

**NE518: Romans. (4 units) Richard J. Erickson, Associate Professor of New Testament.**

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**DESCRIPTION:**

A detailed English-text based study of what is, in some respects, the central document in the New Testament: Paul's epistle to Rome. Attention is focused primarily on the message and argument of the book itself and secondarily on exegetical method and certain significant aspects of Paul's ideas.

**COURSE GOALS/LEARNING OUTCOMES:**

From taking this course students can expect to gain understanding of the structure and argument of the *message of Romans* and (1) increased ability to discern it exegetically, (2) ability to discuss its underlying theology, and (3) ability to articulate its continued impact on human society and Christian hope.

**RELEVANCE FOR MINISTRY:**

Facility in these things can work to liberate the reader for life and ministry, through the devastating force of the law and the all-embracing, life-giving power of the gospel. The course intends that we ourselves be "studied" *by the text* and by Him who meets us in it.

**COURSE FORMAT:**

Conducted online, the ten weekly lessons align with Fuller's academic calendar. The course involves reading, writing, web-based research, and weekly interactive discussion with other students and the instructor.

**REQUIRED READING: (approximately 1,500 pages)**

- The book of Romans, at least six times, in at least four different translations
- Weekly lectures, posted online
- Camus, Albert. *The Stranger*. New York: Random House, 1989
- Cranfield, C. E. B. *Romans: A Shorter Commentary*. Grand Rapids: Eerdmans, 1985
- Edwards, James R. *Romans*. NICB; Peabody: Hendrickson, 1992
- Greene, Graham. *The Power and the Glory*. New York: Viking Penguin, 1991
- Haacker, Klaus. *The Theology of Paul's Letter to the Romans*. Cambridge: CUP, 2003
- Selected articles from G. F. Hawthorne et al., eds. *Dictionary of Paul and His Letters*. Downers Grove: IVP, 1993
- For the exegetical paper, an additional two or three critical commentaries (see recommendations in syllabus) and at least three professional, scholarly journal articles relevant to your text/subject.

**RECOMMENDED READING:** See syllabus.

**ASSIGNMENTS:**

1. At least two *rapid* readings early on (each at one sitting) and three *careful* readings of Romans in its entirety, followed by at least one final *rapid* reading before writing final paper. Use at least four different translations. Submit a total of approximately 5 pages of journaled observations, in five stages (10%).
2. Reading of required texts and novels. *Weekly quizzes* (15%) and a *final exam* (13.6%) on this reading.
3. Weekly online interaction with instructor and students, plus web-based research (28%).
4. A maximum 1000-word reflective comparison/contrast of the "messages" of Camus and Greene, with focus on the Law/Gospel dynamic in Romans (8.3%).
5. A maximum 1000-word discussion of either (a) the occasion and purpose of Romans, or (b) the "new perspective" on Paul and the Law (8.3%).
6. A maximum 2500-word exegetically based interpretation, either (a) of any internally coherent, self-contained passage from Romans, or (b) of a treatment of a theological topic significant in Romans (16.6%).

**PREREQUISITES:** None.

**RELATIONSHIP TO CURRICULUM:** MA: Biblical Studies; MDiv/MAT-BS: Elective; MA in Global Leadership Ministry Focus Study elective course.

**FINAL EXAM:** Yes.