



Nipawin Bible College
BT254 Romans
Instructor: Mr. David J. Smith
Winter 2019
2 Credit Hours
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COURSE DESCRIPTION

In the preliminary essay to his book, *Romans: God's Good News for the World*, John Stott writes, "Paul's letter to the Romans is a kind of Christian manifesto.... It is the fullest, plainest and grandest statement of the gospel in the New Testament. Its message is not that 'man was born free, and everywhere he is in chains', as Rousseau put it at the beginning of *The Social Contract* [1762]; it is rather that human beings are born in sin and slavery, but that Jesus Christ came to set us free. For here is unfolded the good news of freedom ... freedom from what Malcolm Muggeridge used to call 'the dark little dungeon of our own ego'... and freedom to give ourselves to the loving service of God and others" (19). Need we say more? This course shall examine one of the great doctrinal books of the New Testament. The major themes will be explored and via a combination of lecture and inquiry method, practical application will be made for the church and the individual believer.

COURSE TEXTBOOKS

The Bible. (Here the student is expected to use a recognized translation of the text, not a paraphrase). Bring this to class.

Matera, Frank J. *Romans*. Paideia Commentaries on the New Testament. Grand Rapids: Baker Academic, 2010. [pp. xi-348]

Wright, N. T. *For Everyone Bible Study Guides: Romans*. Downers Grove: InterVarsity Connect, 2009. Bring this to class; it is your course notes.

THE BIG QUESTION

What can we do to facilitate our move from the 'dark little dungeon' of self to 'the loving service of God and others'?

LEARNING OUTCOMES

Upon successful completion of this course students will:

1. Recall the background, themes and structure of Romans.
2. Recognize the importance of Romans within the greater biblical corpus.
3. Comprehend the practical outworking of our union with Christ in His death, resurrection and ascension.

4. Demonstrate a greater understanding for Romans as a 'cornerstone' of Christian theology and a guide to practical Christian living by walking in the assurance of faith, discerning the relationship (and tension) between doctrine/duty, and exercising the importance/limitations of Christian freedom.

COURSE ASSIGNMENTS

All written assignments are to be word-processed on a computer in accordance with the prescribed requirements in the *NBC Student Handbook*. As such, assignments will be graded on the basis of content, clarity, grammar, spelling and the student's ability to follow instructions. Optima, or Times New Roman (preferred) font is required. Pagination is a must. All assignments are due **no later than 5:00 PM** on the day specified.

1. Contribution (20%). It is expected that each student contribute to the class discussion, and the group sessions throughout the duration of this course. Thus contribution means, not merely talking, but participating through meaningful dialogue that evidences good thinking. This is done for several reasons. 1) It points out aspects in the reading that help everyone to achieve greater understanding. 2) Questions and comments lead to discussion. 3) It helps to summarize topics under discussion. 4) Voiced observations help to integrate concepts. And, 5) differences of opinion, even with the instructor, serves as a basis for further exploration. Attentiveness to the class material and completed daily readings will enhance this personal requirement.

2. Bible Reading (20%). Read the biblical text of Romans in a translation other than the one you normally use. Identify your choice of translation as well as how many chapters of Romans you completed reading. It is strongly recommended that your reading be completed in one sitting. Then, having read the biblical text, carefully choose **one** passage (a minimum of 5 verses) that you find particularly difficult or problematic. Your difficulty may be of a theological, philosophical, didactic, cultural, rhetorical, grammatical or, hermeneutical nature. Then, in 3 full pages, provide *quality* research aimed at bringing clarity to the textual issue in question. The purpose of the research is greater understanding and insight, not necessarily "solving" the problem. Be aware however, not all biblical scholars will draw the same conclusions; you'll need to consult more than one. Be discerning and gracious. Please affix a proper title page. Some examples (which you cannot use) of a problematic text:

- Romans 1:20 raises a theological/philosophical issue: What is the eternal destiny of those who have not heard the Gospel?
- Romans 11:25ff raises a cultural/theological issue: What does it mean to say that "all Israel" will be saved?
- Romans 13:1-7 raises a didactic/theological issue: For the Christian is there ever a place for civil disobedience?

Due: Tuesday, Feb. 26th, 2019

3. Theological Statement (30%). Using Paul's letter to the Romans as your *exclusive* scriptural basis, prepare a theological statement on one of the following: sin, man, election, assurance, the Law, justification, sanctification, glorification, the security of the believer, or the people of God. Some steps to follow:

- Do not consult/use biblical references outside Paul's letter to the Romans;
- Each idea taken from the biblical text must cite the scriptural reference (parenthetical referencing is acceptable);
- Do not consult/use internet sources other than Galaxie;
- You are expected to consult/use theological reference works preferably taken from the attached bibliography and Galaxie, citing them properly in the footnotes (bibliography is not necessary);
- It must be 3 full pages in length;
- Your statement will begin: In the book of Romans, _____ is understood to be
- A title page is required.

Due: Tuesday, Mar. 26th, 2019

4. Textbook Reading (30%). Each student is expected to read the course text by Matera in its entirety (pp. xi-348). In order to most effectively facilitate the student's contribution to this course (as per #1 above), portions of the textbook should be read in preparation for each class period. This can be done according to the schedule of readings listed below. In order to help the student accomplish this reading regimen a record will be kept each class period. As a conclusion to the reading, a 1 page précis that follows the guidelines provided in this syllabus will be submitted.

Due: Monday, Apr. 8th, 2019

COURSE SCHEDULE OF READINGS

Jan. 28 Syllabus/Questions
Feb. 1 Rom. 1:1-17, Text. pp. 24-39
Feb. 5, 2:17-3:8, pp. 69-83a
Feb. 12, 4:1-25, pp. 105-123
Feb. 26, 6:1-23, pp. 145-163
Mar. 5, 8:1-17, pp. 185-198
Mar. 19, 9:1-29, pp. 211-234
Mar. 26, 11:1-36, pp. 256-280
Apr. 2, 13:1-14, pp. 293c-304
Apr. 9, 15:1- 16:27, pp. 320b-348

Jan. 29 Introductory Lecture
Feb. 4, 1:18-2:16, pp. 41-68
Feb. 11, 3:9-31, pp. 83b-103
Feb. 25, 5:1-21, pp. 124-144
Mar. 4, 7:1-25, pp. 164-184
Mar. 18, 8:18-39, pp. 199-210
Mar. 25, 9:30-10:21, pp. 235-255
Apr. 1, 12:1-21, pp. 281-293b
Apr. 8, 14:1-23, pp. 305-320a

ATTENDANCE POLICY

- Please refer to the *NBC Student Handbook 2018-2019*.

LATE ASSIGNMENT POLICY

- Please refer to the *NBC Student Handbook 2018-2019*.

One further important word. If you are hindered in any way because of a learning disability please speak with the course instructor as soon as possible. It is their desire to develop strategies that accommodate your need and make your learning experience as rewarding as possible.

Reading: [Required textbook reading is approx. 350 pages]

Writing: [Required number of written pages is 7 pages]

SELECT BIBLIOGRAPHY

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