

**Paul C. Boles**  
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Curriculum Vitae

## **Education**

### **2005-2012 (projected graduation):**

**Claremont Graduate University**, Claremont, CA

Ph.D. Candidate (ABD), History of Christianity

Emphasis Early Christianity, minor in Judaism (emphasis Medieval Judaism)

**Qualifying Exam Committee:** Dr. Karen Jo Torjesen (Early Christianity), Dr. Ingolf Dalferth (Method: Literary Criticism), Dr. Esther Chung-Kim (Reformation), Dr. Oona Eisenstadt (Medieval Judaism), Dr. Lincoln Galloway (History of Preaching)

**Dissertation Committee:** Dr. Karen Jo Torjesen (Chair), Dr. Stephen T. Davis, Dr. Lincoln Galloway

### **1999-2002**

**San Francisco Theological Seminary**, Southern California campus Claremont, CA  
M.Div.

### **1997-1998**

**Azusa Pacific University**, Azusa, CA  
B.A. (magna cum laude), Biblical Studies

### **1994-1996**

**Mount San Antonio College**, Walnut, CA  
A.A., Liberal Studies, December

## **Ordination**

### **September 2002**

Minister of Word and Sacrament, Presbyterian Church (U.S.A.)  
Presbytery of San Gabriel, CA

## **Honors and Awards**

**2005-2007** Tuition Fellowship, Claremont Graduate University

**2002** San Francisco Theological Seminary Alumni Fellowship Award

**1999** American Bible Society Scholarly Achievement Award

## Teaching Experience

### 2012-Present

Assistant Professor of Church History  
Azusa Pacific University  
Azusa, CA

### 2010-2012

Adjunct Professor of Theology (Church History)  
Azusa Pacific University  
Azusa, CA

### 2010-Present

Adjunct Professor of Preaching  
Fuller Theological Seminary  
Pasadena, CA

### 2010-Present

Theological Reflection Leader for Seminary Interns  
Fuller Theological Seminary, Office of Field Education  
Pasadena, CA

## Courses Taught

Fuller Seminary:

### **PR528** –Preaching in the Tradition(s): Preaching in the Style of St. Augustine and Karl Barth

Course Description and Objectives:

#### **DESCRIPTION:**

How can we come to better understandings of ourselves as preachers and the patterns of handling biblical texts into which we have (perhaps unwittingly) fallen? One way is by being held accountable to those historical voices that have helped shape the homiletical tradition not only through their own preaching, but also through their explicit reflection/instruction on the function and nature of the sermon and the preaching event. Both St. Augustine and Karl Barth are held dear in many circles of Western Christianity. But their approaches to preaching are radically different. This course will use these two shapers of the homiletical tradition as a sort of foil for ourselves by exploring what may be their encouragements and critiques of the student's own preaching.

#### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

Goals for this practicum include (1) that students would grow in their understanding of their own assumptions in sermon preparation and delivery; (2) that they might increase their skills in framing content in a coherent and deliberate way; (3) that they might improve their delivery skills; and (4) that they might gain acuity in evaluating both their own preaching and that of others in light of both their own experience as preacher/hearer and their understanding of historical homiletical traditions.

### **PR511** –Preaching Practicum

Course Description and Objectives:

#### **DESCRIPTION:**

This course is designed to offer the maximum possible practical experience in preaching and sermon preparation. Each student will preach twice during the two weeks. *Sermons are to be original work not previously presented for credit in another course.* Each sermon will be evaluated and discussed by class members under the direction of the instructor. All sermons will be recorded on a DVD provided by the Seminary. Students may also choose to bring a flash drive for recording purposes.

**COURSE OBJECTIVES/LEARNING OUTCOMES:** Goals for this practicum include

- (1) that students would grow both in their conviction that the biblical text is the proper foundation for preaching and in their skill in unfolding the biblical text in a way that is compelling to hearers (through preaching of text-based sermons; exegetical reading and notes; class discussion and written feedback from professor and class);
- (2) that they might increase their skills in framing content in a coherent and interesting way, with particular attention to preaching the whole counsel of God (through preparation of a sermon outline and analysis of sermons for structure and contemporary relevance; class discussion and written feedback from professor and class);
- (3) that they might improve their delivery skills (through actual preaching of sermons; reviewing videotape; class discussion and written feedback from professor and class);
- (4) that they might gain acuity in evaluating both their own preaching and that of others (through receiving feedback on own preaching and providing written and oral feedback to others; mandatory class attendance).

Azusa Pacific University:

**Theo 352** –Church History: Apostolic Age to 1517

**Theo 303** –Theology and the Christian Life

## **Other Relevant Work Experience**

Solo Pastor

Westminster Presbyterian Church, Temple City, CA, 2002-2005  
Temple City, CA, 2002-2005

Parish Associate

La Verne Heights Presbyterian Church  
La Verne, CA  
2005-Present

Chaplain

VITAS Innovative Hospice Care  
Covina, CA  
2007-2010

Teaching Assistant

Christian Tradition course  
Claremont School of Theology  
Fall 2008

Adult Education and Preaching Intern

Whittier Presbyterian Church  
Whittier, CA,  
2001-2002

Chaplain Intern (Clinical Pastoral Education)

Childrens Hospital Los Angeles,  
Los Angeles, CA  
2001

## **Recent Research Reflective of Interests**

Dissertation Title: *Is There a Text in This Congregation?: The Making of Meaning and Reader Orientation as Primacy of Scripture in Origen's Exegesis*

The project seeks to understand the ways in which Origen makes meaning a possibility for his congregation in the preaching event. Building off of Karen Jo Torjesen's *Hermeneutical Procedure and Theological Method in Origen's Exegesis*, I am looking to Stanley Fish's interpretation of John Milton's *Paradise Lost* and his early work on what he calls Interpretive Communities to construct a reader-oriented lens that views Origen's exegesis as a device for making meaning. Whereas Torjesen asks, "How does Origen make Scripture useful?" this project takes her conclusions (his exegesis is a pedagogy for the soul) and asks the further question, "How does that actually become effective for Origen's congregation?" I am using Fish's understandings of how meaning becomes an event for a text's readers/hearers in order to take a descriptive and dynamic approach to Origen's exegesis over and against the modern era's evaluative approach that has largely accused Origen of exegetical arbitrariness.

The dissertation is reflective of my research interests in historical exegesis –particularly as it appears in historical preaching. I hope to continue research in this area both as way to nuance our understanding of the history of biblical interpretation and as a help for the modern preacher.

### **Areas of Research Interest**

History of Preaching, History of Biblical Interpretation, Homiletics, Eastern Orthodox History and Theology, Reformation and Modern uses of the Church Fathers, Literary History, Philosophy of History

### **Memberships**

Minister in Good Standing, Presbyterian Church (U.S.A.), San Gabriel Presbytery  
North American Patristics Society  
American Academy of Religion  
Society of Biblical Literature  
Academy of Homiletics (2012 application pending)

### **References**

Dr. Karen Jo Torjesen, Claremont Graduate University 150 E. 10<sup>th</sup> Street Claremont CA 91711, 909-621-8085, Karen.Torjesen@cgu.edu

Dr. Stephen T. Davis, Claremont McKenna College (Professor of Philosophy) 500 E. 9th Street Claremont CA 91711, 909-607-2827, stephen.davis@claremontmckenna.edu

Dr. Scott Cormode, Fuller Theological Seminary (Professor of Leadership Development) 135 North Oakland Ave Pasadena CA 91182, 626-304-3773, cormode@fuller.edu