

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BNT 658A (Live Streamed)

Course Name: Exposition of Philippians

Semester and Year: Spring 2021

Instructor: Dr. Brian Rapske

Contact Information: Brian.Rapske@twu.ca

Office Hours: Zoom; by Appointment

Prerequisite: BIB 505

Semester Hours: 3 Credit Hours*

Semester Dates: Jan 12/21 – Apr 19/21

Day and Time: Mondays, 8:30 – 11:10 am

Contact Info: Brian.Rapske@twu.ca

***NOTE:** *This course has been organized to serve the 3 credit hour weighting. However, where students are required by their program and arrangements have been authorized by the program chair the course is available in a 2 credit hour directed study (DS) format.*

3 CREDITS (A): *Students enrolled for 3 credit hours must attend and participate in all classes, and complete all the assigned and additional readings and all assignments as specified to the relevant requirements for 3 credit hours and the point weightings indicated in the table on page 7 of the syllabus.*

2 CREDITS (DS): *Students enrolled for 2 credit hours must attend and participate in all classes, read Craddock, Silva and Witherington and the additional reading. They will complete the assignments specified (excluding the final take home examination and 4 session series), to the relevant requirements for 2 credit hours and the point weightings indicated in the table on page 7 of the syllabus.*

Course Description

Students will explore how the letter to the Philippians, written by an imprisoned apostle uncertain of his own physical survival to a beloved Christian community facing significant challenges of their own, could be such a bracing piece of Good News. Students will become exegetically familiar with the text in its literary and ancient historical context to be better able to preach and/or teach the call to stand fast, to contend for the faith, to run the race and work out one's salvation in complete dependency upon God in contemporary settings.

Course Objectives

Numbers in brackets following each outcome correspond to the *TWU Graduate Student Learning Outcomes* indicated in the next section.

This course aims to help the student:

- A. to grasp the structure and content of the book of Philippians (1, 2);
- B. to discuss knowledgeably and take account of such matters as genre, authorship, audience and date as well as those aspects of first century Greco-Roman culture that lead to a better understanding of the text (1, 2, 3, 4);
- C. to delineate the textually discernible purposes underlying the writing of Philippians and the principal ideas and theological themes that run through it (1, 2, 4, 7);
- D. to move from sound interpretation of Philippians to appropriate application in analogous circumstances and concerns in the church and the world today (3, 4, 5, 6, 7);
- E. to respond personally to the witness of Philippians in the challenge that it gives for belief in and obedient service to the Lord Jesus Christ (3, 6, 7)
- F. for students who have Biblical Greek and/or Hebrew and for those whose programs require it, utilize this facility competently in the completion of course assignments. (1, 2)

TWU Graduate Student Learning Outcomes

1. Knowledge and its Application

- demonstrate in-depth knowledge of a particular field of study and/or profession
- demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems
- demonstrate superior ability to identify and interpret new ideas and research in a specific discipline
- demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice

2. Cognitive Complexity

- show ability to carry out discourse and research as an active member of a discipline
- demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking”
- give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries
- give evidence of originality in the application of knowledge (master’s) and undertaking of research (doctoral)

3. Inter-and intra-personal Wellness

- demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study
- demonstrate an appreciation of the role of community in wellness.
- demonstrate increased professional capacity and autonomy
- demonstrate superior organizational and time management skills
- demonstrate academic and personal integrity

4. Aesthetic Expression and Interpretation

- consider and practice creative engagement and interdisciplinary thinking
- demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time

5. Social Responsibility and Global Engagement

- demonstrate the ability to analyze, appraise and evaluate their discipline in a social context
- develop the ability to become socially responsive agents with a commitment to understanding global issues

6. Spiritual Formation

- demonstrate greater understanding of and connection to God's work in the world
- utilize spiritual practices for self-reflection and the helping of others
- exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope

7. Leadership

- demonstrate high level innovative expertise, collaborative knowledge and the capacity to inspire others and achieve results
- demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with others
- demonstrate integrity and humility in all matters

Required Texts and Materials

A. Required for all Students:

1. *The Bible*, preferably a translation such as the *NIV* or *ESV*.
2. Silva, Moisés. *Philippians*. BECNT, 2nd edn. Grand Rapids: Baker Academic, 2005. [**S** in schedule: 218 pages]
3. Craddock, Fred B. *Philippians*. Interpretation. Louisville: Westminster/John Knox Press, 1985. [**C** in schedule: 96 pages]
4. Witherington, Ben III. *Friendship and Finances*. New Testament in Context Series. Trinity Press International, 1994. [192 pages]

B. Further Required for 3 credit Students:

5. Thielman, Frank. *Philippians*. NIVAC. Grand Rapids: Eerdmans, 2005. [**T** in schedule: 245 pages]

See the "Reading Table" below for additional reading to the credit hour requirements.

Course Activities/Requirements

Typically, approximately 40 hours are required to complete the work necessary to earn 1 semester hour of credit—hence, 80 hours for 2 credits and 120 hours for 3. Assignments must be completed and submitted on or before the deadline noted in the syllabus in order to receive credit without penalty for this course. Should you experience a *significant* health/family crisis during the course, be sure to notify both the Registrar and the professor immediately.

NOTE: Lecture notes, PowerPoints, and other materials loaded to the Moodle website are available for your personal use only in the course. Resources marked “Read Only” in the header and watermarked “Do not Copy” are NOT to be reproduced or disseminated for other use. Other resources marked “For single copy/electronic use only” in the headers may be single-copy printed or electronically retained for the student’s personal use only.

A. Readings

Read the assigned course textbooks on Philippians as indicated in the syllabus for the appropriate credit hour rating. The additional reading should reflect the objectives of (1) having read a further commentary or portion thereof on Philippians and/or (2) having done a broader reading of commentary and other resources with a view to the specific areas of research that complete the written course assignments. Please keep a written record of your reading. A form will be provided for you to use in reporting reading done. Assigned and additional reading for each credit weighting is laid out in the following table:

READING TABLE	3 Credits	2 Credits
Silva	218	218
Craddock	96	96
Witherington	192	192
Thielman	245	-
Additional Reading	250	150
TOTAL PAGES	1001	656

Report Due: Apr 19/21

B. Written

Submission of Assignments. The grades for written and/or presented work will be determined on the basis of close compliance with the syllabus instructions, organization, content, and style. It is most strongly advised that you keep duplicate copies of all work submitted. The professor will accept written work only in Word format (not PDF). It should be electronically posted to the Moodle website in the “Drop Box” files there noted. If the Moodle website is down, you may email your assignment as an attachment directly to the professor.

Further Questions. If you have any questions or require further direction, consult the *Course Policies* section at the back of the syllabus. The professor is also available to consult regarding the course syllabus and content. (Email: Brian.Rapske@twu.ca. A Zoom appointment can be scheduled for more direct consultation.)

1. Book Review & Critique (All Students)

Write a review and critique (6 typewritten double-spaced pages) of Ben Witherington's, *Friendship and Finances*. Two thirds of the work should be review and one third critique. Do consult the book review and critique format sampler posted to the *Moodle* webpage for this course. **Due Date: Jan 25/21**

2. Exegetical Paper (All Students)

Produce a well-researched and appropriately footnoted exegetical paper (body = 12-15 typewritten double-spaced pages, one inch margins and in 12 point Times New Roman font) on a portion of Philippians of your choosing. The passage should be no more than about 10 verses in length. You should consult *at least* fifteen (15) quality sources in researching your paper—*at least* five (5) should be recent scholarly commentaries and *at least* five (5) should be recent journal or periodical articles.

All exegetical papers must survey the various positions in the contemporary literature regarding Paul's thinking. But remember, as an exegetical paper, it must engage and test the findings of others against the text of Philippians. *You must also give a clear indication of your own position(s) and the text-based arguments supporting it/them.* Exegetical papers should have an outline/table of contents (the headings of which appear in the paper's body as well) and a bibliography of works consulted and cited. As a general rule of thumb, the introduction of your paper should be no longer than about 20% of the paper's length and cover only matters *strictly relevant* to introduce your passage (here you will establish the textual boundaries and discuss text critical issues, lay out the structure, and describe the historical context). The body of the paper should constitute about 70% of the paper's length and proceed through the passage in an orderly and complete fashion (utilize the discovered structure as framework for thoroughgoing discussion of the entire text). The conclusion should be no longer than about 10% of the paper's length where you will summarize the message of the text and offer relevant contemporary application. **Due Date: Mar 01/21**

3. Student-Led Application Presentations (All Students)

Several opportunities have been set in the course schedule (see asterisks* below) where students will be responsible to prepare for and lead a discussion related to how a particular passage from Philippians speaks to us today. J.A. Bengel wrote: "*Apply yourself wholly to the text; apply the text wholly to yourself.*" His first point seems to be that we should bend every energy, use every skill and resource, and plead the Spirit's help to understand what a text of Scripture *meant*. This means describing the argument in the text and its motivational intent for the *first* hearers/readers. But that's only half the task. There is a second critical step which is to take what the text meant and prayerfully, carefully and with consistency explore and embrace the text's *present significance* (what it *means*) by personally and corporately "doing" what it says (see Matt. 7:27; Jas. 1:22). True understanding moves from *meant* to *means*!

Research and Write-up. On the first day of class, students will be asked to review Philippians and propose a possible early-, mid- and later-occurring passage in the schedule (indicate which is your first, second and third preference) to do a personal presentation. The professor will set a workable rota and you will be notified the next week. Research your passage *directly*, consulting no more than 4-6 strategic resources (no study Bibles please!), and prayerfully lay out contemporary applications that are consistent with the text. Prepare a write up carrying your essential findings of what the text first *meant* (2 pages) and what it might *mean* today in analogous contemporary applications (2 pages). The *body* of the write up should be no more than 4 pages of double-spaced text. Beyond that it should have a title page and a bibliography of the resources consulted.

Oral Presentation & Discussion. On the date indicated for your passage, you will give an oral presentation taking no more than about 8 minutes. Discussion following should be about 10 minutes.

Evaluation. One half (½) of your grade will be based upon your formal write-up and will be assessed by the professor. The other half (½) will be based upon your oral presentation and oversight of the subsequent discussion as assessed by the professor with input from fellow students. ***See the Schedule for Due Dates***

4. 4 Session Series (3 credit students)

Prepare a plan for a four (4) session sermon, home Bible study or counseling-oriented series on **a manageable portion** of the book of Philippians. Follow this procedure:

Introduction. First, choose and then indicate what you will cover from Philippians, providing an explanation for your choice. The passage(s) chosen should naturally cohere in a sequence (e.g., a complete section of Philippians that is divisible into four parts, four passages theologically connected, or a series to an evident theme). Next, create an *engaging* general title based upon your choice of text(s) that captures the essence of the series. Third, describe the physical context (e.g., Home Bible Study) where the series will occur and the audience (e.g., 12 young people mostly non-Christians) to whom it will be delivered. Describe how context and audience will influence your approach, structure and delivery (Introduction = 1-2 pages).

Annotated Sermon/Study Outlines. Following on the introduction, provide sermon/study notes for the four sessions (each no more than 1½ pages in length, single-spaced). Each sermon/study should follow this format:

SERMON/STUDY TITLE: Title should focus and naturally relate to the preaching/teaching point of the chosen passage.

TEXT: Indicate the text in Philippians to be covered.

OBJECTIVE: Give a short description of the “big idea” of the passage, specified in terms of a teaching/preaching objective. The objective should overtly specify how, the Spirit of God blessing your labors, the hearers will think, feel and act differently (i.e., cognitive,

behavioral and affective impact) because of the message.

ANNOTATED OUTLINE: Provide an outline with an introductory entrée establishing a “caring connection” to the hearers, identifiable main point headings that elaborate the text in service of the “big idea” (*Note the verses that each main point covers.*), providing brief notes on how Philippians does this and how you will preach/teach it to effect. The session should end with a “send off” of some kind.

Critical Issue. Each session *must* stick to the chosen Philippians passage in question. Don’t launch into “topical flights” dealing with other passages of the Bible. Also, the whole project should be a total of no more than 8 pages in length. **Due Date: Mar 29/21**

5. Final Examination (for 3 credits)

There will be a final examination for this course. It will test for the content of class lectures, your reflections upon the text of Philippians and the assigned reading. It will be of the “take-home” variety. The instructor will explain the content of the examination in the class session on Apr 12/21. **Due Date: Apr 19/21**

Course Evaluation

Assignment	Due Date	3 Credit Point Values	2 Credit Point Values	SLO
Review & Critique	January 25	Yes (20)	Yes (20)	1, 2, 4, 5
Exegetical Paper	March 1	Yes (30)	Yes (25)	1, 2, 3, 4, 5
4 Session Series	March 29	Yes (20)	Not applicable	1, 2, 3, 5, 6, 7
Reading Report	April 19	Yes (10)	Yes (10)	1, 2
Final Examination	April 19	Yes (10)	Not applicable	1, 2, 3, 4, 6
Class Presentation	See Schedule	Yes (10)	Yes (10)	1, 2, 3, 4, 5, 6, 7
POINT TOTALS		100	65	

Grading System

Typically, approximately 40 hours are required to complete the work necessary to earn 1 semester hour of credit—hence, 80 hours for 2 credits and 120 hours for 3 credits. Assignments must be completed and submitted on or before the deadlines noted in the syllabus in order to receive credit without penalty for this course. Should you experience a *significant* health/family crisis during the course, be sure to notify both the Registrar and the professor immediately.

The professor marks to the following standard:

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70

B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

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Course Outline

NOTE: Asterisks (*) noted below indicate the presence of a student-led application discussion as noted above. See Schedule.

<u>Date</u>	<u>Lecture Topic/Passage</u>	<u>Readings/Assignments</u>
Jan 18	Syllabus Review; Introduction: Captivity Letters & Covid; Reading & Analysis	
Jan 25	Philippi in the Context of History; Acts 16:6-40: The Church's Founding	Review and Critique Due
Feb 01	The Letter and It's Circumstances	C: 1-9; S: 1-36; T: 13-32
Feb 08*	Philippians 1:1-11	C: 11-21; S: 37-58; T: 33-56
Feb 15-19	<i>Family Day & Independent Study Week (No Class)</i>	
Feb 22*	Philippians 1:12-26	C: 23-30; S: 59-78; T: 57-89
Mar 01*	Philippians 1:27—2:11	C: 31-43; S: 79-116; T: 90-133 Exegetical Paper Due
Mar 08*	Philippians 2:12-30	C: 44-51; S: 117-42; T: 134-64
Mar 15*	Philippians 3:1-11	C: 53-61; S: 143-69; T: 165-92
Mar 22*	Philippians 3:12—4:1	C: 61-69; S: 170-89; T: 193-214
Mar 29*	Philippians 4:2-23	C: 69-82; S: 190-210; T: 215-45 4 Session Series Due

Apr 05	<i>Easter Monday Holiday (No Class)</i>	
Apr 12	The Theology of Philippians	
Apr 19	Philippi After Paul (Letter of Polycarp to the Philippians; Eusebius HE 3.36)	Reading Report Due Final Exam Due

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes format (footnoting and bibliography). For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (9th edn.). The following website may be helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Students in the MFT program who are required to use APA format are welcome to submit assignments to that format. However, they must indicate the page numbers from which they are drawing when citing a source.

