

TRVN10 Religious Roots of Europe: Space, Art, and Identity in Synagogue, Church, and Mosque TRVN10/CTRR10/ TFF4003

NB

Due to the situation in the area, we cannot be certain that we can travel in May 2024. We will decide before Christmas. In case we decide not to travel, we will instead have a compact seminar in Lund from 13-17. May, comprised of lectures, seminars and excursions to an archeological excavation and to museums.

Course content

The course has its focus on what we, based on art and archaeological remains, may learn about the development of Judaism, Samaritanism, Christianity, and Islam, especially in terms of their inter-relationship, from the first century to ca. 750 CE. In addition to an emphasis on social, religious, and political spatial settings, special attention is given to the role of sacred places in processes of identity formation and inter-religious relations.

Learning Outcomes

The student will acquire:

- Advanced knowledge and understanding of the development of and the relationship between Judaism, Samaritanism, Christianity, and Islam, with a focus on Israel/Palestine, from the first century to ca. 750 CE.
- Advanced knowledge of how the study of art and archaeology may impact our understanding of Judaism, Samaritanism, Christianity, and Islam with a focus on identity formation and inter- and intra-religious interaction.
- Skills to critically discuss the relationship between literary sources and archaeological remains, and their significance, respectively, for the reconstruction of historical processes.
- Skills to apply basic techniques relevant to archaeological excavations.
- Skills to reflect with insight, and in writing, on the role of sacred space in the shaping of inter-religious relations as well as in processes of identity formation.
- The ability to demonstrate an analytically rigorous approach to inter-religious relations in various historical and contemporary contexts.

Instructors and institutions:

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Some material has also been contributed by Dr. Giovanni Bazzana, Harvard University and Dr. Ingvild Flakerud, University of Oslo.

Time period

Teaching (e-learning): weeks 5–18

Compact seminar/excursion in Galilee/Jerusalem, May 2–19, 2024

Examination: Paper to be submitted by June 5, 2024.

Form of Teaching; Course Activities

The course consists of eight e-learning units and ends with a trip to the Galilee/Jerusalem (May 2–19, 2024). Participation in the course forum on the internet (4 weekly or bi-weekly assignments) is a requirement, as well as the submission of an exam paper and an oral presentation (see below). Students must complete all 4 written assignments by the deadline noted in the syllabus. Students may be asked to respond to other students' assignments as well as submitting their own. Please note that the travel component is compulsory.

Trip to Galilee/Jerusalem

The trip will take us to the archaeological excavations at Migdal/Magdala (1 week) and to Jerusalem (1 week). While in Magdala, we will go on excursions to various archaeological sites throughout the Galilee.

Students must pay their own airfare and all participants are responsible for booking their own flight tickets. All should plan on arriving in Israel May 2 at the latest and leave no earlier than May 19. All accommodation and travel in Israel will be booked by the instructors. Remember that you must have a valid passport, which does not expire until at least six (6) months *after* your travel. Students who may need a visa are themselves responsible for finding out whether they need one and for arranging one (students who are citizens of a Scandinavian country do not need a visa).

A student's voice on the course:

<https://www.tf.uio.no/studier/utland/reisebrev/jakob-borgen-israel.html>

Examination

The examination is a paper of between eight and ten pages on a subject (19 200 to 24 000 characters including spaces and references but excluding bibliography and table of content), question or material chosen by the student and approved by the instructor. Any missing assignments must be handed in prior to the deadline of the exam paper.

Bibliography and syllabus

1300 pages of secondary scholarly literature and primary texts in translation. Of these, 900 pages are fixed and appear on the syllabus. The rest relates to the exam paper and is chosen by the student.

Academic Integrity

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to Lund University Libraries guidelines for Academic Integrity, located at <http://www.lub.lu.se/en/services-and-activities/student-support/academic-writing/academic-integrity>

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examination