



General information	
Academic subject	<b>Christian Origins and their textual sources</b>
Degree course	Ancient philology, literature and history (LM-15)
Academic Year	Second
European Credit Transfer and Accumulation System (ECTS)	6
Language	Italian
Academic calendar (starting and ending date)	First Semester (26.09.2022 – 9.12.2022)
Attendance	Attendance is advisable.

Professor/ Lecturer	
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Department and address	Department of Research and Innovation in Humanities, Santa Teresa dei Maschi Building, Old Town
Virtual headquarters	Microsoft Teams, room <b>5vszctw</b>
Tutoring (time and day)	Students are tutored before and after each lesson, as well as on Tuesdays from 11 a.m. to 1 p.m. in Santa Teresa dei Maschi Building. It is always advisable to arrange tutoring hours in advance by e-mail.

Syllabus	
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Understanding of the historical-cultural phenomena related to the emersion of early Christianity within the Second Temple Judaism.</li> <li>2. Recognition of both female presences in early Christian texts and the roles of the women in early Christianity.</li> <li>3. Critical reassessment of the “construction of heresy” in proto-Christian movements.</li> </ol>
<b>Course prerequisites</b>	<ul style="list-style-type: none"> <li>-Knowledge of the Italian language.</li> <li>-Aptitude for textual analysis and interpretation.</li> <li>-Knowledge of Latin and Ancient Greek.</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>- The gradual establishment of Christianity as an autonomous religious system centred on a soteriological and atoning interpretation of Jesus' death and resurrection.</li> <li>- The role of some female figures in the New Testament and early Christian texts.</li> <li>- Canonical and apochryphal sources, “orthodoxy” and heresiological literature.</li> </ul> <p>Lessons include the reading and comparison of textual sources from the 1st and 2nd Centuries E.C., with special reference to the New Testament and the <i>corpus Ignatianum</i>.</p>
<b>Books and bibliography</b>	<p><b>A.</b></p> <ul style="list-style-type: none"> <li>- M. Simonetti, E. Prinzivalli, <i>Seguendo Gesù</i> (Fondazione Lorenzo Valla), Mondadori, Milano, voll.1-2, 2010-2015 (<b>texts to be chosen during the</b></li> </ul>

	<p><b>lessons).</b></p> <p>- P. Capelli, G. Menestrina (second edition), <i>Vademecum per il lettore della Bibbia</i>, Morcelliana, Brescia 2017, pp. 131-167 (cap. IV: <i>I testi della Bibbia. Originali, versioni antiche, storia e tradizione</i>).</p> <p>- M. Vinzent, <i>Writing the History of Early Christianity. From Reception to Retrospection</i>, Cambridge University Press, Cambridge 2019 (<b>sections to be agreed with the students</b>).</p> <p>- M. Dell'Isola, <i>L'ultima profezia. La crisi montanista nel cristianesimo antico</i>, Il Pozzo di Giacobbe, Trapani 2020.</p> <p>- A. Annese, F. Berno, M. Fallica, M. Mantovani (a cura di), <i>Le origini cristiane. Testi e autori (secoli I e II)</i>, Carocci, Roma 2021 (<b>chapters to be agreed with the students</b>).</p> <p>- M. Rescio, C. Facchini, C. Gianotto, E. Lupieri, F. Motta, E. Norelli (a cura di), <i>Non uno itinere. Ebraismi cristianesimi modernità. Studi in onore di Mauro Pesce in occasione del suo ottantesimo compleanno (suppl. alla rivista bimestrale Humanitas, LXXVI/1)</i>, Morcelliana, Brescia 2021 (<b>chapters to be agreed with the students</b>).</p> <p><b>B.</b></p> <p>Anthology of the texts analyzed in class.</p>
<b>Additional materials</b>	

<b>Work schedule</b>			
Total:	Lectures:	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours:
<b>Hours</b>			
150	42		108
<b>ECTS</b>			
	6		
<b>Teaching strategy</b>			
<p>Face-to-face lessons, seminar activities, class discussions, collective critical reflection on texts and other materials.</p> <p>Students will be encouraged to present a paper, as well as to speak in public about a topic of specific interest.</p> <p>Attendance to round tables, lectures and supplementary seminars on topics related to the course, held by scholars from other Universities, will also be encouraged.</p>			
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Understanding of Jesus within his historical Jewish background.</li> <li>○ Knowledge and understanding on the relationship of the early Christian movement with both Judaism and paganism.</li> <li>○ Knowledge and understanding on some historical aspects of the role of women within the Christian origins.</li> </ul>		
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Applying knowledge and understanding to the analysis of textual sources related to Second Temple Judaism and early Christianity.</li> <li>○ Drawing comparisons, on a historical basis, between different aspects of the Jewish and early Christian religious phenomena.</li> </ul>		
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>○ Make informed judgements and critical analysis of the stereotypes and anachronisms arising from a over-simplified binary distinctions such as Judaism/Christianity, heresy/horthodoxy.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Communicating historical-religious issues to non-specialists, with special regard to the textual and cultural relationships between Judaism and Christianity in the 1st-2nd Centuries C.E. (biblical texts, proto-Christian texts).</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ Ability of developing independent investigation and drawing comparisons between textual sources related to Jewish and early Christian history, also detecting and criticizing biases and presuppositions in the mass-media communication.</li> </ul> </li> </ul>
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<b>Assessment and feedback</b>	
Methods of assessment	Oral examination, optionally supported by a written paper.
Evaluation criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Knowledge and understanding of different historical and religious aspects of Second Temple Judaism and Christian origins (placement of Jesus in his context of origin; assessment of the relationship of the early Christian movement with both Judaism and paganism; role of women in early Christianity; the “construction” of heresy).</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Ability to apply knowledge and understanding to the textual sources analysed in classroom, drawing comparisons among them on a historical basis.</li> </ul> </li> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>○ Ability to make informed judgements and critical analysis on the stereotypes and anachronisms arising from oversimplified assessments of both Judaism and Christianity.</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Ability to critically communicate knowledge and understanding of historical-religious issues to non-specialists, with special regard to Christian origins and its textual sources.</li> </ul> </li> <li>• <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ clarity, consistency, historical accuracy.</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ Capacities of independently comparing and contrasting textual sources related to Judaism and Christianity (mostly, but not exclusively, Second Temple Judaism and Christian origins), also detecting and criticizing biases and presuppositions in the mass communication on these topics.</li> </ul> </li> </ul>
Criteria for assessment and attribution of the final mark	Taking for granted the evaluation criteria listed above, the final mark will be attributed with reference to the quality of the students' knowledge of both the texts examined in classroom and the books listed in the program.
<b>Additional information</b>	
	The expected working time for a master's thesis in the subject is <u>no less than six months</u> ; students are therefore required to contact the instructor well in advance of the expected graduation date.

