



**COURSE OF STUDY** Classical Philology, Literatures and History of the Antiquity  
(LM-15)

**ACADEMIC YEAR** 2023-2024

**ACADEMIC SUBJECT** *Christian Origins and their Textual Sources*

General information	
Year of the course	Second
Academic calendar (starting and ending date)	Second semester (26.02.2024-15.05.2024)
Credits (CFU/ETCS):	6
SSD	History of Christianity and the Churches (M-STO/07)
Language	Italian
Mode of attendance	Attendance is not mandatory, but strongly recommended.

Professor/ Lecturer	
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Department and address	Department of Research and Innovation in Humanities, Santa Teresa dei Maschi Building, Bari Old Town
Virtual room	Microsoft Teams, room <b>b5r3fjl</b>
Office Hours	Office hours are on Tuesdays from 11 a.m. to 1 p.m. in Santa Teresa dei Maschi Building (by appointment). An appointment can be arranged also before and after each lesson, as well as on line.

Work schedule			
Hours			
Total:	Lectures:	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours:
150	42		108
CFU/ECTS			
6			

<b>Learning Objectives</b>	Lessons aim at promoting an understanding of the historical and cultural phenomena related to the emersion of early Christianity within the Second Temple Judaism. A special attention will be devoted to: a) both the female presence in the canonical and extra-canonical texts and the role of women in early Christianity; b) a critical assessment on the “construction of heresy” in proto-Christian movements.
<b>Course prerequisites</b>	-Knowledge of the Italian language. -Familiarity with the methodological tools of historical research.

	<p>-Aptitude for the analysis of textual sources.</p> <p>-Some degree of awareness of late antique history and/or early Christian history would be desirable.</p>
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<b>Teaching strategies</b>	<p>Face-to-face lessons, supplemented by round tables, conferences, and seminar activities held by different lecturers, including scholars from universities other than Bari.</p> <p>Analysis of textual, iconographic and audio-visual sources will be proposed; classroom discussion will be promoted. Students will be encouraged to present a paper, as well as to speak in public on a topic of specific interest, individually or in groups.</p>
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<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Knowledge and understanding on Jesus within his historical Jewish background.</li> <li>○ Knowledge and understanding on historical aspects of the formation of Christianity, starting with 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 in early Christianity.</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>	<p><i>Making informed judgments and choices</i></p> <ul style="list-style-type: none"> <li>○ Making informed judgements on the stereotypes and anachronisms arising from over-simplified binary distinctions such as Judaism/Christianity, heresy/orthodoxy.</li> </ul> <p><i>Communicating knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>○ Communicating historical-religious issues to a non-specialized audience, with a clear understanding of the textual and cultural relationships between Judaism and Christianity in the 1st-2nd Centuries C.E. (biblical texts, proto-Christian texts).</li> </ul> <p><i>Capacities to continue learning</i></p> <ul style="list-style-type: none"> <li>○ Ability to both develop an independent investigation and to draw comparisons between textual sources related to Jewish and early Christian history, also detecting various kind of biases and in the mass-media communication.</li> </ul>

<b>Syllabus</b>	
<b>Content knowledge</b>	<ol style="list-style-type: none"> <li>1. Canonical and apochryphal sources, "orthodoxy" and heresiological literature.</li> <li>2. Christianity as an autonomous religious system centred upon a soteriological and atoning interpretation of Jesus's death and resurrection.</li> <li>3. The role of some female figures in both the New Testament and early Christian texts and in their reception.</li> </ol>
<b>Texts and readings</b>	<p><b>A. Mandatory readings:</b></p> <p>- P. Capelli, G. Menestrina, <i>Vademecum per il lettore della Bibbia</i>, Morcelliana, Brescia 2017<sup>2</sup>, pp. 131-167 (cap. IV: <i>I testi della Bibbia. Originali, versioni antiche, storia e tradizione</i>).</p> <p>- A. Annese, F. Berno, M. Fallica, M. Mantovani, <i>Le origini cristiane. Testi e autori</i></p>

	<p>(<i>secoli I e II</i>), Carocci, Roma 2021 (<b>chapters to be agreed upon</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>- E. Eve, <i>Writing the gospels. Composition and memory</i>, SPCK, London 2016.</p> <p><b>B. A choice of three chapters from one or two of the following books</b></p> <p>- E. Lupieri (ed.), <i>Mary Magdalene from the New Testament to the New Age and Beyond</i>, Brill, Leiden-Boston 2019.</p> <p>- L. Carnevale, <i>Obbedienza di Abramo e sacrificio di Isacco. La ricezione di un racconto violento tra giudaismo e cristianesimo antico</i>, Il Pozzo di Giacobbe, Trapani 2020.</p> <p>- S. Parks, S. Sheinfeld, M.J.C. Warren, <i>Jewish and Christian Women in the Ancient Mediterranean</i>, Routledge, London-New York 2022.</p>
<b>Notes, additional materials</b>	All readings under A and B are compulsory; the three chapters under B must be agreed upon with the instructor. Students who are not able to attend should contact the instructor, who will provide complementary bibliography.
<b>Repository</b>	Articles and books are available from the University of Bari libraries; other readings and handouts will be uploaded on the Teams classroom.

<b>Assessment</b>	
<b>Assessment methods</b>	The assessment method is an oral interview. In agreement with the students, an intermediate examination consisting of a written paper on a topic of specific interest, related to the course, may be added.
<b>Assessment criteria</b>	<p>Students will be assessed according to their level of achievement of the expected learning outcomes.</p> <ul style="list-style-type: none"> <li>• <i>Knowledge and understanding:</i> <ul style="list-style-type: none"> <li>○ level of achievement of knowledge and understanding of historical issues related to the Second Temple Judaism and Christian origins (Jesus in his context of origin; 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 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 and effectively communicate knowledge and understanding of historical-religious issues to non-specialists, with particular 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, also detecting and criticizing biases in the mass communication on these topics.</li> </ul> </li> </ul>
<b>Final exam and grading criteria</b>	<p>On the basis of the assessment criteria listed above, the grading criteria will take into account the quality of the students' preparation with reference to: a) the texts analysed in the classroom; b) the topics addressed in the classroom; c) the reference texts.</p> <p>In order to achieve a high or excellent grade, students must have attained</p>

	<p>complete and thorough knowledge of the single topics, must show a high level of autonomy in analysis and critical judgement, and display substantial capacities of argumentation and exposition.</p> <p>Measurement criteria:</p> <ul style="list-style-type: none"><li>- Insufficient assessment</li><li>- 18-21: sufficient assessment</li><li>- 22-24: fair assessment</li><li>- 25-27: good assessment</li><li>- 28-30 (with possible award of distinction): excellent assessment.</li></ul>
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<b>Further information</b>	
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