

Paul of Tarsus
RELI 3231A (Winter 2011)
Religious Studies
College of Humanities

Mon 11:30am-2:30pm; Room UC 280

Professor Z. A. Crook

Paterson Hall 2a43

520-2600, ext. 2276

Term Office Hours: Monday 9-10am, Tuesday 10-11am, Thursday 2:30-3:30 pm

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<http://www.carleton.ca/~zcrook>

Course Objective

The objective of this course is to introduce you both to the letters of Paul of Tarsus, as well as to his history and biography, and the social world in which he lived. The lectures and the presentations you make in class will prepare you well for understanding the letters in their historical and social context.

Text Books

- 1) Calvin J. Roetzel, *The Letters of Paul: Conversations in Context*; 4th ed., 1998) [many editions of this book exist – be sure to get the correct one if buying used]
- 2) Harper-Collins Study Bible (or other NRSV translation)

Evaluation

Oral Report – 20% (see instructions below for topics and due date)

Course Essay – 35% (10 pages, due April 5)

Final Exam – 35% (during exam period)

Participation – 10% (attendance does not qualify as participation)

Lecture Schedule

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|----------|--|
| Jan 3 – | Introduction |
| Jan 10 – | Graeco-Roman Religions, including Diaspora Judaism (Chapter 1) |
| Jan 17 – | Letter Writing and Rhetoric (Chapter 2) |
| Jan 24 – | Acts and Paul's Conversion (Acts) |
| Jan 31 – | The Mission Begins: 1 Thessalonians (I Thess + pp. 79-83) |
| Feb 7 – | The Law: Galatians (Gal + pp. 96-103) |
| Feb 14 – | Greek Culture: 1 Corinthians (1 Cor + pp. 83-93) |
| Feb 21 – | No Class (Reading Week) |

- Feb 28 – The Trouble with Corinth: 2 Corinthians (2 Cor + pp. 93-96)
- March 7 – No Class (Conference)
- March 14 – Slavery: Philemon (Phm + 116-18) + Philippians (Phil + pp. 113-116)
- March 21 – The Jews: Romans (Romans + 103-113)
- March 28 – Paul's Other Letters: Pseudepigraphy and the Deutero-Paulines (Chapter 6)

Email Communication

- Carleton's Connect Mail is the official mode of email communication for all matters having to do with the university and with this course. All communications sent by Connect are official, and you are expected to get them. It is not an option to claim you did not get some announcement or request because you have another email address. You can configure your connect account to forward university emails to another address, but you must be reachable through your Connect account. Also, any communication between you and me involving your personal information (like grades) must originate from a Connect account (FIPPA).

Assignment Instructions

Oral Report (20%)

- The third hour of every class (starting in week 2) will be seminar style. Each student will lead one seminar on a topic (below); we'll do as many per class as it takes to ensure every student has a chance (number of presentations per class will vary from year to year).
- Use the source given for each topic as your main source, but feel free to consult other sources if you feel it is necessary. Also, feel free to use the research you do here in your major essay.

Directions for Topics and Presentation Date

- Choose one of the following 21 articles from the Paul in the Greco-Roman World: A Handbook (on reserve for this course – BS 2506.3 .P38 2003).

Adaptability, pp. 17-41
 Adoption and Inheritance, pp. 42-76
 Boasting, pp. 77-100
 Commendation, pp. 101-33
 Rhetorical Comparison, pp. 134-71
 Hardships and Suffering, pp. 172-97
 Greco-Roman Education, pp. 198-227
 Exemplification and Imitation, pp. 228-57
 Families and Households, pp. 258-92
 Frank Speech, pp. 292-318
 Friendship, pp. 319-43

Games and the Military, pp. 344-83
Indifferent Things, pp. 384-403
Marriage and Divorce, pp. 404-28
Maxims, pp. 429-56
Pater Familias, pp. 457-87
Patrons and Clients, pp. 489-523
Self-Mastery, pp. 524-50
Shame and Honor, pp. 551-74
Slavery, pp. 575-607
Virtues and Vices, pp. 608-33

Or from the *Anchor Bible Dictionary*, BS 440 A54 Ref:

Apocalypses and Apocalypticism – ABD, pp. 279-92, vol. 1
Covenant – ABD, pp. 1179-1202, vol. 1
Day of Christ/of Judgment/ of the Lord – ABD, pp. 76-83, vol. 2
Election – ABD, pp. 434-44, vol. 2
Eschatology: Old Testament/Early Jewish – ABD, pp. 575-94, vol. 2
Eschatology: Early Christian – ABD, pp. 594-609, vol. 2
Holy Spirit – ABD, pp. 260-80, vol. 3
Law – ABD, pp. 242-65, vol. 4
Punishments and Crimes – ABD, pp. 546-56, vol. 5
Resurrection – ABD, pp. 680-91, vol. 5
Sacrifice and Sacrificial Offerings – ABD, pp. 870-91, vol. 5
Temple, Jerusalem – ABD, pp. 350-69, vol. 5
Travel and Communication – ABD, pp. 644-53, vol. 6
Women – ABD, pp. 947-61, vol. 6

Signing up for Topics and Presentation Date

- Choose a topic
- Email me your top five choices, in order of preference
- I'll take the emails in the order they appear in my Inbox
- I'll give you your first available choice
- If your five have already been assigned, I won't move to the next email until you and I have arrived at a topic for you. Because of this, please watch your email in case I have to ask you for more options. That way those after you are not kept waiting to find out what their topic is.
- Your presentation date will be assigned to you according to the order in which I receive the requests: I'll fill up the weeks starting with the first week as the requests come in.
- There is one topic for each student; if you wait too long to register, you won't get to choose the topic.
- If you wait until the third week of classes to register in order to ensure you don't have to present in the first week, but if there are no sessions left later in the semester, you'll receive a zero for the assignment.

- If you miss your presentation date, you must present medical certification for that date stating explicitly that you were rendered medically incapable of making your presentation. If certification is not provided, you'll receive a zero for the assignment. If you can present certification, we'll arrange for you to make up the work in another way.

To view the presentation schedule, confirm your date, or see date and topic openings, see this spot on the website syllabus.

Presentation Directions

- Summarise your article in order to teach the class what is written in the article.
- Focus on the most important aspects of the article; avoid presentations that are overly focused on the details of the article.
- Balance your presentation between talking about the social-cultural-historical back ground AND talking about why the topic is interesting or important for Pauline studies. Sometimes the article does this for you; at other time you may have to do this for yourself. Either way, be sure to make explicit what we learn about Paul or the letters because of your topic.
- The length of presentations will vary from year to year, depending on how many we have to squeeze into the available time. Either way, presenters should ensure to leave 10 minutes of their allotted time for questions from the class (an important source of participation marks for everyone!).
- The oral presentations are what will be marked, not a written text.
- The more creative you can be in your style of presentation / teaching of the material the better.
- The more clear, smooth, and rehearsed you can be in your presentation of the material, and the better your summary of the important points, the higher your mark will be.
- Last year the average for this assignment was 80%.

Major Essay (30%) Due April 5. 10 pages (not including bibliography or title page, but including footnotes; no endnotes please)

- Choose a topic from below. For any topic you choose, please come see me as many times as you can: before choosing a topic, before starting research, before writing a full draft. Consultations with me can save you a lot of wasted effort and disappointment; students who come to my office at least once to talk about their papers always do better than they do alone.

- 1) Where did Paul stand on the role and status of women within his communities?
- 2) What is the closest model for understanding the Pauline congregations: Synagogues, Voluntary Associations, or House Churches?
- 3) What is the rhetorical structure of Galatians?
- 4) Was Paul "Jewish" or "Christian"? What are some of the challenges in talking about Paul as a convert?

- 5) What would it mean to acknowledge that Paul used secretaries to write his letters?
- 6) Did Paul write 1 Corinthians 13?
- 7) What are some of the challenges (textual, cultural, etc.) involved with assessing Paul's opinion on homosexuality?
- 8) What was the relationship between Paul and Jerusalem, particularly with James the Brother of Jesus and Peter?
- 9) Were there two brands of Christianity in Paul's day: one for the Gentiles and another for the Jews?
- 10) Did Paul write 2 Thessalonians, Ephesians, and Colossians?

If you wish to write on a topic not listed here, you **MUST** consult me first.

Other Instructions

- An historical treatment of any biblical passage requires you be aware of the social and historical setting – of the writer, of the recipients, of the city in which they lived, even of the passage in the context of other ancient religious writings or Paul's own writings. Different passages and topics will require the treatment of these issues in differing degrees.
- Keep in mind that while your paper must present and defend a thesis statement (successfully), it does not have to be an original thesis. Doing research into what other people are saying about your topic should help you to stake out a position among them. Your task is historical – to make an argument about what something meant in the first century when it was composed. Do not attempt to assess the importance of the passage for you personally, or in the modern world/church.
- Note that you are expected to consult a lot of material in order to form a responsible opinion that is in dialogue with the research that has been done (this also means consulting material other than introductory encyclopedia entries, etc.). Writing research papers is about proving what you want to say, and doing research is how you get to do that, or by doing the research you might find out that you cannot make the claim you were hoping to. Back up what you say; you will be penalized for making unsubstantiated statements, especially if they are false and/or theologically motivated. You are not, by any means, expected to know everything – that's why we do research, so that we can learn.
- In terms of research, you are expected to consult at least 10 secondary sources (not including the text book, though you are free to consult it too). These items can include a variety of articles/essays, books and commentaries. You can also consult dictionary or encyclopedia entries to get you started and to introduce you to a topic, but these cannot form the bulk of your research. Since commentaries only require you to read the few pages on your given passage, include all the commentaries possible.
- **Research sources cannot include WWW sources of any kind.**

Research Hints

- If you consult me about the topic you choose, I can help direct you towards useful sources. If you come to me early enough, I will gladly lend you whatever books I have that Carleton lacks.
- For almost any topic, start with the *Anchor Bible Dictionary* (a 6 volume encyclopedia with introductory level essays and good bibliographies on myriad topics) – BS 440 .A54 Ref.
- Search for commentaries, on Romans for example, by using subject entry: <<Bible. N.T. -- Romans -- Commentaries>>. For other books of the NT simply replace the ‘Romans’ with another book. For something trickier like 1 Corinthians, it looks like this: <<Bible. N.T. Corinthians, 1st -- Commentaries.>>
- Learn to use the ATLA Religion Database (available on the Carleton Library Website: go to Online Resources, then choose Journal Article and Other Databases, then Subject Religion). The librarians can help get you started. This is a search engine that allows you to find articles and essays in religion and theology, and it allows you to search by scriptural reference as well.
- Finally, get started on your paper early. Carleton Library does not have a large collection for Biblical Studies; expect to have to use Interlibrary Loan, or to go to St. Paul's University library (223 Main St.). If you leave your research to the last minute, you may well find items taken out already and not be able to get them in time. This will reflect in your mark, since it will affect the quality of your research.

General Rules for Papers

- **Papers cannot be submitted electronically.**
- All written assignments must be double spaced (not 1 or 1.5), must have default margins (usually 2.5cm), must not appear in a font size smaller than 12 point, and must include page numbers. The manipulation of any of these things in order to make a shorter paper appear longer or a longer paper appear shorter will be noticed. Efficiency of language and focus on a task are required for working within assigned page or word limits.
- All citations and bibliographies must be carried out according to the Society of Biblical Literature Handbook of Style, PN 147 S276 in the Reference section of the Library: section 7.2 (and all the subsections, pp. 46-54) will give you information on how to cite practically any material you’ll come into contact with for the purposes of this paper. Your ability to reproduce this proper style will factor into the marking of your written work.
- Papers that venture too far from these requirements and limits may be returned ungraded for resubmission (and late penalties will accrue from the due date).
- Late Penalties: Written assignments are due on the specified date. There will be a penalty of 2% per day (including weekends) which builds until the penalty reaches 100%. Extensions will only be granted for personal medical and family emergencies (for which documentation must be provided); extensions are not granted because of essay conflicts, work schedules, or the like. Late papers must

be placed in the Religion and Classics Drop Box (beside the door of 2a39 Paterson Hall). Do not slip papers under my door. Do not hand them to anyone else. Late papers will not necessarily be marked in an expeditious manner (depending on my schedule).

- Proofread your work several times carefully before handing it in, or ask someone whose writing skills are strong do it. Needless and countless errors of spelling, grammar, and syntax are a serious impediment to effective writing and communication, and these will affect your grade.
- Retain Copies of Work Submitted: It is crucial that you retain a hard copy of all assignments/take home tests submitted in every course. Also remember to do a computer/disk back-up.

Final Exam

- There will be a final exam, during the formal exam schedule.
- It will be comprised of long answer/essay questions. No short answers, no multiple choice.

REGULATIONS COMMON TO ALL HUMANITIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 6, 2010**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2011**.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: carleton.ca/equity/accommodation/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website: carleton.ca/pmc/accommodations/

PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please **contact** the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library