I. SEMINARY MISSION
The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. COURSE PURPOSE
This purpose for this course is to discover the meaning of the letter of Romans in its original historical context with a view to contemporary application in ministry.

III. CORE VALUES:
New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value for NOBTS this year is Servant Leadership.

IV. KEY COMPETENCIES:
The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

V. COURSE DESCRIPTION:
This course consists of a thorough study of Romans through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying it in teaching and preaching. Prerequisites are Introduction to Biblical Hermeneutics and Exploring the New Testament.
VI. LEARNING OBJECTIVES:

Knowledge

Students who complete this course successfully should:

• Know the general historical, political, social, and cultural background to the letter of Romans in its first-century context
• Know the major hermeneutical and exegetical issues in the critical study of Romans as these impact an interpretation of the letter
• Know the structural outline of the letter of Romans as presented in class in order to contextualize passages within the letter

Attitudes

Students who complete this course successfully should:

• Appreciate the richness of Romans for Christian doctrine over the centuries, especially as codified in the crucial passages throughout the document
• Recognize the importance of original language for sound exegesis and application of a biblical text
• Be more confident in interpreting Romans in the context of teaching and preaching in the local church

Skills

Students who complete this course successfully should be able to:

• Produce a bible study or sermon outline based upon a passage in Romans that builds on historical exegesis and demonstrates practical application.
• Provide critical commentary of any section of Romans demonstrating interaction with the text, an understanding of class lecture, and of commentary reading
• Articulate a biographical outline of Paul’s life and mission using Acts as a basis that situates Romans within this framework

VII. REQUIRED TEXTS:

• The Bible: any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
• Osborne, Grant R. Romans. InterVarsity Press New Testament Commentary. IVP Academic, 2010
• Yinger, Kent L. The New Perspective on Paul: An Introduction. Cascade, 2010

VIII. OPTIONAL TEXTS:

• Richards, E. Randolph. Paul and First-Century Letter Writing: Secretaries, Composition and Collection. InterVarsity, 2004
VIII. OTHER RESOURCES:

Presentations

Dictionary Articles

Commentaries
- Augustine. Augustine on Romans: Propositions from the Epistle to the Romans and Unfinished Commentary on the Epistle to the Romans. Society of Biblical Literature, 1982

• *DrKoine Website:*
  
  http://www.drkoine.com

  This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

• To go straight to the Classes page for information about any of Dr. Stevens’s classes, use the following link:
  
  http://drkoine.com/classes/index.html

• To go straight to the Romans course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:
  
  http://drkoine.com/classes/romans/index.html

IX. **TEACHING METHODLOGY:**

• Class sessions will consist of presentations overviewing units of study followed by general discussion. Students occasionally will lead in panel discussions as assigned.

• Class preparation will consist of textbook readings according to the syllabus schedule, book reports, panel discussions, and exams.

• Class units presented are: three units on Paul’s life, mission, and message, three units on historical setting, integrity, and outline of Romans, and eighteen units on exegesis of the text of Romans.

X. **COURSE EVALUATION:**

• **Daily Quiz** on the assigned syllabus readings, with the lowest dropped up to the maximum number of cuts for the class. The daily quiz has no makeup.

• **Sectional Exams** will be given on the days scheduled. These exams focus on the class lecture and reading assignments since the last exam.

• **Final Exam** is on material since the last sectional exam.

• **Participation** of students in class will be observed and included in grading.

• **Book Review** will be submitted on Yinger, *The New Perspective on Paul*. The review should be minimum two full pages, single-spaced, 12 point Times, one-inch margins. Header information should look like the example at the end of this syllabus, but with correct margins.

• **Background Study.** Compile a background study about the historical and cultural context for any topic the student will decide related to the term paper passage the student chooses from Romans (see below on the term paper). The study should include primary and secondary sources and the student’s own evaluation of the subject in light of the sources. The study should be two to three pages, single-spaced, 12 point Times, one-inch margins. The header information should look like the example at the end of
this syllabus, but with correct margins. Information on how to do a background study and a sample background study is on Dr. Stevens’s Romans class webpage.

- **Word Study.** Compile a word study using the tools discussed in the Hermeneutics course for any word the student will decide related to the term paper passage the student chooses from Romans (see below on the term paper). The study should be three to four pages, single-spaced, 12 point Times, one-inch margins, using the format presented in the Hermeneutics class. The header information should look like the example at the end of this syllabus, but with correct margins. Information on how to do a word study and a sample word study is on Dr. Stevens’s Romans class webpage.

- **Term Paper.** The paper will be based upon a passage in Romans chosen by the student and approved by the professor. The paper should be Turabian style, 20–22 double-spaced pages, plus preliminaries (title, blank, contents) and a bibliography of a minimum of 25 modern, critical, academic resources, a minimum of 10 of which must come from the “VIII. Additional Resources” list above. A penalty of 5 points/day will be assessed for late papers. Note that an example of a properly formatted paper with bookmarks to discussions of Turabian form can be downloaded from Dr. Stevens’s homepage: [http://www.drkoine.com](http://www.drkoine.com).

The paper’s required outline is given in detail below:

**Introduction**—build interest; indicate the purpose for the paper, the general nature of the passage being studied, and the exegetical promise of the passage

**Chapter 1: Text and Historical Background**

1. **Text**—provide your translation with verse numbers and paragraph divisions, including a summary of the results (not the entire word study) of one theologically or historically significant term in the passage

2. **Historical Background**—give historical background material pertinent to the specific book and author and the particular passage being studied; include a summary of the results (not the entire background study) of one background topic that assists in exegesis of the passage

**Chapter 2: Exegetical Analysis**

1. **Literary Context**—overview the literary context in terms of placement of the passage in the immediate and larger outline of the letter

2. **Literary Analysis**—indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses

3. **Central Theme**—state the central theme of passage in one concise sentence as supported by the exegetical analysis and then expand on the idea; indicate a central biblical truth supported by the passage to guide teaching and preaching

**Chapter 3: Practical Application**

1. **Title**—give a title for the application that either invokes a key idea or teases the audience with an interesting angle (not cutesy or trite, though, such as silly puns or simplistic play on words)

2. **Truth**—the central bible truth or Christian living key to come from studying or preaching this passage, derived directly from the theme indicated above

3. **Objective**—a clear, concise, short statement of a.) desired lesson or sermon outcome and b.) appropriate audience response
(4) **Outline**—not the same as the exegetical outline, which follows grammar and logic flow, this outline is based upon the exegetical work but is developed *topically* or *logically* for teaching or preaching the passage

(5) **Development**—if a bible study, this would include your opening attention getter or illustration or activity, and a fleshing out of the outline with points and appropriate illustrations; if a sermon, this would be your opening attention getter or audience rapport device, and a fleshing out of your sermon outline with points and appropriate illustrations

(6) **Conclusion**—if a bible study, this would include your final illustration, activity, or teaching aid that reinforces the focal truth; if a sermon, this would be your specific conclusion and challenge for response (illustration, story, etc.)

**Final Average**

- book review = 05%
- background study = 10%
- word study = 15%
- term paper = 25%
- reading quizzes = 15%
- exams = 30%

**ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Tuesday</th>
<th>Thursday</th>
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| Week 1: Aug. 21, 23 | **Gospel of God; Intro to Class**  
- Watch the following narrated presentations online prior to class:  
- The Gospel of God: Old Testament  
- Betz, “Paul,” AYBD, 5:186–201 |
| Week 2: Aug. 28, 30 | **Introduction to Paul**  
- Stegner, “Jew,” IVP-PL, 5:186–201 | **Introduction to Romans**  
- Reumann, “Romans,” EDB:1135–38  
- Myers, “Romans,” AYBD, 5:816–30 |
| Week 3: Sept. 4, 6 | **Introduction to Romans**  
- Osborne: 13–26  
- Osborne: 401–420  
- Moo: 207–210 |
| Week 4: Sept. 11, 13 | **Rom 1:1–7**  
- Osborne: 27–34  
- Osborne: 34–39; 385–401  
- Moo: 32–35; 205–07 |
| Week 5: Sept. 18, 20 | **Rom 1:16–17**  
- Book Review Due  
- Osborne: 39–44  
- Moo: 44–47 | **Rom 1:18–32**  
- Osborne: 44–59  
- Moo: 55–62 |
| Week 6: Sept. 25, 27 | **SECTIONAL EXAM 1** | **Rom 2:1–3:20**  
- Osborne: 59–91  
- Moo: 63–77 |
<table>
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<tr>
<th>Week 7</th>
<th>Rom 3:21–26</th>
<th>Rom 3:27–4.25</th>
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</thead>
</table>
| Oct. 2, 4 | • *Background Study Due*  
• Osborne: 91–100  
• Moo: 79–86 | • Osborne: 100–124  
• Moo: 86–96 |

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<tr>
<th>Week 8</th>
<th>Rom 5:1–11</th>
<th>Rom 5:12–21</th>
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| Oct. 9, 11 | • Osborne: 124–36  
• Moo: 97–103 | • Osborne: 136–47  
• Moo: 103–08 |

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<tr>
<th>Break</th>
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<th>FALL BREAK</th>
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<tr>
<td>Oct. 15–19</td>
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<tr>
<th>Week 9</th>
<th>Rom 6:1–7:6</th>
<th>Rom 7:7–25</th>
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| Oct. 23, 25 | • *Word Study Due*  
• Osborne: 147–73  
• Moo: 109–23 | • Osborne: 173–91  
• Moo: 123–30 |

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<tr>
<th>Week 10</th>
<th>Rom 8:1–39</th>
<th>SECTIONAL EXAM 2</th>
</tr>
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| Oct. 30, Nov. 1 | • Osborne: 191–232  
• Moo: 131–42 | |

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<tr>
<th>Week 11</th>
<th>Rom 9:1–29</th>
<th>Rom 9:30–10:21</th>
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| Nov. 6, 8 | • Osborne: 232–58  
• Moo: 143–54 | • Osborne: 259–81  
• Moo: 155–62 |

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<tr>
<th>Week 12</th>
<th>Rom 11:1–24</th>
<th>Rom 11:25–36</th>
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</thead>
</table>
| Nov. 13, 15 | • Osborne: 282–303  
• Moo: 163–70 | • *Paper Due*  
• Osborne: 303–316  
• Moo: 170–72 |

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<thead>
<tr>
<th>Holiday</th>
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<th>THANKSGIVING BREAK</th>
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<tbody>
<tr>
<td>Nov. 19–23</td>
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<tr>
<th>Week 13</th>
<th>Rom 12:1–21</th>
<th>Rom 13:1–14</th>
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| Nov. 27, 29 | • Osborne: 316–41  
• Moo: 173–82 | • Osborne: 341–55  
• Moo: 183–90 |

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<tr>
<th>Week 14</th>
<th>Rom 14:1–15:13</th>
<th>Hurricane Day</th>
</tr>
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</table>
| Dec. 4, 6 | • Osborne: 355–85  
• Moo: 191–201 | |

| Week 15 | FINAL EXAMS and GRADUATION  
Thurs., Dec. 13, 9:00–11:00 |
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<tr>
<td>Dec. 10–14</td>
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Example Format—Book Review:

Your Name
Book Review
Date

Bibliographical entry of book for review here.

1. About the Author

   Find the book jacket and give biographical information about the author. Google the author’s name, or check Amazon.com, and update the jacket information with additional material you discover about the author.

2. Book Review

   Summarize the book in about a page and a half. Then, give your critique of the book in terms of the expressed purpose of the author. If you can, find a review of the book to use as a resource in this part of your review.

Example Format—Essay Reports:

Your Name
Essay Report
Date

Bibliographical entry of essay here.

Summarize the essay in about a page. Then, respond to the “Questions for Reflection” section with your own thoughts and observations.
Example Format—Background Study:

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Romans (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Study</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Date</td>
<td>Dr. Gerald L. Stevens</td>
</tr>
</tbody>
</table>

Topic: “Your Topic Here”
Text: Your Text Here

1. General Historical Background

This would be a discussion of the general background of that topic. If the student were doing a background on the topic of slavery, for example, one would overview the history of slavery in the ancient world, then in the Roman empire in particular.

2. Immediate Background

This would be the more specific background of the book of Romans, its author, date, and composition. Other issues would be that one could overview the Edict of Claudius and its impact on the social makeup of the church in Rome. Again, one could cover the background of the sociology of house churches in early Christianity, particularly in Rome. One could survey the reign of the emperor Nero, particular the early and late stages of this reign.

Example Format—Word Study

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Romans (English)</th>
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<tbody>
<tr>
<td>Word Study</td>
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<tr>
<td>Date</td>
<td>Dr. Gerald L. Stevens</td>
</tr>
</tbody>
</table>

Word: “Your Word Here”
Text: Your Text Here

1. Diachronic Analysis (Etymology and History)

This would be a discussion of the use of the word through time. The report outline would follow the traditional periods of analysis as given in the Hermeneutics class.

2. Immediate Background (Contemporary and Contextual)

This would be the analysis of the contextual use of the word within the New Testament. The report outline would follow the form suggested in Hermeneutics class.
IX. Bibliography


Augustine. *Augustine on Romans: Propositions from the Epistle to the Romans and Unfinished Commentary on the Epistle to the Romans*. Society of Biblical Literature, 1982


Heemstra, Marius. *How Rome’s Administration of the Fiscus Judaicus Accelerated the Parting of the Ways Between Judaism and Christianity: Rereading 1 Peter, Romans, the Letter to the Hebrews, and the Gospel of John in Their Roman and Jewish Contexts*. Doctoral


Holwerda, David E. Jesus and Israel: One Covenant or Two? Grand Rapids: Eerdmans, 1995


Williams, David J. *Paul’s Metaphors: Their Context and Character*. Peabody: Hendrickson, 1999


