

Syllabus

Study of the Epistle to the churches of Galatia

Summary

1. Subject(s): Galatians, Paul, 1st Century Christianity
2. Level:
 - a. This class will be open to all levels of study background and will have the opportunity for stretching your experience each week. I will have basic level material, some moderate, and even advanced content to challenge everyone.
3. Objectives:
 - a. The goal of this course is to grow in our understanding of the 1st century Christian communities of the Galatian churches. So we can better apply the teachings of Scripture to our own context nearly 2,000 years later. In order to best live lives that are please to God and in line with the Gospel of Jesus.
 - b. To understand more holistically the life and theology of Paul so as to gain context for interpreting his epistles and Acts. As we examine the life of an early church father we will see the limits and challenges that the church, even with the apostles, has faced and find unity and support for our own experiences.
 - c. To challenge myself in my study of the scriptures. To push myself to new levels of participation and study to grow my interpretation skills, to increase my understanding and scope of the Scriptures, and to support my faith community by giving myself fully to this study so that I can participate with my best effort in every class.
5. Time Allotment:
 - a. With objective C you will dictate how much time you spend on this study with the desire to grow in that effort each week. I will be spending a minimum of 3 hours each week in preparation for our class time with the possibility of 6 hours. I don't expect you to meet my time investment, but encourage you to challenge yourself and a lot specific time each week to your study to develop consistency and habits.

Resources

Required

ESV Bible - We will be using the English Standard Version of the Bible as our translation. You can purchase a copy, or utilize a website or app. **ESV**

“Galatians; Life Change: A Navepress Bible Study Series.” NavPress, 1989. - This will be the main bible study resource used to advance each student in their study offering help and guidance for interpretation in their private study. We will discuss the chapters in overview as assigned and answer any questions the group brings forward from their prestudy with this book. **GNP**

*If you need help acquiring any of these books, financially or online ordering call the office or email Pastor Josh, josh@stlukesreno.org

Suggested

“Paul.” Bornkamm, Gunther. Trans: Stalker, Fortress Press, Minneapolis, 1995. This book studies the life and theology of Paul from his letters and constructs a history that brings Acts into contrast to better understand the life of Paul as described by Paul himself. **PAUL**

“Dictionary of Paul and His Letters.” Ed. Hawthorne, Martin, Reid. Inter varsity Press, 1993. This book is a reference for the advanced scholar to gain insight into many different aspects of Paul and his epistles. This is not necessary but useful for those who like to spend money on books. **DPL**

“Interpreting the Pauline Epistles.”

IPE

“Luthers Works 26 & 27.” Luther, Trans: Pelikan. Concordia Publishing House. These essays of Martin Luther are like the Magna Carta of the reformation and include crucial insight into Luther’s theology that shaped his reformation. These books will offer the student a deeper understanding of the theology that shapes Lutheranism as a denomination. **LW26/27**

Assignments/Activities

1. **GNP** - Complete the reading in Galatians (ESV) along with the Lesson from the Galatians study before class. Come ready to discuss your findings and questions. If you are looking for more challenge also do the “for further study” and “optional application”
2. **Scripture Memory** This is a great way to hide God’s word on your heart and continue in the consideration of its effect on your daily life. It teaches you how to memorize briefly in the section “How to use this study” and will be a great addition to your study of Galatians.
3. **Debate 9/7:** During class we will debate the validity of the distinction between the opposing sides. The Hellenistic Jews (Paul’s Gospel) and the Palestinian Jews (Judaizers). We will discuss the merit of the Law (i.e. the food restrictions, circumcision, and Sabbath observance) as it pertains to God’s people and salvation according to the covenants of God. The goal of this activity is to deeply flesh out the challenges the 1st century church faced in regards to the place of works and faith in the life of the Christian. From your study of each view point and our debate the student will learn a deeper appreciation for the role of works in the life of the Christian and be more deeply rooted in faith as their identity in Christ.

Class Schedule

Unit One

7/13: How to Use This Study: GNP

7/20: Historical Background: Paul

See: Major Events of Paul’s Life and Ministry in GNP

- Early life of Paul, Conversion & 1st missionary journey, Ministry in Antioch.
- Reading: Historical Background: The apostle Paul **GNP**

7/27: Historical Background: Paul

See: Major Events of Paul’s Life and Ministry in GNP

- Missionary Journeys 2-4 (Acts 13-21)
- End life: Arrest, Imprisonment, House Arrest, Death in Rome. (Acts 21:27-28:31, 2 Timothy 1:16-17,4:6-8,16-18)
- Reading: Historical Background: Paul’s letters **GNP**

8/3: Historical Background: Galatia

- Jerusalem Council, (Acts 15:1-19),
- Reading: Historical Background: The Galatians **GNP**
- Reading: Historical Background: The Judaizers **GNP**

8/10: Overview and Galatians 1:1-9

- Reading: Lesson One: Background **GNP**
- Reading: Lesson One: Chart of Galatians **GNP**
 - Make your own outline of the Gospel and be as detailed as you can.
 - **DPL** pg 330-334 for reference.

8/17: Overview and Galatians 1:1-9

- Reading: Lesson One: Greetings **GNP**
- Reading: Lesson One: A different gospel **GNP**
- Scripture Memory: Galatians 2:16

8/24: Galatians 1:10-24

- Reading: Lesson Two: Galatians 1:10-24 **GNP**
- Reading: Chapters 1-3 pgs 3-30 **PAUL**

8/31: Galatians 2:1-10


- Reading: Lesson Three: **GNP**
- Reading: Chapter 4 pgs 31ff **PAUL**
- Scripture Memory: Galatians 5:1

9/7: Galatians 2:11-21

- Reading: Lesson Four: **GNP**
- Reading: Chapter 4 pgs 31ff **PAUL**
- Activity: We will be holding a brief debate of the contending perspectives, of the Hellenistic Jews (Paul's Gospel) and the Palestinian Jews (Judiazers). *See assignments/activities
 - **DLP** pg 273. 5.2 "Responsible Conduct While the Old Remains."
- Scripture Memory: Galatians 2:20

9/14: Galatians 3:1-14

- Reading: Lesson Five: **GNP**

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- Reading: Abraham 1-2 : **DPL**
 - Scripture Memory: Galatians 3:13

9/21: Galatians 3:15-25

- Reading: Lesson Six: **GNP**
- Scripture Memory: Galatians 3:26

9/28: Galatians 3:26-4:11

- Reading: Lesson Seven: **GNP**
- Scripture Memory: Galatians 4:4-5

10/5: Galatians 4:12-31

- Reading: Lesson Eight: **GNP**
- Excursus: Typology vs. Allegory *Appendix 1

10/12: Galatians 5:1-15

- Reading: Lesson Nine: **GNP**

10/19: Galatians 5:16-26

- Reading: Lesson Ten: **GNP**
- Scripture Memory: Galatians 5:22-23
- Scripture Memory: Galatians 5:16

10/26: Galatians 6:1-10

- Reading: Lesson Eleven: **GNP**
- Scripture Memory: Galatians 6:1-2

11/2: Galatians 6:11-18

- Reading: Lesson Twelve: **GNP**

11/9: Review



Appendix 1: Typology vs. Allegory

Typology vs. Allegory

The two sides/spectrums to the argument concerning typology versus allegory include:

1. Inspiration. These scholars tend to see Scriptural facts as covered by divine inspiration. Proponents of this view thus hold these facts as true without necessarily having to adopt a method such as allegory to interpret them.
2. Illumination. Scholars on this side emphasize the Spirit's illuminating work to move beyond the text, granting readers understanding of a spiritual meaning that may transcend the Scriptures' authorial intent.

The main difference between these two is that allegory is not historically grounded, whereas typology identifies historical facts and claims in the Scriptures and traces the recapitulation of these themes throughout the entirety of the canon.

Typology: A literary hermeneutical device in which a person, event, or institution in the Old Testament is understood to correspond with a person, event, or institution in the New Testament.

Examples of Typology

While the term “typology” is not scripturally based, several biblical passages include the Greek word *τύπος* (*typos*). For instance:

- Romans 5:12–21 calls Adam a “type” of the one to come (i.e., Jesus Christ).
- First Peter 2:18–22 says that Christ set an “example” that readers might become like Him.
- Hebrews 8:5 says that the gifts offered by priests are a “copy of” heavenly things and foreshadow them (see also Heb 9:24).
- 1 Corinthians 10:1–13 says that the things that happened with Moses (namely following the cloud, parting the red sea, water from the rock) were examples for people (see also 1 Cor 10:6).


Other examples of typology (although not using the word *τύπος*, *typos*) include:

- Moses in the wilderness. In Numbers 21, Moses raised a bronze serpent to heal the people who had been bitten by poisonous snakes. Jesus states that “as Moses lifted up the serpent in the wilderness, so must the Son of Man be lifted up” (John 3:14 ESV). In this passage, Jesus typologically interprets the event in Numbers as a type of an event that was to come—His crucifixion.
- Abraham and his son Isaac. God asks Abraham to sacrifice his son; when Isaac inquires about the burnt offering for the sacrifice Abraham tells him that “God will provide for himself the lamb for a burnt offering” (Gen 22:8 ESV). This “type” shows the kind of sacrifice God ultimately sent: While, in Gen 22, a ram takes the place of Isaac, in the New Testament His Son, Jesus Christ, takes the place of humanity.

Cameron, D. J. (2016). [Typology](#). In J. D. Barry, D. Bomar, D. R. Brown, R. Klippenstein, D. Mangum, C. Sinclair Wolcott, ... W. Widder (Eds.), *The Lexham Bible Dictionary*. Bellingham, WA: Lexham Press.

Allegory: An allegory is when a thing is signified and understood otherwise than as the words express. Of all languages, none is so rich in allegories as the Hebrew. The German tongue is full of metaphors, as when we say: He hangs the cloak according to the wind:—Katherine von Borna is the morning star of Wittenberg, and so on. These are metaphors, that is, figurative words. Allegories are, as when Christ commands that one should wash another's feet, of baptizing, of the sabbath, &c.

We must not hold and understand allegories as they sound; as what Daniel says, concerning the beast with ten horns; this we must understand to be spoken of the Roman empire. Even so, circumcision in the New Testament is an



allegory, but in the Old Testament it is no allegory. The New Testament frames allegories out of the Old, as it makes two nations out of Abraham's sons.

Luther, M., & Chalmers, A. (1857). *The Table Talk of Martin Luther: New Edition, to Which Is Added, The Life of Martin Luther, with Additions from Michelet and Audin*. (W. Hazlitt, Ed. & Trans.) (New Edition, pp. 326–327). London: H. G. Bohn.