

RELI 350

**STUDIES IN CHRISTIAN THEOLOGY:
PAUL, THE FIRST CHRISTIAN THEOLOGIAN**



SCHOOL OF ART HISTORY, CLASSICS & RELIGIOUS STUDIES

VICTORIA UNIVERSITY OF WELLINGTON

Trimester 1, 2008

RELI 350

STUDIES IN CHRISTIAN THEOLOGY: *PAUL, THE FIRST CHRISTIAN THEOLOGIAN*

Course co-ordinator: *Assoc. Professor Chris Marshall*
St John's Associate Professor of Christian Studies
HU 115, tel: 463 7421

Where and when: *Lectures: HU 220*
Thursday 3:10 – 5:00pm
Tutorials: Times and place to be advised

Course tutor: *Dr Tim McKenzie*

The programme Administrator, Aliko Kalliabetsos, is in room HU 318 (463 5299, email: aliki.kalliabetsos@vuw.ac.nz). **Notices regarding the course or any information on changes will be posted on the notice board outside the programme administrator's office.**

Office Hours: The main office is open Monday – Thursday 9:30 – 12:00 and 2:00 – 3:30. You can arrange to meet with Dr Marshall by appointment.

Course Outline

1. **Course description:** An introduction to the life, thought and writings of Paul, early Christianity's most formative theological thinker. The course will examine Paul's conversion and its impact on his Jewish world view, the hermeneutical challenges associated with making sense of Paul's writings, and key themes in Paul's theological thought. The course will include case studies on Paul's interactions with the church at Rome and, to a lesser extent, the church at Corinth. The course will engage throughout with key debates in contemporary Pauline studies.

2. **Course content:** The course consists of six units, which will be covered in lectures, tutorials, assignments, and in your own background reading:

1. *Paul: Convert and Apostle*

- Paul's pre-Christian background and career
- Paul's encounter with Christ
- Paul's missionary career
- Paul's legacy in Christian theology

2. *Reading Paul: The Hermeneutical Challenge*

- Letter-writing and orality in antiquity
- Guidelines for reading Paul's letters
- The sources, shape and character of Paul's theology
- The centre of Paul's theology
- Paul's use of scripture

3. *Case Study: Paul's Interactions with the Roman Church*

- The towering importance of Romans for Christian theology
- Difficulties in reading Romans
- Old and new perspectives on Paul
- Paul and the human condition

4. *Paul's Message of Salvation in Christ*

- The Saving Event: Christ-crucified and risen
- Justice, justification and faith
- New life in the Spirit, and "the Corinthian problem"
- The shape of Pauline spirituality

5. *Paul in Practice*

- Paul: Patron saint of women?
- Eschatological ethics
- The task of Christian moral discernment
- Paul, social radical or social conservative?

6. *Paul and the Future*

- Paul and Israel
- The resurrection of the dead
- New creation
- Universalism in Paul?

3. **Course objectives:** By the end of the course students should be able to:

- explain the nature of Paul's relationship to contemporary Jewish, Hellenistic and Christian contexts
- identify the characteristic features of Paul's theology
- appreciate the special complexities entailed in reading and interpreting Pauline literature
- understand major currents in current Pauline research
- reflect critically on the relevance of Paul's life and thought for religious life and interfaith engagement today.

4. **Assessment:** The course is internally assessed by means of two written assignments, tutorial assignments and a class test, weighted as follows:

- One 2000 word assignment (20%): Due 4 April
- One 2800 word assignment (30%): Due 9 May
- Tutorial assignments (10%)
- Final class test (40%), held in class time on 29 May.

The mandatory course requirements are attendance at 80% of tutorials the submission of 2 essays, 80% of tutorial assignments and sitting the class test.

5. **Required texts:** Tutorial discussions will be based on material supplied in the course reader and either of the following two short books:

N.T. Wright, *Paul: In Fresh Perspective* (Minneapolis: Fortress Press, 2005)

N.T. Wright, *What Saint Paul Really Said* (Oxford: Lion, 1997)

The first book above is available at Manna Books, 185 Willis Street. The second should be available at the university bookshop.

The course Reader is available from Students Notes at a cost of approximately \$30.00.

Students should have access to a copy of the New Testament, preferably the NRSV translation (available online at [www. http://bible.oremus.org/](http://bible.oremus.org/))

6. ***Additional Bibliography:*** Additional references for assignments and background reading are attached at the end of the course guide. One extremely useful reference work is:

G.F. Hawthorne, R.P. Martin and D.C. Reid (eds), *Dictionary of Paul and his Letters* (Leicester: IVP, 1993).

There are many fine theologies of Paul available. Especially recommended is:

James D.G. Dunn, *The Theology of Paul the Apostle* (Grand Rapids: Eerdmans, 1998).

A very much shorter and clear summary of Paul's thought is:

J. Ziesler, *Pauline Christianity* (Oxford; OUP, 1990).

For a feminist reading of Paul, see:

S. Hack Polaski, *A Feminist Introduction to Paul* (St Louis, Mis: Chalice Press, 2005).

For an excellent survey of Christian theology in general, see:

Alister E. McGrath, *Christian Theology – An Introduction* (London: Blackwell, 2001).

Students should check out the Trinity Newman Collection in the Religious Studies library, HU 320, and the library in Ramsey House, 8 Kelburn Parade.

7. ***Tutorials:*** Attendance at 80% of tutorials is mandatory. Tutorials deal with material complementary to the lecture programme, and provide an opportunity to discuss critical issues with others in the class.
8. ***Work-load (recommendation of the Faculty of Humanities and Social Sciences):*** For 300-level 24 points one trimester courses, the working party on workloads and assessments recommends 16 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

[300 – level 1 trimester 24 points 16 hours]

9. **General University statutes and policies**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at:

http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

10 **Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.victoria.ac.nz/policy/academicgrievances

11 **Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.victoria.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.victoria.ac.nz/policy/staffconduct

12 **Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss

your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

13 ***Student Support***

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.victoria.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

- 14 ***Taping of Lectures:*** All students in the School of Art History, Classics and Religious Studies are welcome to use audio-tapes to record lectures. If you want to do this, please see your lecturer, tutor or the relevant programme administrator and complete a disclaimer form which advises of copy right and other relevant issues.
- 15 ***Use of Turnitin:*** Student work provided for assessment in this course *may* be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. ***At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.*** You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.
- 16 ***Class representatives:*** Class representatives are elected in the first week or two of the term. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Religious Studies notice board.
- 17 ***Aegrotat regulations*** apply to internally assessed courses. Students who are ill, or who have difficult personal circumstances may be having problems completing assessment. The aegrotat provisions apply to all courses and apply to assessment which falls within the last three weeks of teaching or the final examination period, including preparation time for final tests and examinations. Aegrotat provisions are detailed in section 4.5 of the Assessment Statute (2008 Calendar, p. 101) and also on p. 23 of the 2006 Assessment Handbook. Students can refer to the University's website for further information: <http://www.vuw.ac.nz/timetables/aegrotat.aspx>. Application forms and information pamphlets should be obtained from the Faculty Student and Academic Services Office (MY 411) or the Manager, Student & Academic Services (MY 410).
- 18 ***Student Learning Support Services:*** A range of workshops, drop-ins and other assistance is provided by SLSS, covering such things as study techniques, essay writing, exam preparation and note taking skills. They are at 14 Kelburn Parade, tel: 463 5999
- 19 ***Supplementary Materials:*** A website of materials related to RELI 328 is being maintained in Blackboard. You can find it by visiting <http://blackboard@vuw.ac.nz>. Your user name is the one issued to you by Student Computing Services. Your password is your Student ID Number. If in doubt, please contact the Student Computing Services Help Desk, 463-6666 (extension 6666 from VUW phones) or by email scs-help@vuw.ac.nz
- 20 ***Evaluation:*** This course will be evaluated by UTDC.

Lecture Programme

TOPIC 1: Paul's Background, Life And Legacy

28 Feb *Paul: convert and apostle*

6 Mar *Sources of Paul's theology*

TOPIC 2: Reading Paul: The Hermeneutical Challenge

13 Mar *Paul the letter writer: interpreting Paul's letters*

20 Mar *Paul the theological thinker: synthesising Paul's theology*

EASTER BREAK (21-25 MARCH)

TOPIC 3: Paul's Interactions with the Church in Rome: A Case Study

27 Mar *Romans: Paul's magnum opus*

3 April *Paul and the human condition*

TOPIC 4: Paul's Message of Salvation in Christ

10 April *Christ-crucified and the response of faith*

MID-TRIMESTER BREAK: 12 -27 APRIL

1 May *GUEST LECTURE: Dr TIM McKENZIE*

TOPIC 5: Paul in Practice

8 May *New life in the Spirit*

15 May *Paul: Patron saint of women?*

TOPIC 6: Paul and the Future

22 May *Paul's ethics: living in the overlap*

CLASS TEST:

29 May *Final test*

Tutorial Programme

Week 1 (25-29 FEB):

No tutorials are held this week. Sign up for tutorial groups

Week 2 (3-7 MAR): *TUTORIAL 1*

Topic: *Paul and Jesus*

Week 3 (10-14 MAR): *TUTORIAL 2*

Topic: *Interpreting Paul's theology*

Week 4 (17-20 Mar) *TUTORIAL 3*

Topic: *Introduction to Romans*

EASTER BREAK (21-25 MARCH)**Week 5 (26-28 Mar):**

No tutorials.

Week 6 (31 MAR-3 APR): *TUTORIAL 4*

Topic: *Paul's View of the Human Person*

Week 7 (7-11 APR): *TUTORIAL 5*

Topic: *Righteousness by faith*

MID-TRIMESTER BREAK: 12 – 27 APRIL**Week 8 (28 APR-3 MAY):**

No tutorials

Week 9 (5-9 MAY) *TUTORIAL 6*

Topic: *Pauline spirituality*

Week 10 (12-16 MAY): *TUTORIAL 7*

Topic: *Paul and women*

Week 11 (19-23 MAY):

No tutorials

Week 12 (26-30 MAY):

No tutorials

Essays and Assignments

1. **Essays** must be placed in the locked essay box located near the programme administrator's office (HU 318) and students must date and sign the essay register when submitting an essay. **No responsibility will be taken for work pushed under doors, or for which there is no record.** Students should keep a copy of all their work until it is returned.

2. **Penalties for late essays / assignments:**
 - 2 percent per 24 hours will be deducted for late essays.
 - essays without an extension submitted more than two weeks late will not be accepted for assessment

Essays submitted late due to medical reasons must be given to the programme administrator accompanied by a doctor's certificate.

3. **Academic integrity and plagiarism:**
 Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff. It is still plagiarism even if you re-structure the material or present it in your own style or words. Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website: www.vuw.ac.nz/home/studying/plagiarism.html

4. ***Tutorial assignments:*** Students must complete FIVE tutorial assessments and participate in leading ONE tutorial discussion. The assessments will take the form of weekly quizzes (or equivalent) based on the assigned reading and lecture material. The marks for all assessments will be averaged out to calculate the overall 10% grade for this component of the course assessment.
5. ***ASSIGNMENT TOPICS*** (*Learning objectives 1-5*)

ESSAY 1 (2000 words max): Due 4 April

Choose ONE of the following questions: **Note:** *You are not expected to do a detailed exegesis of the texts mentioned. Instead try to identify broad themes or principles in the texts that are relevant to answering the question. Always bear in mind the “occasional” or situated nature of Paul’s letters: his comments must be viewed in the context of the specific context he is addressing. Also, if you do question 1 or 3, remember that there may be differences between the way Luke views Paul and the way Paul views himself.*

- (1) *Paul’s attitude to other religions:* What do we learn from Luke's account of Paul’s preaching in Athens (Acts 17:16-34) and Paul’s argument in Romans 1:18-32 about his attitude to other religions? Does his perspective have any relevance to interfaith engagement today?
- (2) *Paul, sex and marriage:* What is Paul’s teaching on sex, marriage, singleness and divorce in 1 Corinthians 7? To what extent is this chapter an adequate, helpful or relevant guide for relationship counselling today?
- (3) *Paul and politics:* What do we learn from Luke's account of Paul’s imprisonment in Philippi (Acts 16:16-40) and Paul’s teaching in Romans 13:1-7 about his understanding of Christian political responsibility?
- (4) *Paul and church discipline:* What do we learn from the Corinthian correspondence (1 Cor 5-6; 2 Cor 2, 7) about Paul’s attitude to congregational discipline and dispute resolution?
- (5) *Paul and possessions:* What do we learn from Acts 20:17-38 and 2 Cor 8-9 about Paul’s attitudes towards material possessions?

ESSAY 2 (2800 words max): Due 9 May. Choose ONE of the following topics (OR an approved alternative):

1. “Romans is thoroughly determined by a concrete historical situation” (N. Elliott). What do we know about the origins, recent history, and character of the Christian community in Rome to which Paul writes? How does this knowledge help us read Romans appropriately?

2. Write an essay on the meaning and role of the “principalities and powers” in Paul’s writings.
 3. “When Paul looks at Christ he sees both an obedient man and a gracious God. What sort of unity these two can form is a further question that has troubled theologians from the beginning” (C.K. Barrett). In what ways does Paul affirm both the humanity and the deity of Christ, and what role do each play in his theology?
 4. “The clearest witness to the lordship of Jesus Christ consists in human life in which his image is reproduced” (C.K. Barrett). What role does the example, spirit and teaching of Jesus play in the ethics of Paul?
 5. Write an essay on the intention behind and significance of Paul’s collection for the poor saints in Jerusalem.
 6. Why do several modern scholars construe Paul’s theology as counter-imperial? To what extent is this a departure from traditional ways of understanding Paul’s political orientation?
7. **Criteria for Assessment of Essay Work:** Your essays will be evaluated on the following criteria (in descending order of importance):
- **Coverage of Relevant Content:** your essay should cover the essential content thoroughly, and reflect awareness of the range of key issues relevant to the subject being discussed. The issues most pertinent to answering the essay question must receive adequate depth of treatment.
 - **Integration of Ideas and Development of Main Line of Argument:** an essay should have a beginning, a middle and an end, and sustain a main line of argument throughout. This will require you to assimilate your reading, synthesise the key points, and develop an overall argument that addresses the question asked in a logical and persuasive manner. The essay structure should reflect the particular questions asked in the essay topic.
 - **Critical Reflection:** an essay is essentially an exercise in independent, critical thinking. The essence of critical reflection is the ability to evaluate, in a reasoned and thoughtful manner, the assumptions, perspectives and arguments of others. It entails moving beyond an immediate subjective reaction to something (e.g., “I really like what Stanton said” or “Jones is too liberal”) to giving objective reasons for why a particular line of argument is to be accepted, rejected or qualified at certain points (e.g., “Wright’s perspective is helpful and illuminating because...”, or “Wright’s argument is open to criticism at the following points...”, or “Jones’s approach is stimulating and helpful, but his underlying assumptions are questionable, for the following reasons”). In short, critical reflection is a matter of having sound reasons for the position you adopt or the evaluation you offer.

- ***Extent and Quality of Reading and Research:*** a 200 level essay should be based on thorough research; the sources used should, where possible, reflect a variety of perspectives on the topic under discussion. The bibliography should include at least 7-10 items.
- ***Style and Presentation:*** your essay should be clearly written, grammatically sound, and well presented. Clarity and accuracy enhance the appeal of any essay. IT IS ESSENTIAL THAT YOU FOLLOW CONSISTENT FOOTNOTING AND BIBLIOGRAPHICAL CONVENTIONS.
- ***Effective Footnoting:*** in essays, subsidiary material should be printed in footnotes (or endnotes). Footnotes should be used (i) to cite the sources from which you have derived key facts, opinions or quotations; (ii) to add comments, explanations, examples, or references that are relevant to your argument but which would interrupt its flow if included in the main text; and (iii) to document the differing views of other authors on the point being made and the sources where these can be followed up.

8. **Final Class Test** (*Learning objectives 1-5*) 29 May

The final test will be held on the last session of the lecture programme. It will consist of both short answer questions and essay questions. The short answer questions will cover the “facts” and terminology covered in the course, and the essay questions will allow the opportunity for in-depth reflection on selected themes and topics.

How to cite books, articles and internet resources for essays in Religious Studies

It is mandatory to use a correct citation style in academic writing. The departmental standard in Religious Studies at VUW is the version of Chicago Style most usually found in the humanities, as defined in *The Chicago Manual of Style 15th ed. rev.* (University of Chicago Press, 2003). The full guide (a hefty volume) is available in the VUW library (ask at the Reference desk), at Call No. Z253 C532 15ed. However, the following information will be sufficient for most of your basic needs.

NOTE that the citation style differs for a footnote and the bibliography at the end of your essay. For each type of source, we have listed each example in both forms.

NOTE ALSO that this format is (confusingly) often NOT followed exactly in your Course Outline! This problem will be rectified in future years; for the present, please do not use the Course Outline citations as your model. Alike – by now this should not be an issue Right?

Some of the details used in these examples have been modified, and some sources therefore do not really exist in the form given below.

Book – single author

Footnote:

T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

Bibliography:

Madan, T. N. *Non-Renunciation: Themes and Interpretations of Hindu Culture*. Oxford: Oxford University Press, 1987.

Book – two or three authors

Footnote:

Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

Bibliography:

Robinson, Richard H., and Willard L. Johnson. *The Buddhist Religion: An Historical Introduction*. Belmont, California: Wadsworth, 1997.

Journal article – single author

Footnote:

Abe Masao, trans., “Shobogenzo Genjokoan,” *The Eastern Buddhist* 5:2 (October 1972): 132.

Bibliography:

Abe, Masao, trans. “Shobogenzo Genjokoan.” *The Eastern Buddhist* 5:2 (October 1972): 129-140.

Journal article – two or three authors

Footnote:

Helen Hardacre and Abe Yoshiya, "Some Observations on the Sociology of Religion in Japan: trends and methods," *Japanese Journal of Religious Studies* 5:1 (1978): 18.

Bibliography:

Hardacre, Helen, and Abe Yoshiya. "Some Observations on the Sociology of Religion in Japan: trends and methods." *Japanese Journal of Religious Studies* 5:1 (1978): 5-27.

Web site

Footnote:

Bhikkhu Thanissaro, trans., "Bhikkhu Patimokkha: The Bhikkhus' Code of Discipline," <http://www.accesstoinsight.org/tipitaka/vin/sv/bhikkhu-pati.html> (accessed July 26 2006).

Bibliography:

Bhikkhu, Thanissaro, trans. "Bhikkhu Patimokkha: The Bhikkhus' Code of Discipline." <http://www.accesstoinsight.org/tipitaka/vin/sv/bhikkhu-pati.html> (accessed July 26 2006).

How to cite in the body of your essay

When you refer to one of your sources in the course of your argument, you should always give your source in a footnote, which is indicated by a superscript number attached to the appropriate part of the sentence. Note that some other stylistic conventions use what is called "in-text citation", where references are given in parentheses at the end of the sentence; you will see this method of citation often as you read. **HOWEVER, IN-TEXT CITATION IS NOT PART OF THE CHICAGO STYLE INTRODUCED HERE**, and you should consistently use footnotes indicated by superscript numbers **ONLY**.

Footnote style has been given above. Note that footnote numbers should always come *after* any punctuation mark at the end of the word they attach to; thus, it is correct to write a footnote like this,¹ but wrong to write it like this². One of the advantages of superscript numbered footnoting is that it allows you to make tangential comments, as in this example.³

When you refer to the same source several times in a row,⁴ you can use *Ibid* and the page number.⁵ If it is the same page number, then *Ibid.* is sufficient.

If you cite source A, then cite one or more other sources,⁶ and then return to source A,⁷ it is best to repeat only the author's name,⁸ a shortened title, and the page number cited,⁹ rather than to repeat the full citation.

¹ Random footnote.

² Random footnote.

³ Constance Prevarication, *The Book of Tangential Comments* (Dargaville: Primrose Path Publications, 2004), 27. It is interesting to note that in this recent work, Prevarication reverses her previous hard-line stance on the literary sidetrack, and not only countenances it in principle, but herself indulges in it extensively in practice.

⁴ *Ibid.* [this means it is page 27 exactly like the preceding footnote]

⁵ *Ibid.*, 36. [This means it is the same source with a different page number]

⁶ T. N. Madan, *Non-Renunciation: Themes and Interpretations of Hindu Culture* (Oxford: Oxford University Press, 1987), 38.

In other words, only use abbreviated citations where you are citing the same source more than one time. Avoid old abbreviations like *loc. cit.*, *op. cit.*, and so on, which can require the reader to keep track of sources over a number of references and pages, and are thus confusing.

⁷ Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion: An Historical Introduction* (Belmont, California: Wadsworth, 1997), 113.

⁸ T. N. Madan, *Non-Renunciation*, 38-40

⁹ Richard H. Robinson and Willard L. Johnson, *The Buddhist Religion*, p. 113.