

## **Authoritative Texts and Their Reception (ATTR), Program with Abstracts**

### **Monday June 6**

**09.00-09.10 Dr. Prof. Aud Tønnessen, Dean, The Faculty of Theology, University of Oslo, ATTR's host institution: Welcome**

**09.10-10.30 Dr. Prof. Anders Runesson: ATTR Introductory Lecture**

**10.45-12.15 Dr. Prof. Hugo Lundhaug: Authoritative Texts and Their Interpretation**

#### **13.30-15.00 Seminars**

**Group A:** Jon Petter, Sven Thore, Helge, Paula, Kari, Ole-Albert, Kristin, Bruno, Magnus.

Presenting papers/responding: Kari/Paula, Bruno/Jon Petter

Seminar Leader: Anders Runesson

Room: Grupperom 1

**Group B:** Andreas, Kaja, Meshack, Panagiotis, Christine, Susann Anett, Clarissa, Gyrid, Carl Johan

Presenting papers/responding: Gyrid/Susann Anett, Carl Johan/Clarissa

Seminar Leader: Marianne B. Kartzow

Room: Grupperom 2

**15.30-17.00 Dr. Prof. Marianne B. Kartzow: After Ph.D.: Possibilities, Strategies, and the Secret Life of the Forefront Panel**

Room: Juridisk eksamenssal

In this session we will discuss what opportunities there are for further research based projects after finishing a Ph.D. How to get a brilliant idea and how to convince others to pay for it?

In the complex landscape of national and international research councils, it is a long journey from an innovative idea to a realized research project. Are there any specific strategies or advises to be shared?

In the discussion we will touch upon a whole set of issues: How long does the planning take? How to find relevant and nice partners and colleges to develop a project with, within the field or interdisciplinary? How to learn the dialect or rhetoric of research applications? How to convince a forefront panel?

Useful addresses:

The Research Council of Norway

[http://www.forskningsradet.no/en/Home\\_page/1177315753906](http://www.forskningsradet.no/en/Home_page/1177315753906)

Horizon 2020: The EU Framework Programme for Research and Innovation

<https://ec.europa.eu/programmes/horizon2020/>

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ERC Starting Grants (are designed to encourage young talented research leader to gain independence in Europe and to build their own careers) <https://erc.europa.eu/funding-and-grants/funding-schemes/starting-grants>

### **19.00 Restaurant Ni&Tyve**

Address: Parkveien 29, a short walk from Domus Academica (through the Royal Park),  
www.niogtyve.no

### **Tuesday June 7**

#### **09.00-10.30 Dr. Prof. H. Jefferson Powell: The rise of the US constitutional tradition: 1292-1835.**

Room: Auditorium 5

The American boast that the US Constitution is the oldest national constitutional instrument is not entirely false, but it implies a great over-simplification of the process by which the Constitution came to be viewed (as it is today) as the ultimate, authoritative legal text within the US legal system. Indeed, one of the most basic constitutional questions facing the United States in the first decades of the Republic was the issue of what role the document labeled “the Constitution of the United States” would play in the Republic’s political and social life, and the understanding that was clearly in place by the death of Chief Justice John Marshall in 1835 was the product of a very long constitutional prehistory as well as intense post-adoption debate in the 1790s. We will look at the process by which the Constitution acquired its modern status through four stages, although our discussion will focus on the third.

- (a) the emergence of a common law tradition of political-legal inquiry (William Bereford’s appointment to the Court of Common Pleas in 1292 serving as a convenient starting point);
- (b) the period 1775-1789 during which Americans experimented with the formulation and implementation of written constitutional documents culminating in the federal Constitution;
- (c) the time of intense partisan, ideological and political debate from 1791-1803 which saw, on the intellectual level, a struggle between the usually Federalist image of the Constitution as primarily an authorization for national decisionmaking about social welfare and the usually Republican understanding of the Constitution as a legal instrument limiting national power and to be construed like any other legal text;
- (d) the era of consolidation in which the major institutions of American political life came to agree on an understanding of the Constitution as a document that is at one and the same time a symbol of national unity and a controlling text interpreted from a common law perspective. The death of moderate Federalist Chief Justice Marshall, who played a significant role in shaping this understanding, serves as a marker for the end of the period.

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### **10.45-12.15 Seminars**

**Group C:** Kaja, Meshack, Ole-Albert, Susann Anett, Magnus, Gyrid  
Presenting papers/responding: Ole-Albert/Magnus, Susann Anett/Gyrid  
Seminar Leader: Søren  
Room: Grupperom 1

**Group D:** Helge, Paula, Kari, Clarissa, Carl Johan  
Presenting papers/responding: Paula/Kari, Clarissa/Carl Johan  
Seminar Leader: Gabriel  
Room: Grupperom 2

**Group E:** Andreas, Jon Petter, Sven Thore, Panagiotis, Kristin, Bruno  
Presenting papers/responding: Jon Petter/Bruno, Sven Thore/Panagiotis  
Seminar Leader: Hugo  
Room: Juridisk eksamenssal

### **13.00 Edvard Munch's "The Frieze of Life" (Aula paintings)**

Room: Aula. Meeting point: Domus Medica, the stairs outside the building.

Dr. Vemund Blomkvist will give a short introduction to Edvard Munch's famous frieze.

(A representative from EA will open the gate, vakttelefonen (if necessary) 90131755)

Another version of the Frieze can be seen at the Munch museum.

<http://munchmuseet.no/en/munch>

### **13.30-17.00 Dr. Kerstin Fritsches: How to shape your profile for careers within and outside academia**

Room: Juridisk eksamenssal

Preparing your profile for a successful application is a process that needs to start long before you actually apply for positions, whether you are aiming for a career in, or outside, academia. The ever-tighter market for academic positions has made a strategic approach to planning your next steps essential. If you are looking for careers outside academia, additional challenges are often limited awareness about the options, lack of obvious role models, nervousness about seeking support for the transition and uncertainty about how skills learned in academia translate to the outside world.

This interactive, practical workshop will guide you through the essential steps in building your profile from a research base. It will cover how to go about deciding on the career pathway that

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would suit your strengths and preferences, and finding role models who can help you develop strategies that are right for you. You will be introduced to the transferable skills that employers most often look for, how to build the relevant capabilities and track record, and how best to demonstrate these in applications and interviews.

About the presenter, Dr. Kerstin Fritsches, and PostdocTraining: Kerstin is a former research fellow in neuroscience who spent the majority of her 12-year research career on soft money, with first-hand experience of the challenges facing early career researchers and a strong track record in postdoc affairs and career development. A lack of effective career training for PhDs led Kerstin to found PostdocTraining ([www.postdoctraining.com](http://www.postdoctraining.com)) in 2011, to bridge a gap in professional development by delivering support tailored specifically for early career researchers. PostdocTraining provides career development support and mentoring for researchers worldwide and Kerstin has become a sought-after workshop facilitator on topics such as career planning and research leadership, both in Europe and Australia.

### **Wednesday 8**

#### **Field Trip: Reception of Authoritative Texts in Art**

We meet at 9.30, at the main entrance of Samson Bakery, Majorstuhuset (Kirkeveien 64). We will take train #1 to Slemdal at 9.43.

Dr. Vemund Blomqvist, Assoc. Prof of NT, UiO, will lead us through the day.

The theme of this excursion is «authoritative texts in art». We explore the works of the brothers Gustav and Emanuel Vigeland. Their works are interesting to study synoptically, especially because of the accusations of plagiarism that came up early in the careers of the two brothers. We begin in the Tomba Emanuelle, the magnum opus and also the mausoleum of the artist. After lunch at Frognerseteren Restaurant, we are given a guided tour of the Gustav Vigeland Museum by Elin-Therese Aarseth. After the guided tour we will have time to roam the Vigeland Park close to the Museum.

<http://emanuelvigeland.museum.no/museum.htm>

[www.frognerseteren.no](http://www.frognerseteren.no)

[www.vigeland.museum.no](http://www.vigeland.museum.no)

<http://www.vigeland.museum.no/en/vigeland-park>

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### Thursday 9

#### **Dr. Prof. Gabriel Levy: Method and Theory of Authoritative Texts**

The session will focus on methodological and theoretical questions related to studying authoritative texts. I first address the question:

*What is a text?* I will encourage everyone to consider the concept of text very widely, to include read materiality embodied in any number of media technologies. In this sense even certain tweets could be considered authoritative texts. We will discuss how technology augments or constrains the notion of authoritative texts.

We then address the question:

*What makes a text authoritative?* There are many possible answers to this question. I present the case that John Searle's theory of "status functions," goes a long way to helping us understand what makes some texts authoritative. For a text to be considered authoritative, its status must be changed in the communicative dynamic. In this sense, rituals should be seen as one of the ways in which texts become authoritative.

We will then discuss the methodological constraints in studying such texts.

In the last part of the session we will take up an example based on this theoretical and methodological discussion. Authoritative texts appear to be read in a special way, so we will explore the hermeneutics of authoritative texts. We will address the question:

*When does a non-authoritative text become authoritative (or vice-versa)?* I will get at this issue from a cognitive perspective. One angle on the question concerns discerning the difference when certain texts are tagged either as fact or fiction. I bring these issues to bear on the Palestinian-Israeli conflict, examining some of the key authoritative texts that surround the conflict, including the Biblical book of Zechariah, the two contradictory letters from the British government (Hussein-McMahon and Balfour), and various UN documents. These documents move us into issues about the relation between 'religious' authoritative texts and legal authoritative texts in the context of international law.

Students should be prepared to discuss all of these questions and answer them in their own ways.

#### **10.45-12.15 Seminars**

**Group F:** Andreas, Sven Thore, Ole-Albert, Kristin, Magnus, Panagiotis, Gyrid

Presenting papers/responding: Andreas/Kristin, Magnus/Ole-Albert

Seminar Leader: Anders Runesson

Room: Grupperom 1

**Group G:** Kaja, Meshack, Helge, Paula, Christine, Susann Anett, Kari

Presenting papers/responding: Kaja/Helge, Christine/Meshack

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Seminar Leader: Hugo Lundhaug

Room: Grupperom 2

### **13.30-15.00 Seminars**

**Group H:** Andreas, Meshack, Ole-Albert, Kristin, Christine, Susann Anett, Gyrid, Kari

Presenting papers/responding: Meshack/Christine, Kristin/Andreas

Seminar Leader: Vemund Blomkvist

Room: Grupperom 1

**Group I:** Kaja, Jon Peter, Sven Thore, Helge, Paula, Panagiotis, Magnus,

Presenting papers/responding: Helge/Kaja, Panagiotis/Sven Thore

Seminar Leader: Halvor Moxnes

Room: Grupperom 2

### **Dr. Prof. Em. Halvor Moxnes: Seminar on «Interdisciplinary insights»**

The seminar will encourage discussion of common aspects, theories and perspectives in our various disciplines (e.g. how theorists from cultural studies, gender studies etc. provide a common intellectual basis).

But we will also look at how perspectives from other disciplines change traditional ways of working within our respective disciplines. I will provide some examples, I hope you will bring examples from your own projects.

Biblical studies have traditionally employed material and perspectives from classical studies to contextualize interpretation of Biblical texts ( see the brief description of Reidar Aasgaard's dissertation on Christian siblingship in Paul:

[https://books.google.no/books/about/My\\_Beloved\\_Brothers\\_and\\_Sisters.html?id=jiFVAAAAAYAAJ&redir\\_esc=y](https://books.google.no/books/about/My_Beloved_Brothers_and_Sisters.html?id=jiFVAAAAAYAAJ&redir_esc=y)).

A more recent trend is the use of sociology, social anthropology in studies of biblical texts, combined with empirical studies and fieldwork , see the presentation of the dissertation by Elia Mligo (<https://www.duo.uio.no/handle/10852/32975>).

A third type of interdisciplinarity is made up of studies of the reception of biblical texts within a contemporary political and ideological context, see H. Moxnes, *Jesus and the Rise of Nationalism* as an example

(<http://www.tf.uio.no/english/research/projects/jcc/publications/jesus-rise-of-nationalism.html>)

### **19.00 Olympen Mat og Vinhus**

Address: Grønlandsleiret 15, [www.olympen.no](http://www.olympen.no)

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### **Friday 10**

**09.00-10.30 Hans Petter Graver: Law, Language and Rhetoric –  
How concepts, grammar and narratives determine rights and obligations**

**10.45-12.15, 13.30-14.30 Søren Koch: Seminar on PBL**

In this session we will focus on one of the most prominent and disputed authoritative texts of the Bible – ST. Peters Letter to the Romans Cap. XIII. We will study different interpretations of this text in smaller groups focusing on the aspect of legitimization of state power and the right of resistance. Learning outcome of the session will be to give a better understanding of how authoritative texts were utilized implementing different, even contradicting ideologies in various literary genres. Analysing these texts by also looking at adaptations of them will give an unique inside in the reception-process at the brink of the Enlightenment. Source-texts are, besides the Luthers Catechism, Georg Buchanan's De Jure Regni, Hugo Grotius' De Jure Belli ac Pacis, Samuel Pufendorf's De Jure Naturae et Gentium and Ludvig Holberg's Natur- og Folkerett. The course is designed to be interactive and requires a high degree of participation of the students.