Testament critics ask questions of authorship. It is foolish to think that we can "escape" our current constructions of authorship. Warnings, like that of Branick (2009 336), against the over-application of such constructions in favor of appreciating ancient conventions, are naively optimistic of our ability to transcend our situatedness.

21. Foucault's notion of the author-function as a feature interior to the text that limits the control of meaning was a worthwhile insight (1979, 107).

22. This has been the tendency of canonical criticism, for example. See Fewster 2013, 100–101.

23. It is worth noting that the characteristics of Paul as signer are almost opposite to Jefferson's role as signer insofar as Derrida outlines it in "Declarations of Independence." In exploring the semiotics of signature, Derrida characterizes Jefferson as the "draftsman" or "secretary" involved in the drafting up of the letter (2002, 48). I take seriously the notion that Paul usually worked with an amanuensis in some capacity (see esp. Richards 1991). In that case, Paul signs what has been "drafted up" by the secretary, becoming the author of that letter. See also Collins 1988, 74–75.

24. Extreme application of this notion resulted in many historical critics designating virtually every Pauline letter as pseudonymous (see Guthrie 1962, 46).

25. McLean (2012b, 235) warns against such presentism as an "inverted form of historicism."

Tips for Teaching: The Brain Game— Teaching Strategies for Introverted vs. Extroverted Students

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Many common teachings strategies reward in-the-moment participation over a pause for deliberation, putting introverts at a disadvantage. Rectifying this imbalance requires us as educators to be aware of the inherent differences between the brains and processing mechanisms of introverts and extroverts and to develop teaching tools designed to produce the best results for all students in our classrooms.

What's an Introvert? Why Does It Matter?

Introversion has been a hot topic in recent years, thanks in part to the popularity of Susan Cain's 2012 best seller *Quiet: The Power of Introverts in a World That Can's Stop Talking* and her TED talk titled "The Power of Introverts." The book's website offers an interactive version of a personal assessment tool, the "Quiet Quiz," in which participants answer twelve questions to determine where they fall on an Extroversion-Introversion spectrum (www.thepowerofintroverts.com/about-the-book/quiet-quiz-are-you-an-introvert). The popularity of Cain's work has reinvigorated the discussion of introversion stemming from the 2002 publication of *The Introvert Advantage* by Marti Olsen Laney.

In a 2013 presentation at the Lily Conference for Teaching and Learning, Melissa Stoddard and Alexis McMillan-Clifton offered a presentation titled, "No I am Not Shy!: Engaging Students and Empowering Introverts," which articulated the importance of current research on introversion with respect to classroom instruction. This presentation called for an end to extrovert-bias in our higher education system, stressing the need to utilize teaching and assessment techniques which benefit all students, regardless of their inherent introversion or extroversion. I had the opportunity to contribute to their research by giving the Quiet Quiz to the students in my classes over the course of a year, to gain additional data on the numbers of introverted and extroverted students in different schools and programs. The information that Stoddard and McMillan-Clifton offered about the physiological differences between introverts and extroverts was absolutely fascinating and caused me to re-think how I operate as a professor. The tools and techniques detailed below (a combination of borrowed existing practices and strategies developed on my own) have grown from a personal commitment to increase my ability to engage both introverts and extroverts in my biblical studies classes.

It is important to clarify the difference between introversion and shyness. Shyness is a social anxiety—

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a fear of being judged, or of not knowing what to do in social situations. The level of shyness a person may feel is therefore directly tied to context; on the first day of a new class, both students and professor are likely to feel a bit shy! This discomfort often diminishes with time, encouragement, and experience. Introversion, in contrast, is an inward orientation that is all-pervasive to the individual, and biologically determined. Both introverts and extroverts *can be shy*, but often are not; introverts are just as likely to be confident at public speaking or performing as extroverts.

To understand the physiological differences between introverted and extroverted brains, we need to talk about neurotransmitters, chemicals in the brain, specifically: dopamine, adrenaline, and acetylcholine. Dopamine is our friend; along with influencing hormonal processes, dopamine makes us feel good. The pleasurable effect of dopamine causes us to repeat the behaviors that stimulated its release. Neurological research demonstrates that introverts have fewer dopamine receptors in their brains than extroverts. Introverts, therefore, require *less dopamine* than extroverts to reap dopamine's reward. An overabundance of dopamine causes introverts to feel over-stimulated and anxious.

Extroverts have more dopiminergic receptor sites, and therefore require more dopamine than introverts. An important ingredient in the dopamine-reward system is adrenaline, whose presence causes more dopamine to be released. This is the physiological reason that extroverts prefer stimulating environments and so-called "risky" behaviors (who hasn't felt the flush of an adrenaline rush as you raise your hand to publicly offer an opinion?) in order to arrive at the dopamine release we all crave.

Being more sensitive to dopamine, introverts will try to block out a lot of the extraneous stimuli that could give them too much dopamine in their brain at a given time. Introverts tend to avoid superfluous bursts of adrenaline, adopting a more inward stance and appreciating a less-stimulating environment. The dominant neurotransmitter pathway utilized in introverted brains is acetylcholine. In blood flow studies of extroverted and introverted brain function, researchers found that the introvert pathway is significantly longer, and runs through a different area of the brain.

The acetylcholine pathway of introverts travels to the frontal part of the brain through areas that deal with memory, reasoning, and feelings. The extrovert adrenaline pathway travels through areas involved in alertness, appetites, emotions, and importantly, *movements and actions* (Laney 2002).

Understanding the different neurotransmitters and pathways utilized by extroverted and introverted brains is key to shaping an instructional environment that elicits the best results from both extroverted and introverted students. Whereas extroverts will go from stimulus to response in a very rapid manner, introverts will take longer, and introverted students will think and perform better when anxiety-producing adrenaline rushes are limited.

The following techniques are designed to allow the time for all students to move from stimulus and response, and permit students to choose the activities in class that best suit the adrenaline requirements of their brains. They are the result of trial and error, idiosyncratic tools that have produced beneficial results in my classes. I hope that my fellow religious studies professors may find them useful as a point of departure as we all continue to practice the art of teaching and develop the methods and practices best for our individual classrooms.

Blended-Learning Techniques to Engage Introverted and Extroverted Students:

*Online Reading Assessments (Instead of ColdCalling)*

Chances are that you assign reading as homework, and then go over this reading in class, checking that the students actually *did* the reading, understood the chapters assigned, and are able to explain key points in their own words. In my first several years of teaching, I noticed that this process presented a problem. I pored over the assigned reading and wrote a list of questions to ask the class regarding the content. I would stand in front of the class and ask something like, "Where did Josiah die?" Most students, however, did not raise their hands. In a typical class of twenty-eight students, there were roughly three students who always raised their hands, a handful who sometimes raised them, and a silent majority who never volunteered to answer a question. Consulting other professors, I learned that this was common; many colleagues had noticed that a large number of students whose papers and exam scores demonstrated that they were indeed reading

and understanding the course materials were simply not raising their hands.

I was reluctant to take my colleagues' advice and begin "cold-calling" the students. Cold-calling refers to the practice (one that we have all undoubtedly experienced as students ourselves) where the professor does not simply pose a question and wait for a raised hand, but chooses a specific student and asks them to answer the question in front of the group with no advance warning or preparation time. In many traditional teaching models, cold-calling is standard by which superior students are identified. This bias toward a student's ability to blurt out a response immediately favors the extrovert's adrenaline pathway directed toward movement over the introvert's acetylcholine pathway stimulating thought, with no connection to the student's intellectual ability or preparedness. True, cold-calling seems effective: fearful of the chance they may be called on and not know the answer, most students will prepare more carefully for class once they realize how uncomfortable it feels to be wrong or clueless in front of their peers. There are times when cold-calling is appropriate, but I am generally opposed to it for several additional reasons:

Intellectual safety: The anxiety produced by cold-calling runs the risk of undermining the student's perception of intellectual safety. I absolutely want to challenge my student's assumptions, prior learning, and unexplored theological biases with regard to biblical texts. I want them to try on new ideas and paradigms, exploring which approaches are a good "fit" and which are not. As a class, we need to experiment, to disagree with one another, to become accustomed to the intellectual tension vital to the pedagogical process. Creating a classroom culture that supports experimentation, creative discussion, and a plurality of opinions is a process; it takes weeks to establish trust that it is all right to adopt a new stance and see where it will take you, to be wrong, to play devil's advocate. Cold-calling creates a "gotcha" culture where students are more interested in the "right" answer than examining the process of arriving at an answer.

Collaboration: Cold-calling can produce a hierarchical learning environment and encourage students to compete with one another for points and professorial accolades, instead of supporting one another and collaborating. Hierarchal learning environments can be expressed as a triad in which "I" (professor)
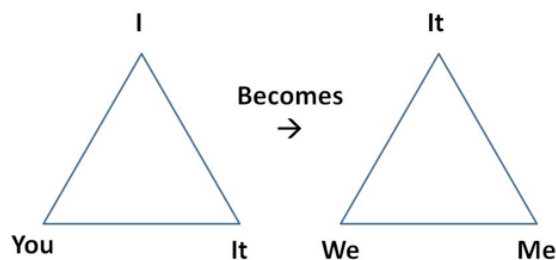
pass on "it" (the subject) to "you" (the student). The positioning of professor "above" the students as referee and judge creates a contest-atmosphere in which students often experience one another as opponents, obstructing collaboration.

A collaborative approach rearranges the learning triad into a relationship of mutuality wherein all class members, including the professor, collaborate in exploration of the subject as co-learners. Rather than putting the professor on a pedestal, this model showcases the *subject matter*. Individual particularity and perspective is maintained via the creative tension between "we" the group and "me" the person. This approach draws on the Theme-Centered Interaction methodologies of Ruth C. Cohen and is close to that which is presented by Elisabeth Schüssler Fiorenza in *Democratizing Biblical Studies* (2009). Not only effective for teaching students, this shift can be abundantly more productive for the professor's own scholarship. When I am "teaching" information to the class (for the tenth, or thousandth time), I am not learning anything new, just repeating myself. When I allow myself to *study texts with the students* (try out new approaches, be wrong, play devil's advocate) I am rewarded with new insights, experience epiphanies, and am able refine methodological processes.

Sample accuracy: The use of cold-calling as a reading assessment can tell us if the student knows the answer to a particular question, but unless our class is very small or we reserve a lot of class time for cold-calling, we learn nothing of the student's grasp of the entire reading assignment. (Did they read the first of two chapters and were lucky enough to be asked a question from the one they read? Did they understand all but one section of the reading and were unlucky enough to receive a question about the one point that was unclear to them?) In addition, the student's reaction to being put on the spot in front of their peers can produce counter-productive behaviors (such as embarrassed silence, pompous speech-

making, or panicked inability to remember anything about *anything*) that interfere with answering the question and obscure our ability to assess their preparedness. Some hate the spotlight and some love it, but I do not get an accurate sample of their abilities or preparation by putting them on the spot.

For these reasons, I avoid the practice of cold-calling and prefer to use online reading assessments. Taking the same questions as I would ask about the reading assignments in class, I use the online classroom provided by Seattle University's LMS (Learning Management System) and create weekly online reading "quizzes" that the students take as a part of their homework once they have completed the assigned reading. Using a mix of objective and short-answer questions, it is easy to ascertain exactly how much of the assigned reading each and every student completed and understood, and to provide individual feedback. A greatly reduced amount of class time is allotted for reading assessment: after each week's quiz has been submitted and graded, I project the quiz (without answers) on the classroom screen and ask if anyone has questions or needs clarification about any of the questions or correct responses. When a student asks a question, I restrain myself from jumping in and instead stand back and facilitate as other students answer. Because they have already had time to consider and respond to the question, introverted students tend to be ready to explain the answer to their peers. The resultant conversation is student-led, both extroverted and introverted class members offering thoughtful, insightful responses to one another.

Project Delivery Menu

Different students have different skills, and a Project Delivery Menu is one tool to leverage these skills. When a research project is indicated, it is often possible to allow students to choose from a range of options regarding how they will present their research. The delivery menu idea draws heavily on the precepts of UDL (Universal Design for Learning), beginning with awareness that the optimal learning environment for an inherently diverse student body is a diverse approach to educational content. Universal Design calls for crafting the exchange of information multiply: utilizing multiple means to *deliver* course content, allowing for multiple means of *interaction* with that content, and employing multiple means of

evaluating course work. One size does not fit all.

Here is a concrete example of a Project Delivery Menu. The students in my Ancient Israel course present a project called "Adopt-A-Dig" in which they research the history of an archaeological dig site, how it pertains to biblical texts, and how the findings may influence our understanding of these texts. The students write a paper for the professor to grade, but are also asked to "teach" the important points of their findings to the rest of the class. This way, although individual students only research one dig/set of texts, they learn about many more. But how will each student deliver their research? Students are given a "menu" of options from which to choose.

Choose to prepare a

Class Presentation (20-minute oral presentation with PPT, Prezi etc.)

Video Presentation (approx 15-minute original video, played in class)

Class Exercise (20-minute student-designed and facilitated exercise)

Infographic or Web Site (submitted online and peer-reviewed by the class)

Students who enjoy public speaking tend to opt for the Class Presentation or Class Exercise options. Students with mad production skills produce amazing videos; technology-savvy students produce marvelous websites and infographics. Excited by the possibilities, students frequently request to use a different delivery method they have dreamed up; I've had the privilege of hearing an incredibly detailed folk song about Tel Dan and enjoyed an equally ingenious pop-up book about Khirbet Qeiyafa. A major value of such creative projects is that they exhibit an internalization of learning that exceeds what simple essay-writing can display; beyond merely understanding and being able to repeat information, the student demonstrates an ability to completely re-frame the material present it in an innovative way (and makes our class more fun at the same time).

Importantly, in using the project menus, UDL goals are achieved: multiple means of course content delivery—the students who are experiencing their peers' work receive a diverse array of presentations; multiple means of content interaction and assessment—the students producing the project are

allowed to choose the method of interacting with the course content that best suits their skills (and honors their inherent introversion or extroversion), and are assessed accordingly.

Social Network Groups

I have created a Facebook "group" for every class since fall 2011, so I can attest to the benefits (and some practices to avoid!) of using social networks to augment class interactions. Social networks are a great way to extend the reach of the course outside of the limited time spent in class together, and provide opportunities for class participation to introverted students who may be disinclined to speak up during class. Students (and professors!) spend a lot of time online, and we can co-opt some of that time by requesting that students keep an eye out for articles, videos, comics or anything else that pertains to the class and link them to the online class group. This practice of "crowd-sourcing" additional class content exponentially increases the amount and variety of information and real-world examples of pertinent material the class can engage.

I recommend employing a commonly used social network because participation is much easier for the students, increasing compliance. While it is certainly possible (and recommended) to create discussion forums in the online classroom provided by your school's LMS, in reality this usually involves a daunting number of steps—a *lot* of "clicking." When the student encounters a pertinent article online, they must copy the URL, open a new window, open the LMS, log in, find the Discussion Board, and then paste the URL. In contrast, when there is a Facebook group for the class (or another social network whose icon appears on most internet sites, such as Reddit, StumbleUpon, Twitter, Google+, etc.), when the student encounters a pertinent article or video they can share that link immediately, with minimal clicking (two to three clicks), by using the Facebook icon located on most web pages.

First, of course, it is imperative that any online groups be set to "closed" or "secret" to comply with FERPA (The Family Educational Rights and Privacy Act) and protect student privacy. This setting ensures that only individuals enrolled in the class are able to locate and view the online group; the instructor must provide the URL to the class and directly monitor who joins. News articles claiming that Facebook is

dead or dying among Millennials aside, I have found that almost all students already have a Facebook account established for personal use. This is the text inserted into each of my syllabi under "Required Books and Tools" heading:

> Please take time to establish a Facebook account if you do not already have one. Weekly participation in our class Facebook group contributes to your Class Participation score. To protect your privacy, you are encouraged to establish your account under an alternate email address and alias as long as your identity is clear to members of the class.

Through trial and error, I learned that the fewer guidelines and restrictions the professor places on the online group, the more active and interesting the outcome. At first I posed specific questions for each class week that the students were asked to engage, only to find that these requirements were met with perfunctory compliance and produced very little personal interaction and academically stimulating conversation. Now I use the following guidelines in my syllabi, to much more effective results:

> I ask that you participate substantially in our class Facebook Group at least once a week. Please share articles, images or links that pertain to our readings/ discussion topics, or pose ideas and questions for the class to comment on and consider. "Substantial" participation means that you have either posted a link/discussion thread or commented on one each week. "Liking" a post is insufficient.

When I removed all but the minimum guidelines for participation, the online groups became a fun and fascinating source of daily interaction with class members—some of the groups continue to be active months after the course has ended!

In addition to crowd-sourcing pertinent material, online interactions provide introverted students an opportunity to take the time they need given their longer processing pathways to formulate a statement or question. The ability to consider what they are going to say, type it, read over it, and only then share it with the group removes any lopsided participation dynamic that may be present in the physical classroom, where extroverts are more likely to dominate the conversation by simply being ready to respond more quickly than introverts. The online discussions produced in reaction to student-posted links and stu-

dent-generated questions are often some of the most rich, thoughtful, and memorable interactions of the term. Conversations begun in the online group frequently migrate back to the physical classroom, with both extroverted and introverted students ready to continue exploring the topic.

Online groups provide a valuable space for peer-learning and assistance (which can be observed by the professor!). Students ask questions about assignments that are answered by other students, and post notices about extracurricular opportunities pertaining to class topics they plan to attend, inviting the others to join them. At exam time Facebook becomes a study-group, as students help one another cover the vocabulary and topics listed on the exam review sheet. I monitor these interactions, but refrain from jumping in unless I see misinformation, confusion, or that someone's question has been left unanswered.

One caveat: hopefully we as professors have become accustomed to student criticism, so that we attend to authentic concerns but are not unduly distressed by the jabs of overstressed or cranky pupils. When venturing outside of the classroom into the culture of online environments, be mindful that digital interactions tend to be less carefully nuanced and more terse or seemingly combative than person-to-person conversations. The inherent informality of this form of communication demands patience and a thick skin.

Strategies for Introvert-Friendly In-Class Interactions

Interactive Electronic Polling

Of all the suggestions listed here, this is the one students enjoy most; as they enter the room and take their seats, I often hear the hopeful question, "Will there be a poll today?" Interactive electronic polling allows me to pose a question to which every student in the class responds anonymously. I put a question on the screen and read it aloud at the same time. Within a few seconds, student responses appear on the screen and become the jumping-off point for a group discussion.

There are a range of tools available to conduct polls in class. Several of these involve "clickers" which the students use to respond to questions on the screen. I do not own clickers or want to check them out from

Technology Services and haul them around campus, so I prefer to use Poll Everywhere, a website (www.polleverywhere.com) that allows the instructor to create multiple-choice and free-response questions which the students answer using a tool that already resides in their pockets: their cell phone.

Using Poll Everywhere, students have the ability to respond to questions on the screen by using the text messaging function on their phones (or through their laptop, mobile devices such as iPad, or Twitter if they have an account). Students text a message to Poll Everywhere's contact number (seen below: 37607) as they would to any phone number. The con-

tent of their message is the number(s) on the screen corresponding to the answer they think is correct, in this case 632119.

Instead of one student answering my question while the others passively listen, the entire class is active and alert. Most importantly for introverts, interactive electronic polling allows for the necessary time for their brains to go from stimulus to formulated response; there is no race to be the first with your hand in the air, and no negative consequence if you take a little longer to decide. All students take the time to read and hear the question, formulate

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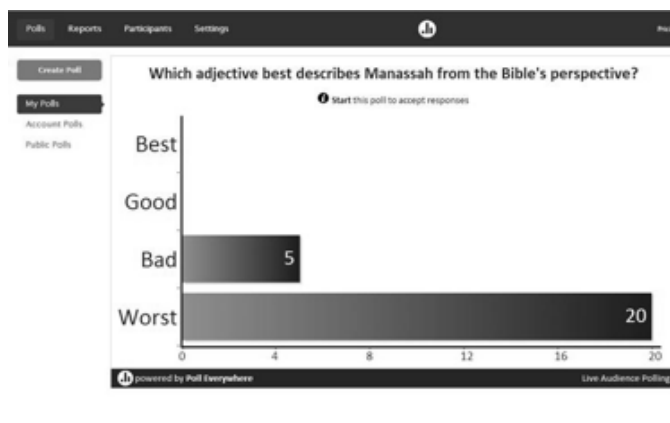
an answer, enter the answer on the device in their hands, and then the answers twinkle on to the screen up front.

Telegraphing Upcoming Questions

When professors pull up a Powerpoint or Prezi and project it on the screen, we already know what questions we are going to ask the class as we proceed through the lecture/discussion. For the introverts in the room, it can make all the difference in their ability to participate fully in the dialogue if they have had time to gnaw on the question up front. Consider making it a practice to telegraph the discussion points you anticipate inviting the class to respond to first, and then dive in to the slides. The questions can be written on the board, distributed as paper copies, or even left on screen as a header, footer, or split-screen effect as the lecture progresses. As long as the questions are available to the students in the order they will arise, and before the time arrives to answer them, introverted students will have the necessary space to digest the question and arrive at a response.

Introvert-Friendly Group Work

Confession: I am an introvert. I have always been a performer, gravitating to stages and podiums, eager to deliver prepared material. I am useless, however, at small talk. I feel "claustrophobic" around even my closest friends and family when the noise level exceeds a certain threshold; embarrassingly, I've been known to faint in crowds. Small- group work, as you might imagine, has been the bane of my academic existence. When I attend seminars or meetings in which we are suddenly asked to divide into groups and chat about something, I try to fake a phone call or a sudden need for the restroom and flee the premises.

As an educator, however, I know that working in groups has numerous benefits, including: the capacity to complete more complex and detailed assignments; exposure to a greater variety of perspectives; an increased ability to break a task down into sequential stages; and the opportunity to give and receive supportive feedback and encouragement. A few years ago I challenged myself to create assignments that reap the benefit of interactive group work without placing the introverts in the class at a disadvantage, and developed the following.

Guidelines for Introvert-Friendly Group Work

Create Dedicated Groups

Assign groups early in the class, and keep the same groups for the entire term, unless there is a problem with the dynamics of a particular group.

Divide and Conquer

Help students identify and assign (a_ the different roles within the group (does the group need an administrator? librarian? scribe? computer wiz? spokesperson?) and (b) the separate jobs (stages, topics, elements, etc.) of the project assigned. The jobs can be completed individually or in pairs as desired by group members—people who love to work together on a project may do so; people who prefer to work individually have that option. The group "scribe" should write up the roles and jobs and turn them in to the professor.

Play to Everyone's Strengths

Some people are great at research and hate public speaking. Some people love the spotlight but have no idea how to build a PowerPoint. Some are excited to learn a new skill in the course of the project; others may feel overwhelmed by needing to tackle a new skill in addition to the learning involved in the project itself. Allow each member of the group to choose jobs to which they are well suited.

Encourage Autonomy

Once roles and jobs are distributed, remind students to trust one another to complete their assigned tasks (the professor will be checking in to see if anyone needs help and encouraging everyone in their duties).

Grade Individually

Assure students that the grading process takes each student's individual contribution to the group project as well as the final product into account by providing a detailed grading rubric with explanatory notes. It is very helpful to distribute a Group Work Self-Evaluation form which students fill out before

the project is graded, in which each group member assesses the strength of their contribution to the group, evaluates the final product, and considers what they might do differently if they were to do the same project again.

As we approach the start of a new academic year, I am preparing syllabi with these tools and techniques in mind, adjusting approaches based on recent experience, and trying to develop new methods for my teaching bag-of-tricks. I hope that this overview of some basic differences between introverted and extroverted brain processes has been informative, and that the tools and strategies described are helpful. If you would like to share techniques that have proven effective in your own classes, feel free to contact me at martine@seattleu.edu. Here's to effective and enjoyable classes this fall!

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Field Notes
News and Announcements in the Discipline

The *Bulletin* welcomes announcements, including calls for papers, conference announcements, grant competitions, news items, and other informative updates on happenings in the discipline. Such announcements (like those below) will first appear on the *Bulletin*'s blog for timely distribution with occasional inclusion in issues of the *Bulletin*. There is no charge for announcements being included in Field Notes. Please email all announcements (of approximately 500 words) to the editors. Our editorial staff will also be watching for interesting items to include in this section of the *Bulletin*.

Call for Papers:
XXI International Association for the History of Religion World Congress:

The organizers of the XXI IAHR World Congress (www.iahr2015.org), to be held August 23-29, 2015 in Erfurt, Germany—congress presidents Prof. Dr. Jörg Rüpke (Erfurt) and Prof. Dr. Christoph Bochinger (Bayreuth) and congress coordinator Dr. Elisabeth Begemann (Erfurt)—invite contributions from all disciplines of religious studies and related fields of research to allow for broad, interdisciplinary discussion of the Congress topic. Papers should address one of the four thematic Congress areas.

Papers should be limited to twenty minutes. Individual papers on related topics will be joined into a panel of 120 minutes. Panel chairs will have to make sure that a minimum of thirty minutes is reserved for discussion. We strongly suggest further academic exchange by forming trans-national and trans-continental panels.

All paper proposals will be evaluated by the Academic Program Committee to ensure a high academic standard of the Congress program. Proposals should not exceed 150 words.

The deadline for submission of proposals is Monday, December 15, 2014. All proposals must be submitted electronically via the IAHR 2015 website. As part of the submission process, you will be asked to indicate the area in which you would like your proposal considered. Your proposal will then be forwarded to the appropriate member of the Academic Program Committee.

You will receive notice concerning the status of your proposal as soon as possible and certainly before March 1, 2015. If your paper has been accepted by the Academic Program Committee, please note that you will have to register as Congress participant before May 15, 2015 to be included in the Congress program.