

**LIDLAW COLLEGE**  
*Te Wananga Amorangi*

**R144.830: THE EPISTLE TO THE PHILIPPIANS**  
**Course Assessment and Delivery Outline**

Henderson Campus

Semester 2, 2015

Lecturer: Rev Dr Mark Keown

NQF level 8, 30 Credits

**COURSE DESCRIPTION**

The course involves a detailed discussion of the book of Philippians and its relevance for today. The course includes detailed analysis of the key critical issues related to the book; different views of central themes and rhetorical strategy; and detailed exegesis of the text. Attention is paid to secondary literature, especially recent secondary literature to foster interaction with current discussion. In addition, students are encouraged to relate the key issues in Philippians with the contemporary Christian scene today. Students will be encouraged to read a range of introductory material before the course generally acquainting them with the issues related to the interpretation of Philippians. These issues will be discussed in the first part of the lecture program. The remaining time will be spent working through the text of Philippians, pericope by pericope and verse by verse. At times there will be pauses to discuss an issue at hand in terms of the broader redemptive story, theology and especially the other letters of Paul. After each pericope time will be spent discussing and applying what has been presented to today's world.

**ASSESSMENT SCHEDULE**

Assessment	Word count	% Final Grade	Due Date
Critical Issues Essay	2000	20%	21 August
Exegetical Essay	3000	40%	2 October
Thematic Essay	3000	40%	13 November

**COURSE SCHEDULE**

Day	Time	THEME	Recommended Reading	Assessment Task
Fri 21 Aug	11.55pm			Critical Issues Essay
Mon 24 Aug	9-10.30 11-12.30	Introduction to Philippians Introduction to Philippians	Summary Essay Reading	
Tues 25 Aug	9-10.30 11-12.30	Philippians 1:1-11 Philippians 1:12-18a	Bible text and one commentary	
Wed 26 Aug	9-10.30 11-12.30	Philippians 1:18b-26 Philippians 1:27-30	Bible text and one commentary	
Thurs 27 Aug	9-10.30 11-12.30	Philippians 2:1-4 Philippians 2:5-11 (bgd issues)	Bible text and one commentary	

Fri 28 Aug	9-10.30 11-12.30	Philippians 2:5-8 Philippians 2:9-11	Bible text and one commen- tary	
31 Aug – 19 Sept		No Lectures		
Mon 21 Sept	9-10.30 11-12.30	Philippians 2:12-18 Philippians 2:19-24	Bible text and one commen- tary	
Tues 22 Sept	1.30-3 3.30-4.30	Philippians 2:25-30 Philippians 3:1-9	Bible text and one commen- tary	
Tues 23 Sept	9-10.30 11-12	Philippians 3:10-16 Philippians 3:17-21	Bible text and one commen- tary	
Wed 24 Sept			Bible text and one commen- tary	
Thurs 25 Sept	9-10.30 11-12	Philippians 4:1-9 Philippians 4:10-13	Bible text and one commen- tary	
Fri 26 Sept	9-10.30 11-12	Philippians 4:14-23 Conclusions, Reflec- tions	Bible text and one commen- tary	
Fri 2 Oct	11.55pm			Exegetical Essay
Fri Nov 13				Thematic Essay

## ASSESSMENT TASKS AND DUE DATES

### 1. Critical Issue Summary

Length:	2000 Words
Learning Outcomes:	1
Percentage Weighting:	20%
Due Date:	21 August

The course students are to read *at least* four introductions to the commentaries listed below along with the General Introduction to Mark Keown's forthcoming EEC Commentary which is available on Moodle. Interacting with these texts and text of Philippians, the student is then to write a 2,000 word critical and concise summary presenting the essence of the main views concerning the critical issues in the study of Philippians including authorship, provenance, date, recipients, integrity, genre, structure, overall purpose, and key themes and issues.

### Bibliography for Philippians:

Aside from Mark Keown's forthcoming commentary draft, the works which can be consulted for assessment task 1 are:

- Bockmuehl, Marcus. *Philippians*. BNTC. Peabody: Hendrickson, 1998 (Introduction).  
 Fee, Gordon D. *Paul's Letter to the Philippians*. NICNT. Grand Rapids: Eerdmans, 1995 (Introduction).  
 Fowl, Stephen E., *Philippians*. Two Horizons NTC. Grand Rapids; Cambridge: Eerdmans, 2005 (Introduction).  
 Hawthorne, Gerald F (revised by Ralph P. Martin), *Philippians*. WBC 43. Waco: Word, 2004 (Introduction).  
 Hansen, G. Walter. *The Letter to the Philippians*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2009 (Introduction).  
 O'Brien, P.T. *The Epistle to the Philippians*. NIGTC. Grand Rapids: Eerdmans, 1991 (Introduction).  
 Silva, Moisés, *Philippians*. ECNT. Grand Rapids: Baker Academic, 2005 (2d ed.) (Introduction).

### Reference for Keown's Commentary

Keown, M. J. *Philippians*. Evangelical Exegetical Commentary. Bellingham, WA: Lexham Press, 2012.

### Criteria for Assessment

1	<b>Coverage of Critical Issues:</b> The student has covered all the main critical issues important to study of Philippians. The student has demonstrated understanding of the differing views in each issue.
2	<b>Critical Thinking:</b> The student demonstrates rigorous critical thinking including understanding and presentation of the various perspectives, reasoned argumentation concerning resolution of the debates. The student shows ability to critically assess differing ideas.
3	<b>Adherence to Laidlaw Guidelines:</b> The student follows Laidlaw expectations in regards to formatting, word count, footnoting, and bibliography.
4	<b>Quality of Writing:</b> The student demonstrates advanced ability to write succinctly and without error, to argue well, to balance the essay appropriate to the issues, and to use correct English language and grammar.

### 2. Exegetical Essay

Length:	3000 Words
Learning Outcomes:	2
Percentage Weighting:	40%
Due Date:	2 October

Write an exegetical essay of not more than 3,000 words on one passage in Philippians. After establishing the literary context and particular issues relevant to the chosen passage, the student should focus the essay on critical exploration of the text. The essay should include a summary of the core findings and a brief application to today's world. *It is not expected that students will repeat material from the first essay concerning critical issues concerning Philippians except to note anything critical to the particular text.* Possibilities include: 1:1-11; 1:12-18; 1:27-2:4; 2:1-11; 2:19-30; 3:1-11; 3:12-21; 4:1-9; 4:10-19. The passage to be covered is to be agreed with the lecturer before the study begins.

### Criteria for Assessment

1	<b>Context and Background Issues:</b> Without repeating the material from the first assignment, the student explains and historical, social, or cultural issues important to the text. The student also places the passage within the context of the whole letter, and the section of Philippians in which it stands.
2	<b>Coverage of Critical Issues and Themes:</b> In the analysis of the text, the student identifies the important questions and themes the text raises and discusses these critically.
3	<b>Critical Thinking:</b> The student demonstrates rigorous critical thinking including understanding and presentation of the various perspectives, reasoned argumentation concerning resolution of the debates. The student shows ability to critically assess differing ideas.
4	<b>Application:</b> The student demonstrates critical skill in applying the insights from the passage to contemporary life.
5	<b>Adherence to Laidlaw Guidelines:</b> The student follows Laidlaw expectations in regards to formatting, word count, footnoting, and bibliography.
6	<b>Quality of Writing:</b> The student demonstrates advanced ability to write succinctly and without error, to argue well, to balance the essay appropriate to the issues, and to use correct English language and grammar.

### 3. Thematic Essay

Length:	3000 Words
Learning Outcomes:	3

Percentage Weighting: 40%  
 Due Date: 13 November

Write an essay of not more than 3,000 words on one significant theme in Philippians from the choice below. The essay should demonstrate critical interaction with the theme in relation to the text of Philippians, key secondary literature, relevant socio-cultural issues and where appropriate, the other letters of Paul and/or the OT. Possibilities include such things as:

- Fellowship in the gospel in Philippians
- Mission in Philippians
- The function of example in Philippians
- Friendship and finances
- Opposition in Philippians
- Unity in Philippians
- Consolation and joy in Philippians
- Cruciformity in Philippians
- The transformation of the mind in Philippians
- Hope in Philippians
- Opponents in Philippians
- Citizenship in Philippians
- Another themes approved by the lecturer

*Criteria for Assessment*

1	<b>Coverage and focus:</b> The student has chosen a suitable theme and has covered the main texts relevant to the theme in their analysis. The student has engaged with secondary literature and demonstrated understanding of the differing views in scholarship concerning the theme chosen. The student has focused on the theme in Philippians while showing awareness of broader relevant issues particularly in Paul's letters and where appropriate, the OT.
2	<b>Critical Thinking:</b> The student has demonstrated rigorous critical thinking including understanding and presentation of the various perspectives, reasoned argumentation concerning resolution of the debates. The student shows ability to critically assess differing ideas.
3	<b>Adherence to Laidlaw Guidelines:</b> The student follows Laidlaw expectations in regards to formatting, word count, footnoting, and bibliography.
4	<b>Quality of Writing:</b> The student demonstrates advanced ability to write succinctly and without error, to argue well, to balance the essay appropriate to the issues, and to use correct English language and grammar.

**Allocation of learning hours**

Class Time	30 hours
Self-Directed Learning	70 hours
Critical Issue Summary	40 hours
Exegetical Essay	80 hours
Thematic Essay	<u>80 hours</u>
TOTAL	300 hours

**TEXTBOOK**

There is no set textbook for this course. Students will gain access to Mark Keown's forthcoming Philippians commentary. In addition, it is advisable for them to purchase and engage with *at least one* of the recent commentaries on Philippians (full references below): O'Brien, Fee, Bockmuehl, Hansen, Silva, Hawthorne (Revised by Martin).

**NOTES**

**Class Interaction**

While not part of the assessment for the course, it is hoped that students will come to lectures prepared to engage in discussions concerning Philippians, its content, world and thought; and in terms of application to today's world and church. Philippians has much to say about following Christ authentically, mission and church and as such, it is hoped that there will be considerable dialogue concerning the interaction of the Philippians in its first writing/hearing/reading setting and today's variegated world.

### **Knowledge of the text of Philippians**

While not part of the assessment for the course it is expected that students know the text and structure of Philippians well. As such, as preparation students are urged to read the letter thoroughly in preparation for the course.

### **Greek**

Students familiar with Greek are invited to join the lecturer at 1.30pm each day of lectures for an hours reading of Philippians in Greek. This is optional but encouraged.

### **SELECT BIBLIOGRAPHY**

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