



DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

RT2514 Early Jewish Interpretation of Texts - Principles and Techniques, 7.5 credits

Tidig judisk texttolkning - Principer och tekniker, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Literature, History of Ideas, and Religion on 2019-06-03 to be valid from 2019-06-03, spring semester of 2020.

Field of education: Arts 100%

Department: Department of Literature, History of Ideas, and Religion

Position in the educational system

The course can be part of the following programme: 1) Master of Theology (H2RTM)

Main field of studies

Religious Studies and Theology

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Degree of Bachelor or completed courses of at least 180 credits at first cycle level, of which at least 90 credits with progression in some main field of study where it is included a bachelor's thesis of at least 15 credits. Qualified are also those that have equivalent foreign education or that have equivalent prior knowledge according to earlier study regulation. Furthermore, knowledge corresponding to English A/English 5 is required.

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- account for the structure and content in early Jewish texts
- discuss the characteristics of different genres
- identify the use of different interpretation principles and their significance for exegesis

Competence and skills

- analyze sections from early Jewish and rabbinical texts in translation
- discuss and contrast various early principles of interpretation in Jewish and Christian tradition

Judgement and approach

- critically discuss themes and ideological perspectives that are expressed in early Jewish and rabbinical texts
- evaluate the importance of early Jewish interpretation principles for the understanding of the Hebrew bible and New Testament

Course content

Selected early Jewish and rabbinical texts are studied in the course. The course focuses on texts from the Dead Sea Scrolls, Mishnah, Tosefta, Midrashim, and the Babylonian as well as the Palestinian Talmud. Early principles for text interpretation such as *peshet*, *midrash*, *pardes*, *florilegia*, are in focus which involves analysis of texts in which these text interpretation principles are used. The course provides the student with the knowledge and tools needed to carry out a critical study of these texts and guides the student in the explanation and analysis of selected pericopes. The course also touches on the importance of knowledge of these principles of interpretation for the understanding of exegesis of the Hebrew Bible and the New Testament as well as for Jewish-Christian relations.

Form of teaching

Teaching takes place through compulsory text seminars. The seminars take place at campus and online at certain specific times, students are expected to be present at campus or connected by internet at these seminars.

Language of instruction: English

The language of instruction is normally English, but if all students understand Swedish the teacher may use the Swedish instead.

Assessment

The course is assessed through individual assignments in the form of oral presentations and written home assignments. Active attendance is required at the compulsory course components which are specified in the instructions that the student receive at the beginning of the course. At any absence, the student should make a supplementary assignment in accordance with teachers' instructions.

In teaching that contains oral or written assignments of assessing character participation is compulsory to pass. Good diction and good presentation technique are required at both oral and written presentations. At the beginning of the course, detailed information about how each individual module is assessed is given.

The student is required to retain a copy of home assignments until they are graded and returned. The one who submits a home assignment after the stipulated time has not the right to have it assessed, but must submit it at the next reexamination or obtain a re-examination at another occasion.

For a student who has failed examination, possibility for new test at no more than four occasions is given.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

The grade Pass cannot be changed to Failed on the student's request. A student who has passed an examination may not participate in a re-examination for higher grades. The person concerned has not the right to revoke a submitted examination to avoid grading. The examiner has the possibility to request supplementary student work for the grade Pass. The supplementary assignment should in such cases be communicated to the student in writing and should be completed in the time period specified by the teacher.

For the final grade Pass with distinction, it is required that the student in a particularly productive and critical reflecting way has shown knowledge and skills in accordance with the aim of the course.

Course evaluation

The department is responsible for carrying out course evaluations systematically and regularly and for seeing to it that they are compiled in accordance with the regulations for course evaluations at The Department of literature, history of ideas and religion.

The result and any changes to the course setup will be communicated to the students who carried out the evaluation and to the students who are to start the course.

Additional information

In addition to stated expected learning outcomes, the student in the course should, when relevant, be encouraged to make assessments with regard to gender equality and equality aspects, as well as to be attentive to ecologically economically and socially sustainable development.