



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

### **RT2517 Jesus Among the Messiahs of Second Temple Judaism, 7.5 credits**

Jesus bland den tidiga judendomens messiasgestalter, 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 and was last revised on 2020-04-30 to be valid from 2021-01-01, spring semester of 2021.

*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 prior knowledge according to earlier study regulation or the equivalent foreign qualification. Applicants must prove their knowledge of English: English 5/English A from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS.

#### **Learning outcomes**

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

*Knowledge and understanding*

- account for different messianic concepts and figures in early Judaism
- account for scholarly discussion about the historical Jesus in relation to early Jewish messianism

*Competence and skills*

- analyse early Jewish and New Testament texts in translation
- independently apply historical methods to New Testament Gospel texts

*Judgement and approach*

- critically discuss the criteria of authenticity used in Gospel research and their basis in a theory of science
- evaluate the implications of historical Jesus research for contemporary Jewish-Christian dialogue

**Course content**

The course treats messianic concepts and figures in Palestinian Judaism at the beginning of the Common Era as well as the scholarly discussion of Jesus' relationship to these messianic movements. The course also provides training in the use of methodology for assessing the authenticity of Gospel material with the aim of reconstructing the historical Jesus. Moreover, possible implications of historical Jesus research for contemporary Jewish-Christian dialogue are discussed. During the course, Early Jewish and New Testament texts in translation are studied.

**Form of teaching**

The course is taught through text and literature seminars. All classes are compulsory and require 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. The student is also expected to read and comment on other students' written work.

*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 through independent and individual composition of a textual analysis as well as through prepared and active participation in the seminars. Seminars are compulsory and require active participation. In the case of absence, the student shall submit a supplementary assignment in accordance with the teacher's instructions.

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.

A student who has failed a test twice has the right to change examiner, if it is possible. A written request must then be submitted to the Department.

If the course has been discontinued or substantially revised, a student should be guaranteed to sit the examination on at least three occasions (including the ordinary examination occasion) during a period of at least one year based on the previous course structure.

### **Grades**

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

For the grade Pass, active participation in all compulsory components of the course is required, as well as a passed written textual analysis.

For the grade Pass with distinction, the student is required to have shown knowledge and skills in a particularly productive and critical reflecting way in accordance with the aims of the course.

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 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.

### **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 to make assessments with respect to gender equality and other aspects of equality, as well as sensitise and problematise ecologically, economically and socially sustainable development.