

I. Course Description

A study of the social and theological diversity among the early Corinthian Christ-adherents, Paul's fluid position of authority in this assembly, and the sequence of events to which Paul's Corinthian letters attest. Prerequisite: Any HB or NT 600-level course.

II. Course Objectives

At the end of this course, students should be able to:

- Provide a plausible outline of Paul's interactions with his Corinthian addressees and describe the role of his letters therein.
- Identify the various voices and perspectives that are embedded in these letters, including but not limited to Paul's own.
- Articulate how the convictions attested in these letters concerning the individual body and the corporate body relate to one another, and describe how such convictions reflect the social locations of those who hold them; draw analogies to modern body politics.

III. Contribution to MTSO's Educational Mission and Degree Outcomes

By exploring the formational diversity of the Christian movement and emphasizing the relationship between theological discourses and social contexts, this course contributes to MTSO's commitment to cultivating inclusive theological reflection at the intersection of church and society.

Specific Degree Outcomes

MDiv – Graduates will be able to understand, appreciate and respectfully interpret our Christian heritage so it becomes a compelling and transformative vision for the present.

MTS – Read the literature of the discipline with understanding; intelligently discuss the major topics of that discipline.

IV. Required Textbooks

Martin, Dale B. *The Corinthian Body*. New Haven: Yale University Press, 1995. (Ebook available online through Dickhaut Library)

Wire, Antoinette Clark. *2 Corinthians*. Wisdom Commentary 48. Collegeville, MN: Liturgical Press, 2019. The New Testament in a modern translation.

V. Course Requirements and Assessment of Student Learning

1. Active and informed participation (ongoing) – 10%
2. Corinthian Christ-adherent online profile (ongoing) – 25%
3. Expanded in-character response with meta-commentary (dates vary) – 15%
4. Article summary and presentation (dates vary) – 15%
5. Exegetical or thematic essay (Dec 12) – 35%

Assignment Details

1. Active and informed participation – 10%

Since the success of this class depends on meaningful student participation, you will be evaluated on your preparedness to engage in informed and thoughtful discussion. Specifically, before you come to class each week, you should:

- a. Read the assigned portions of 1 and 2 Corinthians. (Do this first!)
- b. With your Bible still open, read the assigned chapter(s) from Martin or Wire, and any other assigned readings.
- c. Review and be prepared to discuss each week's online activities.

2. Corinthian Christ-adherent online profile – 25%

For your online work in this course, each student will create a fake Facebook page for an early Corinthian Christ-adherent, specifying her or his gender, ethnicity, legal status (slave/free/freed), occupation or means of subsistence, and religious background. (To ensure diversity among your profiles, I will provide a list of characters from which to choose during our first class session.) You will continue to develop this character over the course of the semester as your knowledge of the social world of ancient Corinth grows, and also by posting status updates as well as comments and likes on the posts of your classmates' profiles. Your task the first week will be to develop your profile. Each subsequent week, I will designate a particular topic or offer a prompt, and your collective task will be to stage a social-media-style conversation among the surprisingly tech-savvy members of the Corinthian *ekklēsia*.

I will enjoy reading your work each week. I will grade what you contribute during five weeks, selected at random. To earn a strong grade, your work should:

- a. build on close and detailed attention to the relevant texts (both primary and secondary);
- b. engage critically and imaginatively with the posts of other students;
- c. demonstrate consistent awareness of the connections between your character's social location and his or her theological ideals and convictions;
- d. creatively inhabit your character's social and inner world.

3. Expanded in-character response with meta-commentary – 15%

Once during the semester – you choose the week – you will expand on your character's response to the week's prompt/discussion. The assignment consists of three parts: 1) reproduce your online posting(s); 2) still "in character," write a longer reflection on the feelings, experiences, and convictions that fueled your response; 3) now in your own voice, provide a "meta-commentary" on your character's response, explaining as clearly as you are able how his or her social and embodied reality has shaped how she or he interacts with the persons and ideas represented by this week's online discussion. This final section should cite relevant materials we are reading in the course and reflect too the research you have done into various aspects of your character's social location.

Your assignment will be due one week after the close of the online discussion to which it pertains. I anticipate a total length of about 5 pages, double-spaced. Submit on Populi.

4. Article summary and presentation – 15%

Once during the semester, each student will read a scholarly article or chapter and present to the class a brief overview and assessment of the argument. A list of articles from which to choose will be posted on Populi and will circulate on the first day of class. Each student will have approximately 10 minutes for the presentation, with additional time for questions and discussion. Presentations should provide a summary of the article's argument, method, and theological and/or ideological commitments, and should comment too on its significance for the interpretive model we are developing in this class.

Presentations will be graded on clarity, accuracy, and depth of understanding, as well as ability to make connections to course material and broader themes.

5. Exegetical or thematic essay – 35%

A research paper, 8–10 pages, double-spaced, plus bibliography. Either:

1. A study of a theological theme or historical question of significance to understanding the Corinthian correspondence (e.g. women and/as authority; *porneia*, abstinence, and sexual norms; Paul's collection; Paul vs. Apollos; food and meals; ethnic identification; wisdom and foolishness; death/resurrection; compilation theories; etc.).
2. An exegetical study of a passage of your choice, demonstrating your ability to describe theological conceptions in their social and historical contexts.

Formatting and citations should follow *The SBL Handbook of Style*. Submit a hard copy in class.

Late Assignments

Assignments should be received by the beginning of class on the day they are due. Late assignments will be subject to a 10% penalty, plus 5% for each additional week that passes without my having received them, to a maximum of 20%. Extended due dates may be granted in exceptional cases (e.g., medical or family emergencies).

VI. Course Schedule and Format

This schedule provides the general timing of topics, readings and assignment due dates. The online learning agenda found on Populi is always the most current and may vary from the schedule in this syllabus.

* = link on Populi

Week 1 (8/27) – The Corinthian Archive

Read 1 Cor 1:1-16; 16

Online – Create online profile. Due 9/3.

Week 2 (9/3) – The (Social) Body: Gender, Ethnicity, Power

Read Martin, ch. 1; *Brown, *The Body and Society*, ch. 1

Online – The rhetoric of concord. Due 9/10.

Week 3 (9/10) – Where is the Wise One?

Read 1 Cor 1-4; *Wire, “1 Corinthians,” 159-66; *MacDonald, “The Shifting Center”

Online – I am Paul’s. I am Apollos’s. Due 9/17.

Week 4 (9/17) – The Worker Deserves His Pay

Read 1 Cor 9; Martin, ch. 3

Online – 1) Paying Paul; 2) Litigation. Due 9/24.

Week 5 (9/24) – Glossolalia and Authority

Read 1 Cor 12-14; Martin, ch. 4

Online – (Dis)orderly worship. Due 10/1.

Week 6 (10/1) – Flesh and Glory

Read 1 Cor 15; Martin, ch. 5

Online – Already raised? Due 10/8.

Week 7 (10/8) – All Things Are Lawful

Read 1 Cor 5-6; 8; 10; Martin, chs. 6 & 7

Online – 1) His father’s wife! 2) The meat market. Due 10/22.

Fall Break

Week 8 (10/22) – The Condition in Which You Were Called

Read 1 Cor 7; Martin, ch. 8; *Brown, *The Body and Society*, ch. 2

Online – Better marry than burn. Due 10/29.

Week 9 (10/29) – Veils, part I

Read 1 Cor 11; Martin, ch. 9; *Tertullian, *On the Veiling of Virgins* 2, 7, 9, 12

Online – The head of woman. Due 11/5.

Week 10 (11/5) – A Collection for the Saints

Read 2 Cor 8-9; Wire, “Author’s Introduction” & pp. 173-208

Online – A cheerful giver? Due 11/12.

Week 11 (11/12) – Boasting in Weakness

Read 2 Cor 10–13; Wire, pp. 209–84; *Schellenberg, “Paul, Samson Occom”

Online – Commending himself. Due 11/19.

Week 12 (11/19) – Veils, part II

Read 2 Cor 2:14–7:4; Wire, pp. 35–158

Online – Greater than Moses? Due 12/13.

Thanksgiving Break

Week 13 (12/3) – Consolation

Read 2 Cor 1:1–2:13; 7:5–16; Wire, pp. 1–34; 159–64; 285–88

Week 14 (12/10) – On Happy Endings

Reread 2 Cor 9

Exegetical or thematic essay due

VII. MTSO Standard Syllabus Statements

Carefully review these policies and refer to the MTSO Academic Catalog / Student Handbook for additional details.

ADA / Disability Services

MTSO supports students of special populations in their efforts to reach their potential by encouraging self-advocacy and facilitating student accommodations, empowering students to help themselves, and providing the safe environment in which to do so. We commit to an inclusive learning environment and will support reasonable, documented requests for accommodations and learning adaptations. To request a reasonable accommodation, contact the director of student services at klofrumento@mtso.edu. For more information regarding 504/ADA Compliance, contact the ADA/504 coordinator at kdickson@mtso.edu.

Class Attendance

Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will fail a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may fail the course if they are absent for 25% of class meetings (including online meetings). Use of Skype or similar technology is not a substitute for attendance

Course credits	1 credit	1.5 credits	2 credits	3 credits
25%	3 hours	4.4 hours	5.8 hours	8.8 hours

Electronic Devices

As an institution dedicated to the advancement of learning, MTSO is firmly committed to a philosophy of mutual respect. To that end, we have established a policy regarding the use of mobile phones, computers, tablets, and other electronic devices. Instructors have the right to impose appropriate grading penalties for excessive classroom disruptions due to these devices.

All electronic devices should be silenced during class. Unless there is an emergency requiring immediate attention, phone calls should be returned during classroom breaks in an area of the building that is not disruptive to other classes. The noise created by playing audio equipment so that others can hear it, or by using mobile phones in areas where others are attempting to study or to do research is disruptive.

Notebook and tablet computers have become commonplace in the classroom. However, the use of such devices should be restricted to course-related purposes. General browsing of the Internet or engaging in email or social network conversations during class time is inappropriate.

Human Subjects Research

Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language

In accordance with MTSO's policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings. Inclusive language is carefully and deliberately chosen to break barriers of exclusivity. It is for everyone and against no one. It focuses on the message given by guarding against inaccuracy in the vocabulary of the sender. Inclusive language is an intentional attempt to communicate in a universal way.

Grading Scale

MTSO's grading scale uses letter grades (A, B, C, D and F, with plusses and minuses as appropriate).

Outstanding work

A+	4.0	>=97%
A	4.0	93%-96.9%
A-	3.7	90%-92.9%

Good work

B+	3.3	87%-89.9%
B	3.0	83%-86.9%
B-	2.7	80%-82.9%

B- is the lowest passing grade for D.Min.

Work meets minimum standards

C+	2.3	77%-79.9%
C	2.0	73%-76.9%
C-	1.7	70%-72.9%

Substandard but passing work

D+	1.3	67%-69.9%
D	1.0	60%-66.9%
D-	<i>not used</i>	

Failing work

F	0.0
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Other grades

P	Pass (equates to C- or higher)
WP	Withdrawn Passing
WF	Withdrawn Failing
IP	In Progress
I or EX	Incomplete / Extension
AU	Audit

Pass/Fail Grading Option

Within certain limits, a student may complete up to nine credit hours at MTSO on a pass/fail basis, rather than for a letter grade (A, B, C, D or F). Dual degree students may take three additional hours pass/fail. All students seeking ordination are encouraged to check with their annual conferences (or appropriate judicatory) before exercising the pass/fail option in any courses, since they may have limitations on pass/fail courses that are different from those prescribed by MTSO.

The deadline for pass/fail applications is the end of the second week of the course. For weekend courses, the deadline is prior to the second weekend. For intensive courses, the deadline is by the end of the second day of class. Requests should be made with the Application for Pass/Fail Credit or via email showing faculty advisor approval. Requests to change to pass/fail grading in a course received after the deadline for these requests will not be accepted. Once a course has been changed to pass/fail, the course may not be reverted to standard letter grading. When exercising the pass/fail option, to receive a grade of pass the student must do at least the equivalent of C- work in the course. For example, if the student opts for pass/fail grading and his or her performance in the course would have earned a D+ grade and would

have earned the student credit for the course within the letter grade system the student will fail the course and will not receive credit.

Incomplete Grades

The grade of I (Incomplete) may be used under special circumstances on a temporary basis when a student needs additional time on course assignments. To receive a temporary course grade of Incomplete, students must petition the professor, their faculty advisor, and the dean. Students must complete the petition and obtain the appropriate signatures unless they are physically unable. The completed petition must be delivered to Academic Affairs before the last day of regularly scheduled classes (before finals week) as listed on the Academic Calendar. It is strongly recommended that students deliver the petition to Academic Affairs for review at least one week prior to this deadline as lack of sufficient lead time may result in the denial of the petition. The dean may ask to confer directly with the student, faculty advisor, and/or instructor before making a decision.

The date by which all course work must be completed will be no later than four weeks after the last day of the term as listed on the Academic Calendar. For incomplete courses in which a new letter grade has not been submitted after one week has passed from the date by which all course work was to be completed, the grade will be recorded as an F.

Grade Changes and Appeals

Students who believe that they have not been graded fairly should first speak to the instructor who gave the grade. If, after this conversation, the student still believes that the grade is unfair, the student may file a written appeal with the dean, within 30 days of having received the grade, and set forth the reasons for the appeal. The dean will consult with both the student and the instructor. If the dean finds grounds to support the student's claim that the grade is unfair, the dean may modify the grade. The dean will render the decision regarding the appeal in writing.

Faculty members may change grades within 30 days after the final grade deadline for the term in which the course was taken. After the 30-day period, no grades will be changed unless there is a petition because of extenuating circumstances.

Documenting written work at MTSO

All written work submitted for courses at MTSO must conform to the Note-Bibliography style in the Chicago Manual of Style (17th edition) or, for MACM students, the American Psychological Association (6th edition). A standardized format enables the readers to have full and immediate information concerning works cited and consulted by the writer. The format must be followed consistently throughout the paper, including footnotes, endnotes, in-line notes, and bibliography. Mixing the two styles in the same paper is not permitted. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

Instructors may designate one of the two styles as mandatory for assignments in a course. Papers not conforming to a proper and consistent style may be returned to the writer for a re-write or with a grade that reflects failure to follow the required format. If you have questions, please consult with the school's writing instructor, the dean, or a faculty member.

For a helpful discussion of how to avoid academic misconduct, see the Purdue University Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/resource/589/02>.

Academic Misconduct Policy

Freedom of inquiry and expression are essential to the educational process, but this freedom must operate within a system of order. Accordingly, academic misconduct in any form will not be tolerated and may result in failure of course work or other sanctions up to and including expulsion.

The following are specific (but not all-inclusive) examples of academic misconduct:

1. Cheating on examinations of any kind by whatever means, including preparation for an examination by means of obtaining copies of examination, past or present, and copying from other students.
2. Use of oral and/or written private research of a paid or voluntary person and representing this work as one's own, whether within the classroom or in any context of the academic program.
3. Borrowing without attribution (plagiarism or misuse of sources) from published and unpublished works, including writings and media in any format taken from websites, apps, and other online sources. Plagiarism is defined for these purposes in a broad rather than a narrow sense and therefore is not limited to definitions found in Civil Law which apply to Copyright Laws, the commercial reproduction of books, articles, images, and audio and video recordings.

This policy applies not only to the production of written assignments, but also to oral, electronic, and digital work presented in any format. Students are always expected to attribute clearly and explicitly work that is the intellectual and creative property of others.

Sanctions for Academic Misconduct

When academic misconduct has been established to a faculty member's satisfaction, the faculty member may assign the student a failing grade on the assignment or in the course, and may recommend stronger sanctions to the dean.

Faculty members are required to report all incidences of academic misconduct to the dean. The instructor must submit documentation of academic misconduct to the dean and to the student. The dean's determination of whether academic misconduct occurred is not subject to appeal. If the dean determines that no violation has been committed, the dean will address with the faculty member penalties imposed in the class. The dean may impose additional sanctions to the student beyond those given by the instructor (e.g., required meetings with the writing instructor, reprimand, probation, suspension or dismissal). Sanctions will be communicated by the dean to the student and to the student's faculty advisor in writing with copies of all communications and documentation retained in the student's permanent record.

If a student is found to have committed academic misconduct a second time, the dean will typically impose the sanctions of suspension or dismissal. The dean shall initiate any suspension or dismissal for academic misconduct by giving the student written notice specifying the charge against the student and the sanctions imposed. The dean may in some circumstances meet with the student to communicate the charges and discipline prior to formal written communication.

Academic misconduct disciplinary appeals process

If a student wishes to appeal the sanctions imposed by the dean, the student shall inform the dean in writing within 14 days from the date contained in the dean's notification of sanctions.

The appeal shall be scheduled for hearing by an executive session of the Academic Affairs Committee of the School on or before the date of the Academic Affairs Committee's next regularly scheduled meeting. If a member of the Academic Affairs Committee must recuse themselves due to a conflict of interest, the Chair will ask another member of the Executive Faculty to serve in an *ad hoc* capacity, starting with members of the Faculty Personnel and Student Review Committees. The student shall have the right to present evidence of extenuating circumstances which would warrant leniency.

The Committee shall deliberate in private session and will decide by majority vote to accept, reject, or amend the discipline recommendation by the dean. The decision of the Committee shall be communicated in writing with documentation retained in the student's permanent record.