



## DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

### **RT2515 After Paul - the Later Epistolary Literature in the New Testament, 7.5 credits**

Efter Paulus - den senare brevlitteraturen i Nya testamentet, 7,5 högskolepoäng  
*Second Cycle*

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#### **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 is offered as a freestanding course.

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 of 180 credits, of which at least 90 credits with progression in a main field of study including a bachelor's thesis of at least 15 credits. Also qualified are applicants who have equivalent foreign education or that have equivalent prior knowledge according to earlier study regulation. Furthermore, a knowledge of languages equivalent to English A/English 5 as well as 15 credits of New Testament Greek is required.

#### **Learning outcomes**

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

*Knowledge and understanding*

- account for the relationship of the New Testament epistolary literature to ancient Jewish and Hellenistic genres and texts
- describe characterising features of the social structures and common conceptual world of emerging Christianity

*Competence and skills*

- discuss philological problems involved in the translation of New Testament epistolary texts from Greek into English or Swedish,
- analyse New Testament epistolary texts with regard to rhetorical structure and theological content

*Judgement and approach*

- critically assess the function of categories as sex and ethnicity in New Testament epistolary texts
- evaluate the significance of epistolary literature for Jewish-Christian relations in history and present times.

**Course content**

In the course, selections from the Catholic and/or post-Pauline letters in the Nestle-Aland edition are studied in their original language together with one or more commentaries and/or monographs. The student delves into the letters as historical and theological documents, as rhetorical texts and as sources of knowledge of social structures in the early Christ-believing movement. Special emphasis is placed on the letters as expressions of, and causes contributing to, the separation between Judaism and Christianity as well as on the role played by texts for Jewish-Christian relations today.

**Form of teaching**

The course is taught through text seminars, to which the student is expected to contribute through prepared and active participation. The seminars are conducted on campus and online at certain definite times. The student is expected to be present physically or online on these occasions.

*Language of instruction: English*

The language of instruction is normally English, but if all students understand Swedish the teacher may use Swedish instead. Students' essays should normally be written in English, but if the teacher understands Swedish this language can be used instead.

**Assessment**

The course is assessed continuously through prepared and active participation in the seminars. All seminars are part of the assessment and thereby compulsory.

The student is required to retain a copy of home assignments until they are graded and returned. A student who submits a home assignment after the stipulated time has no 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 an examination, the possibility of a reexamination is given at no more than four occasions.

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 sessions (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 neither has the right to revoke a submitted examination to avoid grading. The examiner has the possibility to request in supplementary assignments for the grade Pass. The supplementary assignment should in such cases be communicated to the student in writing and be submitted within the time stipulated by the teacher.

For the grade Pass with distinction, the student is required to have shown knowledge and skills in a particularly productive and critically reflecting way in accordance with the aims 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 ([www.lir.gu.se/om-oss/styrdokument](http://www.lir.gu.se/om-oss/styrdokument)).

The results of evaluations and possible changes to the course shall be communicated to the students who participated in the evaluation and the students who are starting the course.

**Additional information**

In addition to the stated intended learning outcomes, students in the course should, whenever relevant, be encouraged make assessments with respect to gender equality and other aspects of equality, as well as sensitise and problematise ecologically, economically and socially sustainable development.