

Holy Scriptures: Judaism, Christianity, and Islam

One of the most salient features of Judaism, Christianity and Islam is their respective collections of scriptures considered, to varying degrees, foundational, normative, canonised, and holy. This module focuses on the similarities and differences of the most important dimensions of the Bible (both Jewish and Christian versions) and the Qur'an. The notion and phenomenon of "holy scripture" forms the basis for an investigation and discussion of canon and canon-formation, transtextuality, intersexuality, and rewritten scripture. This also applies to topics such as ritual practice, law, theology and violence, as well as methods and traditions in scriptural interpretation

Students will acquire:

- Advanced knowledge of differences and similarities in the canon-formation processes of Judaism, Christianity, and Islam.
- Advanced knowledge of early interpretations of scriptures in Judaism, Christianity, and Islam.
- The skills to analyse and discuss such differences and similarities.
- The skills to communicate the acquired knowledge of the subject matter in writing.
- The competence to develop their own scholarly specialisation and to navigate with confidence in interdisciplinary, complex, and unpredictable academic processes in professional and academic settings.
- The competence to actively participate in innovative scholarly work and to qualify for further education, e.g., in Ph.D. programmes.

The teaching will combine:

- Compact seminar.
- Tutorials.
- E-learning.

- One session (either an e-learning assignment, or an exercise during the compact seminar or a tutorial) is dedicated to training in communicating to the general public on the subject taught in the course.
- ECTS points: 10

The student writes a paper between eight and ten pages in length on a subject, question or material chosen by the student and approved by the teacher. To qualify for the exam the students must complete 80% of the e-learning assignments.

Syllabus:

The syllabus consists of approximately 1300 pages of secondary scholarly literature and primary texts in translation. Approximately 900 of these pages are defined by the teacher before the beginning of the term. Students choose the remaining approximately 400 pages.