

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3407
Course Title Paul and His Influence in Early Christianity
Transcript Abbreviation PaulEarlyChrstanty
Course Description Survey of the life and thought of the apostle Paul in translation, and his influence on the formation of Christianity.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1200
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

A cognate course would be CL325 Christians in the Greco-Roman World, but it examines Paul only briefly (in one week) as part of a broad historical survey of Christian origins. The course fills a significant gap in ancient Mediterranean religion course offering

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Literature; Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Religious Studies.
- Bible.
- Gentiles.
- Paul of Tarsus.
- Epistolography.
- Acts of the Apostles.
- Greco-Roman Rhetoric and Philosophy.
- Early Christian Ethics.
- Hellenistic Judaism.

Attachments

- CL3407 Paul and His Influence in Early Christianity SYLLABUS.docx
(Syllabus. Owner: Kallis, Erica Joy)
- CL3407 Paul and His Influence in Early Christianity RATIONALE.docx
(GEC Course Assessment Plan. Owner: Kallis, Erica Joy)
- CL3407 Paul and His Influence in Early Christianity RATIONALE.docx: READ THIS
(GEC Course Assessment Plan. Owner: Lovely, Wayne Glenn)
- CL3407 Paul and His Influence in Early Christianity SYLLABUS grh edits.docx: READ THIS
(Syllabus. Owner: Lovely, Wayne Glenn)

Comments

- See e-mail to E. Kallis. *(by Vankeerbergen,Bernadette Chantal on 01/03/2012 12:08 PM)*
- We thought that all needed elements were included in the GE rationale. Could you go into a little detail as to what else regarding assessment and GE requirements are needed in this course's GE rationale?

Is it possible to have both Literature and Historical Studies as GE categories? We were working under the assumption that only Literature, Visual and Performing Arts, and Cultures and Ideas could not be mixed, as affirmed by Valarie Williams and as noted in Pacer. *(by Kallis,Erica Joy on 06/27/2011 02:38 PM)*

- 6/13/11:
 - Assessment plan must show how the course will be assessed. How can you show the course fulfills the GE requirements over time?
 - GE boiler plate language is not included in the syllabus. Literature is now a stand alone category. "Breadth: Arts and Humanities" prefix is not needed. *(by Meyers,Catherine Anne on 06/13/2011 01:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kallis,Erica Joy	05/10/2011 10:28 AM	Submitted for Approval
Approved	Graf,Fritz	05/10/2011 12:21 PM	Unit Approval
Approved	Williams,Valarie Lucille	06/13/2011 10:46 AM	College Approval
Revision Requested	Meyers,Catherine Anne	06/13/2011 01:08 PM	ASCCAO Approval
Submitted	Kallis,Erica Joy	08/02/2011 10:22 AM	Submitted for Approval
Approved	Graf,Fritz	08/02/2011 10:24 AM	Unit Approval
Approved	Williams,Valarie Lucille	08/18/2011 08:53 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/03/2012 12:08 PM	ASCCAO Approval
Submitted	Lovely,Wayne Glenn	09/04/2012 11:19 AM	Submitted for Approval
Approved	Acosta-Hughes,Benjamin	09/04/2012 11:43 AM	Unit Approval
Approved	Heysel,Garett Robert	09/06/2012 09:44 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	09/06/2012 09:44 PM	ASCCAO Approval

CL 3407
Paul and His Influence in Early Christianity

T.Th. 12:45–2:05 p.m.
Smith Lab 1005

Autumn 2012

Professor J. Albert Harrill
Department of Classics
College of Arts and Sciences
The Ohio State University

Professor's **Office Hours:** T.Th. 2:30–4:00 p.m. and by appointment if these times are impossible for your schedule.

414B University Hall
230 N. Oval Mall
Phone: (614) 292-2511
email: harrill.5@osu.edu

Description:

Paul of Tarsus is the most important human figure in the history of Christianity. This course investigates the man and the myth through a historical study of Paul's own letters and the later writings about him. We begin with a survey of Paul's letters, turn to the social and cultural history of Pauline congregations, and then look at Paul's ancient and modern legacy. Topics include Paul's moral teaching, including areas of controversy.

GE Requirement: This course meets the general principles of the model curriculum for the following GE categories:

- 1) Literature Category
- 3) Historical Study

Goals/Rationale for GE Requirements

The University's Goals and Learning Outcomes for [Literature](#) are as follows:

Goals:

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The University's Goals and Learning Outcomes for **Historical Study** are as follows:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

The course readings and assignments address the learning outcomes of **Literature** in the following ways:

The writings of the Apostle Paul, part of the Christian Bible, are significant literary works having a huge impact upon the development of Western civilization and beyond. Paul's letters continue to hold religious authority on morality, personal and social values, and contemporary belief systems. Through reading, discussing, and writing about Paul's writings in their ancient context, the student will learn essential critical thinking skills--how to analyze a text about which he or she may have considerable preconceived notions and beliefs. The course does not aim to promote or undermine any particular religion or worldview. Rather, its religious studies approach seeks to examine the Bible from outside the framework of any particular belief system. To that end, the main learning goal is to show the writings of Paul and his interpreters in their historical contexts. Additionally, since Paul's letters employ Greco-Roman oratorical conventions of argument and persuasion, the very subject matter of the course offers classical examples of effective communication, rhetoric, and writing. The course will enable the student to gain an aesthetic appreciation of Paul's epistles as works of art and creativity, expressing the religious genius of the author, Paul. It is hoped that the student gains the ability to transfer this knowledge not only to other authors of the Bible, but also other authors of literature generally.

The course readings and assignments address the learning outcomes of **Historical Study** in the following ways:

Students will acquire a perspective on ancient figure through the study of the institutions he built (churches) that fundamentally shaped the human activity of the past. The volume and polemical ferocity of work on the history of Paul and early Christianity are striking features of contemporary historiography. In this way, the study of Paul is an excellent testing ground for students to learn the difference between primary and secondary sources in the construction of human knowledge: How to do history, how to construct facts from primary evidence, and how to critically evaluate change over time and competing interpretations of the past. The course will also teach basic “textbook” knowledge about the ancient Mediterranean world, a historical context in which to develop a foundation for future comparative understanding of Christian origins as a phenomenon of Western civilization up to the modern era.

The course will be assessed in the following ways:

1. Class Attendance and participation, with class participation and/or use of office hours improving final grade. The goal of rewarding class participation is to encourage active rather than passive learning.
2. *Research Paper* (10 pages). The essay will compare and contrast both a specific literary theme and a historical event in Paul’s letters. The goal of the assignment is to evaluate students' abilities in identifying and critically assessing the particular themes and theological goals of Paul, a particular biblical author. These abilities include explaining the similarities and differences between Paul and his literary “afterlife” created by his interpreters, identifying sources in the sequence of rhetorical themes, and obtaining mastery of the methods of biblical interpretation. A sample assignment might be: "Compare and contrast the account of Paul’s conversion in Galatians and in the Book of Acts." The essay requires the use of both primary and secondary sources. The writing assignment develops essential research and writing skills, and evaluates the student’s abilities to identify and critically assess evidence and to test hypotheses about its significance.
3. Midterm and Final Examinations. The examinations will contain objective questions (identification of passages), vocabulary terms to define, and short essay questions. Sample vocabulary terms include *apocalyptic Judaism* and *parousia*. A sample essay question might be: “From your reading of *The Acts of Paul and Thecla*, describe the main features of the ‘ideal ascetic woman’ in the narrative. How does this ideal set up a division along gender lines in the main episodes of the story? In what specific ways does the narrative remain faithful to or depart from Roman gender ideologies about women?”

Required Textbooks: (on order at the OSU bookstore and; also on reserve in the Main Library).

1. Wayne A. Meeks and John Fitzgerald, ed., *The Writings of St. Paul* (Second Edition) (Norton Critical Editions) Norton Company, 2007. This will be our main text, which includes the portion of the New Testament that we will read. **Bring this book to every class.**
2. Wayne A. Meeks, *The First Urban Christians: The Social World of the Apostle Paul* (Second Edition). Yale University Press, 2003.
3. Marcus J. Borg and John Dominic Crossan, *The First Paul*. HarperOne, 2009
4. Victor Paul Furnish, *The Moral Teaching of Paul* (Third Edition) Abingdon Press, 2009.
5. Dale B. Martin, *The Corinthian Body*. Yale University Press, 1995.

Library Resources: Please consult the reference works below when you want to understand something in depth from the readings and lectures.

The Anchor Bible Dictionary, 6 vols. David Noel Freedman, ed. (New York : Doubleday, 1992). Located in Reference BS440 .A54 1992.

Oxford Classical Dictionary, 3d ed., Simon Hornblower and Anthony Spawforth, eds. (New York, Oxford University Press, 1996).
Located in Reference DE5 .O9 1996.

Homework Expectations: This is a discussion-based class. The schedule on the following pages indicates the required reading assignments. Read the assignment by the date indicated, before the class session, and take notes on the reading. You should be prepared to discuss and answer questions on the homework in class discussion. Coming prepared with questions on the material is even better than coming with answers to basics.

Online Readings: Some readings will be on Carmen which you are to print out and bring to class.

Note: E-mail attachments are not acceptable; paper copies only.

Grading:

1/3	Midterm
1/3	Research Paper
1/3	Final Exam

Grading Policy: A 100–point scale is used, 10 points for each letter grade. An **A** indicates excellence of the highest quality. A **B** indicates above average work, meeting more than the minimum. A **C** indicates that the student minimally does the requirements of the course. In grading papers, I give a grade in the “B” range to papers I judge basically successful, and a grade in the “C” range to papers I judge basically unsuccessful. A paper will have to impress me strongly, one way or the other, to get a

higher or lower grade. An “A” paper therefore will be a paper that is not merely good, but genuinely outstanding.

Expectations for Attendance and Exams: Illness is usually the only acceptable excuse for absence in class. Other absences must be explained to the satisfaction of the professor, who will decide whether omitted work may be made up. **If there will be a problem with the exam dates, you must let me know NOW during the first week of class.** Unexcused absences will be penalized against the final grade. A student wishing to discuss an absence as excused must do so in person during office hours, not over email or in class.

Acceptance of Late Papers: Written work is to be submitted on time, that is, handed to the instructor in class the day it is due. An essay assignment submitted after the end of class is late (by one day). Late papers will result in the loss of a letter grade for every day late (e.g., a paper with the grade of B will become C if one day late, D if two days late, and so forth). All essays must be submitted before the date of the final examination.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, www.ods.ohio-state.edu

SCHEDULE OF READINGS

An asterisk (*) indicates a reading Online.

BRING Meeks and Fitzgerald, *Writings of St. Paul* TO EVERY CLASS

You are to do the readings BEFORE the lecture in class.

Aug 30 Introduction to course

Part I: Survey of the Pauline Letters

- Sept. 1 **Learn** the titles of all 13 Pauline letters.
Read: Meeks and Fitzgerald, *Writings of St. Paul*, "Introduction," pp. xiii–xxviii. Meeks, *First Urban Christians*, pp. 1–8. Furnish, *Moral Teaching*, pp. 9–27.
- Sept. 6** **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "First Thessalonians" and "Galatians," pp. 3–20.
*Betz, "Paul" in *Anchor Bible Dictionary*.
- Sept. 8 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "First Corinthians" and "Second Corinthians," pp. 21–61.
- Sept. 13 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Romans" "Philippians" and "Philemon," pp. 61–97.
- Sept. 15 **Read:** Borg and Crossan, *The First Paul*, 1–58.
*Harrill, "The Use of the New Testament in the American Slave Controversy."
- Sept. 20 **Read:** Borg and Crossan, *The First Paul*, 57–154
- Sept. 22 **Read:** Borg and Crossan, *The First Paul*, 155–224.
- Sept. 27 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Second Thessalonians" "Colossians," "Ephesians," pp. 101–122.
- Sept. 29 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Pastoral Letters," pp. 122–137.
- Oct 4** **Midterm**

Part II. The Social and Cultural History of Pauline Congregations

- Oct 6 **Read:** Meeks, *First Urban Christians*, pp. 1–50.
- Oct 11 **Read:** Meeks, *First Urban Christians*, pp. 51–139.
- Oct 13 **Read:** Meeks, *First Urban Christians*, pp. 139–192.
- Oct 18 **Re-Read:** 1 Corinthians and Romans.
Read: Furnish, *Moral Teaching*, pp. 28–54. *Meeks, "The Polyphonic Ethics of the Apostle Paul."
- Oct 20 **Read:** Furnish, *Moral Teaching*, pp. 55–93.
*Martin, *Sex and the Single Savior*, chap 3–4.
- Oct 25 **Re-Read:** The Pastoral Letters
Read: Furnish, *Moral Teaching*, pp. 94–130.
Meeks and Fitzgerald, *Writings of St. Paul*, "Elisabeth Schüssler Fiorenza" and "Jouette Bassler," pp. 623–643.
- Oct 27 **Read:** Furnish, *Moral Teaching*, pp. 131–163
- Nov 1 **List of essays chosen for Research Paper due in class.**
Read: Meeks and Fitzgerald, *Writings of St. Paul*, "Reading Romans 13," pp. 539–586.
- Nov 3 **Read:** Martin, *Corinthian Body*, pp. xi–xvii, 3–68.
- Nov 8 **Read:** Martin, *Corinthian Body*, pp. 69–103.
- Nov 10 **Read:** Martin, *Corinthian Body*, pp. 104–162.
- Nov 15 **Read:** Martin, *Corinthian Body*, pp. 163–251.
- Nov 17 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Dale B. Martin," pp. 678–688.
- Nov 22 no class. (Society of Biblical Literature Annual Meeting).
- Nov 24 no class. Thanksgiving Break.

Part III. Paul's Life and its Interpreters: Ancient and Modern

- Nov 29 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Luke's Portrait of Paul," pp. 174–186.

*Knox, *Chapters in a Life of Paul*, pp. 3–28.

Dec 1 Research Paper due in class.

Dec 6 **Read:** *Knox, *Chapters in a Life of Paul*, pp. 31–73.

Dec 8 **Read:** Meeks and Fitzgerald, *Writings of St. Paul*, "Friedrich Nietzsche"
"George Bernard Shaw," pp. 408–419.

Dec 15 Final Examination, 10:15 a.m. – 12:15 p.m. in classroom

CL 3407: Paul and His Interpreters in Early Christianity

Rationale: Paul is the most powerful human personality in the history of the Church. His letters are the foundations on which later Christian literature and thought are built. This course introduces the critical study of Paul's literary remains, in translation, as primary sources for reconstructing the development of the Christian movement. After an overview of the ancient world (e.g., Second Temple Judaism, Hellenistic and Roman history, Greek letter writing conventions, and ancient city life), the course will study Paul's communities and ethics, examining these from the perspective of social and cultural history. Topics include sex, marriage, divorce, homosexuality, women in leadership, Christians and governing authorities, Jewish-Gentile relations, slavery and freedom. It will then turn to Paul's thought, concentrating on the controversial issues of grace, righteousness, and the Jewish Law. The course will conclude with a look at the earliest portraits of Paul, those advanced by groups that either admired or vilified him, as well as Paul's important legacy in Western philosophy and literature. The student will study the Pauline literature closely and will be exposed to important secondary treatments of Paul, including areas of controversy in the interpretation of his life and thought. Through a historical examination of an important corpus among the New Testament writings, to which the student may bring a certain degree of religious commitment but with little if any in-depth reading, this course will enable the student to think independently and critically and to be aware of underlying assumptions, biases, and presuppositions. This study will thus contribute to the development of necessary critical thinking skills in encouraging, through a close reading of Paul's letters, a broader understanding of the diverse political, economic, social, philosophic, religious, and moral worlds that made up ancient Mediterranean civilization. Currently, there is no similar course in the Department of Greek and Latin or in any academic unit of OSU. A cognate course would be CL 325 Christians in the Greco-Roman World, but it examines Paul only briefly (in one week) as part of a broad historical survey of Christian origins up to and including late antiquity. With respect to the curriculum in Greek and Latin, the course fills a significant gap in our departmental course offerings in ancient Mediterranean religion.

GE Requirement: This course meets the general principles of the model curriculum for the following GE categories:

- 1) Literature Category
- 3) Historical Study

Goals/Rationale for GE Requirements

The University's Goals and Learning Outcomes for [Literature](#) are as follows:

Goals:

[Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.](#)

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The University's Goals and Learning Outcomes for **Historical Study** are as follows:

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

General Education (GE) Rationale and Assessment Plan

The course addresses the learning outcomes of two categories within the General Education: Literature and Historical Study.

The course readings and assignments address the learning outcomes of **Literature** in the following ways:

The writings of the Apostle Paul, part of the Christian Bible, are significant literary works having a huge impact upon the development of Western civilization and beyond. Paul's letters continue to hold religious authority on morality, personal and social values, and contemporary belief systems. Through reading, discussing, and writing about Paul's writings in their ancient context, the student will learn essential critical thinking skills—how to analyze a text about which he or she may have considerable preconceived notions and beliefs. The course does not aim to promote or undermine any particular religion or worldview. Rather, its religious studies approach seeks to examine the Bible from outside the framework of any particular belief system. To that end, the main learning goal is to show the writings of Paul and his interpreters in their historical contexts. Additionally, since Paul's letters employ Greco-Roman oratorical conventions of argument and persuasion, the very subject matter of the course offers classical examples of effective communication, rhetoric, and writing. The course will enable the student to gain an aesthetic appreciation of Paul's epistles as works of art and creativity, expressing the religious genius of the author, Paul. It is hoped that the student gains the ability to transfer this knowledge not only to other authors of the Bible, but also other authors of literature generally.

The course readings and assignments address the learning outcomes of **Historical Study** in the following ways:

Students will acquire a perspective on ancient figure through the study of the institutions he built (churches) that fundamentally shaped the human activity of the past. The volume and polemical ferocity of work on the history of Paul and early Christianity are striking features of contemporary historiography. In this way, the study of Paul is an excellent testing ground for students to learn the difference between primary and secondary sources in the construction of human knowledge: How to do history, how to construct facts from primary evidence, and how to critically evaluate change over time and competing interpretations of the past. The course will also teach basic “textbook” knowledge about the ancient Mediterranean world, a historical context in which to develop a foundation for future comparative understanding of Christian origins as a phenomenon of Western civilization up to the modern era.

The course will be assessed in the following ways:

1. Class Attendance and participation, with class participation and/or use of office hours improving final grade. The goal of rewarding class participation is to encourage active rather than passive learning.
2. *Research Paper* (10 pages). The essay will compare and contrast both a specific literary theme and a historical event in Paul’s letters. The goal of the assignment is to evaluate students' abilities in identifying and critically assessing the particular themes and theological goals of Paul, a particular biblical author. These abilities include explaining the similarities and differences between Paul and his literary “afterlife” created by his interpreters, identifying sources in the sequence of rhetorical themes, and obtaining mastery of the methods of biblical interpretation. A sample assignment might be: "Compare and contrast the account of Paul’s conversion in Galatians and in the Book of Acts." The essay requires the use of both primary and secondary sources. The writing assignment develops essential research and writing skills, and evaluates the student’s abilities to identify and critically assess evidence and to test hypotheses about its significance.
3. Midterm and Final Examinations. The examinations will contain objective questions (identification of passages), vocabulary terms to define, and short essay questions. Sample vocabulary terms include *apocalyptic Judaism* and *parousia*. A sample essay question might be: “From your reading of *The Acts of Paul and Thecla*, describe the main features of the ‘ideal ascetic woman’ in the narrative. How does this ideal set up a division along gender lines in the main episodes of the story? In what specific ways does the narrative remain faithful to or depart from Roman gender ideologies about women?”

The on-going interaction in class, but especially the essays and examinations serve to assess continuously throughout the semester whether the following goals have been met:

- Class participation, examinations and the Research Paper will all assess how students construct an integrated perspective on history and the factors that shape human activity in terms of how they understand factual information on Paul in the context of Judaism and Greco-Roman society and through a mastering of the basic skills in Bible exegesis.
- Class participation and the Research Paper will also assess the students' ability to speak and write critically about primary and secondary sources by examining diverse interpretations of past events and ideas in their historical contexts in terms of how they contextualize Paul in his society and Christianity and perceive and explain the differences to present-day American culture
- Class participation and the Research Paper will also assess the students' ability to analyze, interpret, and critique significant literary works, appraisal and evaluation of personal and social values of one's own and other cultures in terms of a critical historical reading of the Bible and other source texts, and of an aesthetical appreciation of Paul's writing.