

RS 252A: Seminar in Christian Origins  
Paul in the Context of Post-Colonial and Indigenous Studies  
Winter Quarter 2014  
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## BOOKS

Required for purchase:

- Daniel Boyarin, *A Radical Jew: Paul and the Politics of Identity* (Berkeley: University of California, 1997). Free online through the UC Library web page.
- Frantz Fanon, *The Wretched of the Earth* (New York: Grove Press, 1963).
- Bruce Lincoln, *Discourse and the Construction of Society: Comparative Studies of Myth, Ritual, and Classification* (New York: Oxford University, 1992).
- E. P. Sanders, *Paul: a Very Short Introduction* (Oxford: Oxford University, 2001).
- James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale University, 1990).
- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (Otago, New Zealand: University of Otago, 1999).
- Robert Young, *Postcolonialism: A Very Short Introduction* (Oxford: Oxford University, 2003).

Suggested for purchase:

- Homi K. Bhabha, *The Location of Culture* (London: Routledge, 1994).
- Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University, 2000).
- Other readings are on Gauchospace (G).

## NOTE

The following readings are a proposal. The course alternates between readings in theory, and readings in Pauline studies, in hopes of establishing a dialectic relationship between the two, but we can easily spend more time on one or another topic as desired.

The theoretical concerns are threefold: first and most generally, to interrogate the role of theory in the development of specific historical reconstructions; second, to investigate particularly the use of discourse to establish identities and community boundaries (particularly Spivak, Bhabha, Lincoln, and Scott); and third, to push a bit further the work on “Paul and Empire,” and generally on the social historical background of Paul (Meeks and acolytes), not only into post-colonial theory, but into indigenous theory and the development and use of indigenous categories of analysis and description.

This is a reading seminar. We will cover a lot of ground, which means reading substantial excerpts from many works rather than focusing on a few. It is hoped that such a seminar will achieve one of the critical goals of graduate education, which is to provide a basic orientation in the field of study, as a foundation for further work by the individual scholar.

## SCHEDULE OF READINGS

8 January: Introduction

15 January: Fundamental Readings in Pauline Studies

Readings: Sanders, *Paul: A Very Short Introduction*; Meeks, *First Urban Christians*, ch. 1-3 (G).

22 January: Fundamental Readings in Post-Colonial Theory

Readings: Young, *Postcolonialism: A Very Short Introduction*.

Fanon, *Wretched of the Earth* (excerpts, G).

G.C. Spivak, "Can the Subaltern Speak?," from *Marxism and the Interpretation of Culture* (ed. C. Nelson and L. Grossberg; Urbana: University of Illinois, 1988), 279–313 (G).

29 January: No Class: Read ahead!

5 February: Paul and Empire: Surveying the Terrain

Readings: J. Meggitt, *Paul, Poverty and Survival* (Edinburgh: T & T Clark, 1998), ch. 2-4 (G).

R.A. Horsley, *Paul and Empire: Religion and Power in Roman Imperial Society* (Harrisburg, Pa.: Trinity, 1997), excerpts (G).

Neil Elliott, *Liberating Paul: The Justice of God and the Politics of the Apostle* (Minneapolis: Fortress Press, 2006), excerpts (G).

12 February: From Postcolonial Theory to Indigenous Theory

Readings: H.K. Bhabha, *The Location of Culture* (London: Routledge, 1994) ch. 1, 6 (G).

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, N.J.: Princeton University Press, 2000) ch. 1, 3, 5 (G).

Tuhiwai Smith, *Decolonizing Methodologies*, Introduction, ch. 1-4.

19 February: Transitions: The Postcolonial Paul toward Jewish Difference

Readings: Christopher D. Stanley, *The Colonized Apostle: Paul Through Postcolonial Eyes* (Minneapolis: Fortress Press, 2011), excerpts (G).

Walter D. Mignolo, *Local Histories/global Designs: Coloniality, Subaltern Knowledges, and Border Thinking* (Princeton, N.J.: Princeton University Press, 2000) introduction, ch. 1, 2 (G).

S. Cohen, *The Beginnings of Jewishness: Boundaries, Varieties, Uncertainties* (Berkeley: University of California, 1999), ch. 4, 5 (G).

25 February (Tuesday): Paul, Jewish Identity, Subaltern Discourse

Readings: Alan F. Segal, *Paul the Convert: The Apostolate and Apostasy of Saul the Pharisee* (New Haven: Yale University Press, 1990), ch. 3, 5 (G).

Scott, *Domination*, ch. 1-6.

5 March: No Class: Read Ahead!

12 March: Paul, Judaism, Discourse, Difference

Readings: Lincoln, *Discourse*; Boyarin, *A Radical Jew*.

## COURSE REQUIREMENTS

1. Reading Reports. I will expect you to come to class with at least a page (single spaced) of analysis of the weeks' readings. I expect the reports to provide equal parts of description of the work, and analysis and critique. Completing these will facilitate informed participation in class discussion. Please post this report on line at Gauchospace by noon Tuesday, so that people have a chance to read your entry before class. Note that you will need to post the report twice, once in the assignments section, and once in the class forum for the week. Each of you will introduce briefly your reports at the beginning of each class.
2. Brief Final Paper. Engage one or more of the course readings in a written form that includes some analytic reflection of its ramifications for a topic of your choice from your own area of research. For those of you who would find it helpful, I will entertain individual proposals for longer written works, ideally as part of a prospectus or thesis. My goals are merely that you read the material thoughtfully, and that you refrain from writing in genres that are not directly related to your professional progress (e.g. thesis prospectus, book proposal, article or thesis chapter). I expect a work of 8 pp. double-spaced by Wednesday, 19 December. Please note that if your work comes in after this deadline, it will be graded during the grading period of spring quarter, that is, in June.

### INCOMPLETE POLICY FOR THIS CLASS

It is not in your best interests to take incompletes unless there is a sudden and unexpected catastrophe that upsets rational planning to fulfill the class requirements. Additionally, the class has been designed so that the bulk of the work is completed in the course of the quarter. Any incompletes that are granted must be completed by the end of Spring Quarter 2014. If the work has not been finished by that time, one of two things will happen: 1. the student will receive a grade based on the work that has been completed; 2. the student will retroactively drop the class.