

Paul of Tarsus
RELI 3231A (Winter 2015)
Religious Studies
College of Humanities

Monday 11:30 am—2:30 pm; Room SA 311

Professor Z.A. Crook

Office: Paterson Hall 2a43

Drop-in Office Hours: Mondays 9:30—10:30 am.

Appointments can also be made outside of these drop-in hours.

Course Email: zeba.crook@gmail.com

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.

Learning Objectives

By the end of this course, students should be able to:

- understand the history of the earliest spread of Christian communities;
- speak intelligently about the cultural inter-relationships among Judeans, Greeks, Romans, and Christians;
- understand the parameters of Pauline scholarship, especially as it relates to topics such as Pauline mission, conversion, identity, scribalism, and pseudepigraphy/authorship;
- situate Pauline scholarship within the parameters of New Testament scholarship more broadly;
- explain how the question of authorship speaks to the spread and development of the Jesus movement.
- think critically about religion, and especially about the relationship between “sacred” texts and history.

Text Books

- 1) Walter Taylor, *Paul: Apostle to the Nations. An Introduction*. Fortress Press, 2012.
- 2) Harper-Collins Study Bible (or other NRSV translation)

Evaluation

- Oral Report – 20% (see instructions below for topics and due date)
 Course Essay – 30% (10 pages, due March 29, 2015)
 Final Exam – 30% (during exam period)
 Participation – 20% (attendance does not qualify as participation)

Lecture Schedule

Date	Topics and Required Readings
Jan 5	Introduction
Jan 12	Sources and Biography (Chapter 2 + 3)
Jan 19	Greco-Roman and Jewish Context (Chapter 4)
Jan 26	Letter Writing and Rhetoric (Chapter 5)
Feb 2	The Mission Begins: 1 Thessalonians (I Thess + Chapter 6)
Feb 9	Growing Pains: Galatians (Gal + Chapter 7)
Feb 16	No Class (Reading Week)
Feb 23	Greek Culture: 1 Corinthians (1 Cor + Chapter 8)
March 2	The Trouble with Corinth: 2 Corinthians (2 Cor + Chapter 9)
March 9	Competition: Philippians (Phil + Chapter 10)
March 16	Slavery: Philemon (Phm + Chapter 11)
March 23	No Class (Conference)
March 30	The Jews: Romans (Romans + Chapter 12)
April 6	Paul's Interpreters and the Construction of the Historical Paul (Chapter 13)

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 and Guidelines

Oral Report (20%)

- The third hour of every class (starting January 19) 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 (the number of presentations per class period 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 for your edification. Also, feel free to use the research you do here in your major essay.

Directions for Topics and Presentation Date

- Choose any one of the following 36 articles from the following:

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 *Understanding the Social World of the New Testament*, ed. D. Neufeld and R. DeMaris (available electronically through the library or at my office):

Collectivism in Mediterranean Culture (pp. 17-28)
 Constructions of Gender in the Roman Imperial World (pp. 44-56)

Ethnicity and Paul's Letter to the Romans (pp. 68-89)
 Altered States of Consciousness (pp. 126-46)
 Urban Structure and Patronage (pp. 178-93)
 Ancient Economy and the New Testament (pp. 194-206)
 Purity, Dirt, Anomalies, and Abominations (207-19)
 Ritual and Christian Origins (pp. 220-32)

Or from the *Anchor Bible Dictionary*, BS 440 A54 Ref (and in my office):

Apocalypses and Apocalypticism – ABD, pp. 279-92, vol. 1
 Covenant – ABD, pp. 1179-1202, vol. 1
 Punishments and Crimes – ABD, pp. 546-56, 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**; one topic per student.
- 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. This means there is a trade off: if you choose early, you have to present early, not leaving you as much time to prepare, but you get maximum choice of topics. If you choose late, you get more time to prepare, but maybe don't get a topic you really want.
- 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 present certification, we'll arrange for you to make up the work in another way.
- I will post a schedule of presenters in cuLearn once there is one. Please check it to confirm your presentation date.

Oral Report 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 15 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 and submitted version.
- The more creative you can be in your style of presentation / teaching of the material the better (video, interpretive dance, haiku). Using Power Point slides or handouts is a useful way to help people follow along.
- 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. But please know you are not being marked on your performance (being nervous does not lose you points!). The last time this course was taught, the average for this assignment was 86%, so there is no need to be afraid!

Course Paper (30%) Due March 29, 2015. 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, or Colossians (choose one only)?

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

Course Paper Submission

- Essays must be **submitted in two forms**: electronic and paper.
- Electronic submission happens by email; I will reply telling you I received it. If you do not hear back from me within a few hours, it's because I did not receive your paper, and you need to be concerned about that. Try again.
- Electronic submission is strictly procedural; the electronic copy is NOT marked.
- **ONLY** the paper version of your essay is marked and returned to you with comments and grade.
- However, the paper version will not be marked until the electronic version has been received. Both are due on the due date. Therefore, if I have the paper version of your essay on the due-date (because you handed it in at class), but not your electronic version, the paper is late. Late penalties will accrue until I have both copies.
- The electronic version and the paper version must be identical.
- Please name your file: 3231Lastname (e.g., 3231Crook).

Other Instructions

- Please consult the grading guide. It tells you a great deal about how you should be writing your paper. It, for instance, reminds you that adhering to Chicago Notes and Bibliography style is important, that writing clarity really counts, and so on.
- I will read as many versions of your outline and early drafts as you want. I'll read outlines at any time (even the night before the essay is due) but I will not read drafts after March 23. Sending those to me by email is best (keep in mind the version you hand in for marking must follow the submission instructions above).
- 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.
- The most important feature of your paper is that **you must generate a thesis statement** which you set out in the paper to prove or defend by referring to the extensive research you have done. This is a research essay, not a mini-commentary; do not simply rephrase what the passage says; it is also not a "fishing expedition" to find out what something means. Argue a point, and make that point very clear in your introduction. Do not attempt to assess the importance of the passage for you personally, or in the modern world/church.
- This is a historical class that presupposes a willingness to engage the material critically and dispassionately – I am not interested in hearing what you believe, and statements of faith in this paper will seriously undermine your work as an historian (which is what you are aspiring to be in this class). Please be very clear that there are places for statements of faith and for approaching these texts in a

way that is faithful to a religious tradition, but the university classroom is NOT that place.

- You are expected to consult **a lot** of material in order to draw a responsible conclusion, and one 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 find out that you cannot make the claim you were hoping to.
- You may not under any circumstances use information taken from the World Wide Web (WWW). You are required to use traditional articles, books, encyclopedias, etc. **However**, there is a difference between WWW material and electronic resources. Some encyclopedias now come on CDROM; some journals offer their articles electronically because Carleton Library subscribes to them in electronic form. You can access these on your computer from home or in the library. But just because you're seeing them on your computer, or just because you downloaded them from/through the library website, does not make them WWW sources; it makes them electronic resources. Electronic resources are fine; WWW sources are not; feel free to ask me for clarification at any time.
- **Back up what you say**; you will be penalized for making unsubstantiated statements, *especially* if they are false, and even more so if they are false *and* 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** items. 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 backbone of your paper. Since commentaries only require you to read a few pages on your given passage, they count for less; be sure to include all the commentaries possible. Failure to consult adequate material will affect your mark.

General Rules for Course Papers

- All written assignments must come close to the page limit, 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 limitations.
- The Religion Program has adopted the Chicago Manual of Style (16th Ed) for all papers in Religious Studies. There is an on-line guide here: http://www.chicagomanualofstyle.org/tools_citationguide.html. Please use the Notes and Bibliography style, not the Author-Date style. 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 limitations may be returned unread and ungraded for resubmission; late penalties are retroactive to the due date, regardless of when I discover the problem.

- 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 can be brought to me directly or they can 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.
- Always keep a copy of your paper in multiple computers if you can (emailing it to yourself is an excellent way of backing something up that is almost totally secure).

Participation (20%)

- Participation is based wholly on a qualitative assessment, not a quantitative assessment. In other words, though there is sometimes a relationship between frequent participation and a high participation mark, the high participation mark is really based on the quality of your participation (e.g., showing evidence you have read and thought critically about the readings, showing evidence that you listen to the answers given in class, asking fruitful questions, etc.) not on the quantity.

Final Exam (30%)

- 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. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

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 **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

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