imagery illumine and enhance these exhortations? How do these exhortations and descriptions illumine certain aspects of Christian life?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 21. Synthesis of the Book of Ephesians .

Synthesize the Book of Ephesians answering these questions: What are the major aspects of the Christian life, according to this book? What is the specific meaning of each and how are they related to one another and inform one another? What is the christology and ecclesiology of this book and how are they related?

Lesson 22. Survey of the Book of Colossians.

Survey this book, following the suggestions under Lesson 1.

Lesson 23. Colossians 1:3-14.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What are the major components of Paul's prayer for the Colossians, in terms both of what God and Christ have already done and what Paul implores God to do for them, and what is the meaning of each of these components, and the function of each of these components within the overall plan of the prayer? What is the interpretive significance that these descriptions are set within a prayer that introduces the material in 1:15-4:6?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 24. Colossians 1:15-2:5.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer one or more of the following questions:

a. Interpret carefully the "Christ hymn" of 1:15-20. What is the meaning of each of these claims regarding Christ, and how does each contribute to the overarching concern(s) of the passage? How does this passage function within, and contribute to, the argument of the entire segment?

b. Interpret carefully 1:24-29, focusing especially upon the meaning of the "mystery" here. What is meant by Paul's statement that he "completes what is lacking in Christ's afflictions," and how does this claim relate to, and illumine, the "mystery"? How does this passage function within the segment?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from

the application process, and the connection between the two.

Lesson 25. Colossians 2:6-23.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What are the major differences between the "fullness of life in Christ" and the "human tradition" presented here? What is the meaning of the description of each, and of Paul's arguments for the superiority of the former?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory

thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 26. Colossians 3:1-17.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What is the specific meaning of 3:1-4, and how do the exhortations of 3:5-17 flow out of the considerations of 3:1-4? What is the meaning of the negative exhortations of 3:5-11 and the positive exhortations of 3:12-17, and how do these contrasting portraits/demands illumine one another and the nature of Christian existence and conduct?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.

b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 27. Colossians 3:18-4:1.

1. Survey this segment, following the suggestions under Lesson 2.

2. Detailed Analysis. Using the main units and sub-units identified in your survey as a general framework, carefully trace the thought of this material.

3. Analytical Interpretation. Interpret this segment (or a significant portion of it) by answering a question(s) derived from one or more structural relationships, major issues, or strategic areas identified in your survey, or on the basis of your detailed analysis. Carefully and explicitly form your question(s) and interpret the segment by answering that question(s). OR answer the following questions:

What is the meaning of each exhortation here, and how does Paul's support of each illumine the exhortation? What is the meaning of the sets of exhortations in the household instructions of 3:18-4:1, and how do these exhortations, taken together, contribute to an understanding of the nature and demands of Christian relationships? How do the instructions regarding responsibility towards those on the outside (4:2-6) illumine and complement Christian relationships within the household (3:18-4:1)?

4. Synthetic Interpretation.

What are the major problems Paul addresses here? How are these problems related? How does he address each? What are the major theological claims here? What is the meaning of each? How does this segment contribute to Paul's argument in the book as a whole?

5. Application and Proclamation.

- a. On the basis of your interpretation under nos. 3 and 4 above, explore specific ways in which this segment can be applied to yourself and/or other contemporary persons.
- b. Develop a proclamation outline. A proclamation outline is not synonymous with a sermon outline (which assumes homiletical crafting), but is rather the statement of a specific proclamatory thesis, with three to five main points that develop that overall proclamatory thesis (and are clearly and explicitly related to each other). Each of these main points should themselves be developed in a brief but specific paragraph, which describes the (theological) teaching derived from the interpretation of the text, the contemporary appropriation derived from the application process, and the connection between the two.

Lesson 28. Synthesis of the Book of Colossians.

Describe in a holistic, integrative, and comprehensive fashion the portrait of the Christian life as presented in this book, including such things as specific characteristics, problems, challenges, motivations, resources, and the theological foundation for proper Christian behavior and existence. Describe also the christology and cosmology of this book, and their relation to each other. Note points of continuity and discontinuity between Colossians and Ephesians in the areas of the Christian life and christology.