



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

BA Religion 2025-26

Draft

Module Descriptors



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UNDERGRADUATE MODULE DESCRIPTORS 2025-26

JUNIOR FRESHMAN

REU12101 Introducing the Old Testament/Hebrew Bible

Module Title	Introducing the Old Testament/Hebrew Bible
Module Code	REU12101
Module status	Core – Mandatory; Approved
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures plus 104 hours of self-directed learning
Module Coordinator	Prof. Benjamin Wold
Teaching staff	Prof. Benjamin Wold and Dr Neil Morrison
Module Learning Aims	This module aims to introduce students to the literary genres and theological contours of the Hebrew canon and its transmission, translation and interpretation.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Describe the diversity of canonical contents and contours within the Hebrew Bible. 2. Identify key figures and events described in the Hebrew Bible. 3. Trace and analyse key themes in the Hebrew Bible. 4. Understand the literature of the Hebrew Bible within the cultural setting and conceptual world of the Ancient Near East 5. Recognise the complexities of the Hebrew Bible's transmission and translation and interpretation. 6. Consider a range of literary, historical, theological and textual factors when analysing passages from the Hebrew Bible.
Module Content	The variety of terms used to designate the 'Hebrew Bible' (e.g., Old Testament, Hebrew Scriptures, Tanak) indicate the richness of traditions related to these writings, the various ways that they are viewed, and also their life within different communities at different times. This module will orient students to the literary and theological contours of the Hebrew canon, introducing them to the rich variety of genres within. The lectures will focus

	on the formation and transmission of the text and how it grew out of the context of the ancient Near East. It will also invite the student to encounter the primary texts of various sections of this great ‘library’ including the Pentateuch, the historiographical literature, the prophets, the Psalms and the Wisdom literature. Students will also be introduced to the significance of the Dead Sea Scrolls and how their discovery contributes to our understanding of the text and ‘canon’ of the Hebrew Bible in the Second Temple Period.				
Teaching and Learning Format	Lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay	1,500 words	6	50%	11
	Exam	End of term examination	1-5	50%	16
Reassessment Requirements	Resubmission of outstanding/failed components i.e. resubmission of essay and/or exam resit				
Indicative reading list (4-5 titles max.)	• Barton, John. <i>The Hebrew Bible: A Critical Companion</i>. Princeton: Princeton University Press, 2016. • Carr, David M., <i>An Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible</i> Oxford: Wiley-Blackwell, 2010. • Coogan, Michael D., <i>A Brief Introduction to the Old Testament: The Hebrew Bible in its Context</i>. 2nd ed. Oxford: Oxford University Press, 2012. • Collins, John J. <i>Introduction to the Hebrew Bible</i>. Minneapolis: Fortress Press, 2004. • Chapman, Stephen B. and Marvin A. Sweeney (eds.) <i>The Cambridge Companion to the Hebrew Bible/Old Testament</i>. Cambridge: Cambridge University Press, 2016. • Dell, Katherine J. <i>The Biblical World</i>. Routledge. Second edition. 2021. E-book. • Vanderkam, James and Peter Flint, <i>The Meaning of the Dead Sea Scrolls: Their Significance for Understanding the Bible, Judaism, Jesus and Christianity</i>. New York: Harper Collins, 2002.				

REU12112 Introducing the New Testament: Texts and Contexts

Module Title	Introducing the New Testament: Texts and Contexts
Module Code	REU12112

Module status	Core – Mandatory; Approved
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1h lectures, plus 104 hours of self-directed learning
Module Coordinator	Dr Daniele Pevarello
Teaching staff	Dr Daniele Pevarello and Prof. Benjamin Wold
Module Learning Aims	This module aims at introducing students to the canonical writings of the New Testament, their texts, their content, their origins, their transmission and the history of their interpretation.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Demonstrate familiarity with the content of the writings that form the New Testament, their structure, and the main historical and cultural factors that contributed to their development. 2. Discuss the complex process of the formation of the New Testament and identify the diverse traditions that are represented in it. 3. Identify main trends in the history of interpretation of the New Testament and its exegetical traditions both in the academic study of the New Testament and in popular culture. 4. Analyse the main models of investigation of New Testament literature (e.g., historical-critical, narratological, feminist) and the key methodological issues concerning the study of the New Testament and its origins. 5. Illustrate scholarly views about the New Testament to both specialists and non-specialists, writing well-structured essays, and compiling and using relevant bibliographies. 6. Formulate an independent and personal understanding of the New Testament and its history of interpretation as a foundation for further studies in religion and theology.
Module Content	The writings included in the canon of the New Testament have been composed by different authors over a relatively long period of time. Translated in countless languages, the stories and ideas found in the New Testament have played a major role in shaping socio-political, ethical and religious discourses across the centuries and in different cultures and have been a constant source of inspiration in art, music and literature. In this module, students will learn about the most relevant scholarly approaches to the study of the New Testament and its background in Second Temple Judaism and in the Graeco-Roman world, examine the variety of literary

	genres and the diversity of sources and traditions, which contributed to the development of early Christianity and to the formation of new religious and cultural realities in the Graeco-Roman world, and be introduced to the history of interpretation of the New Testament in antiquity and in contemporary culture.				
Teaching and Learning Format	Lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exam	End of term exam	1-6	50 %	Assessment Period
	AI Critical Assessment	1,500 words	1-6	50%	Week 8
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• David E. Aune (ed.), <i>The Blackwell Companion to the New Testament</i> (Oxford: Blackwell, 2010). • Bart D. Ehrman, <i>The New Testament: A Historical Introduction to the Early Christian Writings</i> (New York and Oxford: OUP, 2000). • Raymond E. Brown, <i>An Introduction to the New Testament</i> (The Anchor Bible Reference Library; New York, NY: Doubleday, 1997). • Kyle Keefer, <i>The New Testament as Literature: A Very Short Introduction</i> (Oxford: OUP, 2008). • Todd Penner and Davina C. Lopez, <i>De-Introducing the New Testament: Texts, Worlds, Methods, Stories</i> (Oxford: Blackwell, 2015).				

REU12301 Introducing Theology: Key Questions

Module Title	Introducing Theology: Key Questions
Module Code	REU12301
Module status	Core (R, T, R&T) and Approved Module
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None

Student Workload	22 x 1-hour contact with 104 hours of independent study				
Module Coordinator	Dr Fainche Ryan				
Teaching staff	Dr Fainche Ryan				
Module Learning Aims	The module will offer an introduction to theology by means of reading of selected texts, critique and discussion . Key questions will be addressed, such as the doctrine of God and creation, theodicy, human flourishing, the problem of violence, the inclusion of theology as a subject in the modern university.				
Module Learning Outcomes	On successful completion of this course, students will be able to • appreciate the historical development of theological discourse • • discuss the challenges for theology in the modern period • develop strategies for academic reading and skills in academic writing • present and investigate these concepts and interpretations in class and in a written assignment.				
Module Content	The module examines key questions in the theological tradition. This will give an introduction to the richness of theology as a discipline, while addressing the question of the nature of theology as an academic subject within the university.				
Teaching and Learning Format	Lectures, guided discussion on core texts, field trip to the National Museum				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay/Review	1,200 words	1,5	50%	7
	Essay/Review	1,200 words	1-5	50%	13
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• Haight, Roger, <i>Christian Community in History</i>, Vol. 1 (London: Bloomsbury, 2014) • Krabbendam, H. <i>Sovereignty and Responsibility: The Pelagian-Augustinian Controversy in Philosophical and Global Perspective</i> (Bonn: Culture and Science, 2002), pp. 36-58. • Küng, Hans, <i>Great Christian Thinkers</i> (New York: Continuum, 1994) • Migliore, Daniel, <i>Faith Seeking Understanding</i> (Michigan: Eerdmans, 1991) • Ramsey, Boniface. <i>Beginning to Read the Fathers</i> (Canterbury: SCM Press, 1993). • Young, Francis, <i>The Making of the Creeds</i> (London; SCM, 2002).				

REU12312 Introducing Theology: Key Texts and Methods

Module Title	Introducing Theology: Key texts and methods
Module Code	REU12312
Module status	Core - Mandatory; Approved
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures; 4 x 1-hour seminars; 95 hours of independent study
Module Coordinator	Dr Massimo Faggioli
Teaching Staff	Professor Massimo Faggioli
Module Learning Aim	This module aims to introduce the student to the distinctive academic discipline of theology and to stimulate their interest in the academic wealth of this tradition. It introduces students to groundbreaking texts in the Christian tradition and teaches them to “read for” chronology, meanings, ideology, rhetoric, empire, capital, patriarchy, anthropology, and ecology.
Module Learning Outcomes	On successful completion of this module, students should be able to: • Discriminate between theological and other academic approaches to the study of religion. • Analyse primary texts in terms of gender, race and class, intersectionally. • Identify the context in which texts were written. • Compare and contrast different methods/approaches within the discipline of theology. • Debate and articulate core theological positions. • Critically assess theological texts
Module Content	The course will introduce the students to the concepts of textuality and method, studying classical definitions of theology from Gregory of Nyssa, Anselm and Aquinas through to, and concentrating on, more recent formulations of theology’s task from modern theologians such as Jurgen Moltmann, Elizabeth Johnson, and Willie James Jennings. The different methodological approaches to the study of religion will be introduced, and the different ways of conducting the task of theology will be too. In the course of the module, attention will be drawn to patterns of continuity or discontinuity, agreement and conflict in the texts studied. The purpose is to train students to integrate critical, conceptual and historical skills in the reading of theological texts.

Teaching and Learning	Lectures, seminars.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay/Review	1,000 words	1, 2,3,	40%	8
	Essay	1,500 words	2,3,	60%	13
Reassessment Requirements	2 x 1,000-word essays				
Indicative reading list (4-5 titles max.)	• Elaine Graham, Heather Walton and Frances Ward, <i>Theological Reflection Methods</i> (Oxford: Blackwells, 2019) • Serene Jones and Paul Lakeland, eds. <i>Constructive Theology: A Contemporary Approach to Classical Themes</i> (Minneapolis: Fortress Press, 2005). • Mike Higon and Jim Fodor, eds., <i>The Routledge Companion to the Practice of Christian Theology</i> (Abingdon, Oxon: Routledge, 2015). • Grace Ji-Sun Kim and Susan M. Shaw, <i>Intersectional Theology: An Introductory Guide</i> (Minneapolis: Fortress Press, 2018),				

REU12501 Ethics Matters: Global Questions, Ethical Responses

Module Title	Ethics Matters: Global Questions, Ethical Responses
Module Code	REU12501
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester 1 – Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1 hour lectures with inbuilt debate; 103 hours self-directed learning.
Module Coordinator	Dr Cathriona Russell
Teaching staff	Dr Cathriona Russell

Module Learning Aims	This module introduces ethics argumentation and schools of ethics through the lens of contemporary international debates in society and politics in ecology, technology, economics and medicine. The issues to be interrogated may vary from year to year but will be drawn from: planetary sustainability; biodiversity conservation; economic development; transport, technology; demography and migration; and the biomedical sciences and ageing. Students will be introduced to modes of ethical analysis and reflection, related aspects of the underlying philosophical and theological principles and values, and views of the human person in society.				
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Distinguish between individual, social and professional ethics perspectives. 2. Identify values and principles invoked and locate their philosophical and theological backgrounds. 3. Identify, analyse and evaluate arguments and outcomes in contemporary cases and disputes. 4. Argue for your own position by critically relating it to different traditions of ethical thinking. 5. Trace similarities and differences between Irish, European and international arguments (and conventions) in relation to these debates.				
Module Content	The module will begin with a consideration of the nature of ethics argumentation and its application in contemporary issues. Students will be introduced to schools of ethics in philosophy and theology (virtue, autonomy, utility, the common good), the scope and limits of obligations (cosmopolitan and communitarian), professional ethics, and national and international agreements and conventions, with examples drawn from across the globe: dam building in India; migration and displacement, international food security; sustainable transport; biodiversity conservation; 'smart' technologies; so-called artificial intelligence and the future of work; genetic 'enhancement' of future generations and 'advance directives' in dying.				
Teaching and Learning Format	This module will be taught through a combination of lectures, student-led seminars, and debate.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	'Three slide' presentation	Prepare a short slide presentation on a key ethics debate	1, 2	30%	7
	Take- Home, Open-Book Exam	2000 words	2,3,4	70%	13
Reassessment Requirements	As Annual				

Indicative reading list (4-5 titles max)	• Gil, Thomas, <i>Varieties of Being Good</i> (Berlin: TU Verlag, 2015) • Keller, David (ed) <i>Environmental Ethics</i> (Wiley-Blackwell, 2010) • O'Neill, Onora <i>Justice Across Borders: Whose Obligations?</i> (Cambridge; CUP, 2016) • Schweiker, William (ed) <i>The Blackwell Companion to Religious Ethics</i> (Blackwell Publishing, 2007)
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REU12522 Love and Justice: Intersections in Theology and Ethics

Module Title	Love and Justice: Intersections in Theology and Ethics
Module Code	REU12522
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	18 x 1-hour lectures 4 x 1-hour seminars 103 hours of independent learning
Module Coordinator	Dr Alyson Staunton
Teaching staff	Dr Alyson Staunton
Module Learning Aims	This module introduces students to the field of theological ethics (or theo-ethics), a branch of moral inquiry that explores how Christian traditions understand ethical principles, moral value, and the shape of a good life. The first half of the course will familiarise students with the main sources and methods of Christian ethical reflection, including scripture, tradition, reason, and experience, as well as foundational concepts in normative ethics. Students will engage a range of perspectives through both primary texts and key secondary sources. The second half of the module focuses on major themes in contemporary theological ethics, such as ecology, sexuality and gender identity, AI, and economic justice. Students will be encouraged to think critically about how theological claims interact in lived experience and public discourse.

Module Learning Outcomes	On successful completion of this module, students should be able to: TBC By the end of the course, students will be able to: • articulate key ethical frameworks within Christian theology • analyse real-world issues through theological and moral lenses • reflect on the relevance of theo-ethics in a pluralist and contested moral landscape																								
Module Content	Theological ethics, as the focus of this module, is a genre of ethics that asks how diverse Christianities imagine everyday ethical principles and moral value. This module serves as an introduction to theological ethics—in the first half of the module—the sources often called upon by theologians in ethical discernment, and—in the second half—engaging some of the major themes and styles in contemporary theological ethics.																								
Teaching and Learning Format	Lectures, Seminars, Case Studies.																								
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of Total</th><th>Week due</th></tr><tr><td>Essay</td><td></td><td></td><td>60%</td><td></td></tr><tr><td>Presentation</td><td></td><td></td><td>20%</td><td></td></tr><tr><td>In Class Participation</td><td></td><td></td><td>20%</td><td></td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of Total	Week due	Essay			60%		Presentation			20%		In Class Participation			20%	
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Essay			60%																						
Presentation			20%																						
In Class Participation			20%																						
Reassessment Requirements	As Annual																								
Indicative reading list (4-5 titles max.)	• Craig A. Boyd and Dan Thorsen <i>Christian Ethics and Moral Philosophy</i> (Grand Rapid: Baker Academic, 2018). • Gabriel Meilaender, <i>Bioethics: A Primer for Christians, 4 edn</i> (Grand Rapids, MI: Eerdmans, 2020) • Richard M Gula, <i>Reason Informed by Faith: Foundations of Catholic Morality</i> (Nahwah:, NJ: Paulist Press,1989). • Sher, George (ed) <i>Ethics: Essential Readings in Moral Theory</i>, (New York: Routledge, 2012). •																								

REU12701 Approaches to the Study of Religions

Module Title	Approaches to the Study of Religions
Module Code	REU12701
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures; 8 hours field observation; 100 hours of independent learning (including field note writing)
Module Coordinator	Dr Alexandra Grieser
Teaching staff	Dr Alexandra Grieser
Module Learning Aims	This module familiarizes students with the variety of religious phenomena as they are embedded in their historical and cultural situation and with key concepts and debates of how to understand them. Students will learn how to approach religion (and non-religion) through different perspectives; understand the interrelation between the history of the Academic Study of Religions with the colonial and intellectual history of Europe; learn to apply approaches to empirical phenomena; become familiar with analytical skills, terminology and critical reading strategies when approaching religious and academic sources; develop a reflective and analytical approach to religion.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Recognize and engage with religion as a cultural phenomenon in its various “lived” empirical, historical forms and media, locally and globally. 2. Present knowledge about the history of the Academic Study of Religion and its main theorists as entangled with the religious, political, colonial and cultural history of Europe 3. Identify, characterise and discuss key approaches to the academic study of religion. 4. Recognize and explain the multi-methodical structure of the discipline and distinguish different methodologies and perspectives. 5. Apply methods, analytical skills and approaches to empirical phenomena. 6. Critically reflect on their own concepts of, and their interest in religion and taking an analytical perspective on religious phenomena.
Module Content	Religion as a cultural reality is interrelated with possibly all aspects of human life, such as the formation of social communities, kin and gender relations;

	identity building; politics; healing practices; art and literature, and what counts as knowlege in a society. Hence, studying the role of religions in their cultural context requires a broad range of approaches and methods. After a critical introduction to the history of the Academic Study of Religion and its colonial, philosophical, and religious context the module gives an overview of the major approaches to the Study of Religion, both the “classical” approaches (sociology, anthropology, and psychology of religion) and more recently developed ones, such as the economy or the aesthetics of religion. Examples taken from different religious traditions and from the students’ own field observations provide the basis for exploring the relationships between religion and culture and how they are studied as an important factor of how humans live in a complex world.																			
Teaching and Learning Format	Lectures, field observation, field report, exercises.																			
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Exercises</td><td>1000 words</td><td>2, 4, 6</td><td>30%</td><td>8</td></tr><tr><td>Essay, research-based</td><td>2000 words essay</td><td>1, 3, 5, 6</td><td>70%</td><td>12</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Exercises	1000 words	2, 4, 6	30%	8	Essay, research-based	2000 words essay	1, 3, 5, 6	70%	12
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Exercises	1000 words	2, 4, 6	30%	8																
Essay, research-based	2000 words essay	1, 3, 5, 6	70%	12																
Reassessment Requirements	The exercise component will be reassessed by a 1000 words exercise. The essay will be reassessed by a 2,000-word essay																			
Indicative reading list (4-5 titles max.)	• Chryssides, G.D. and Geaves, R., <i>The Study of Religion. An Introduction to Key Ideas and Methods</i> (London: Bloomsbury, 2012). • Minister, M. Cooper and Sarah Bloesch (eds), <i>Cultural Approaches to Studying Religion: An Introduction to Theories and Methods</i> (Bloomsbury, 2023). • Martin, C., <i>A Critical Introduction to the Study of Religion</i> (London: Equinox, 2012). • McCutcheon, R.T., <i>Studying Religion: An Introduction</i> (London: Equinox, 2007). • Partridge, C. and Dowley, T., <i>Introduction to World Religions</i>, (Oxford: Lion Hudson plc) 2014.																			

REU12712 Introduction to Philosophy

Module Title	Introduction to Philosophy
Module Code	REU12712

Module status	Mandatory
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures; 100 hours of independent study
Module Coordinator	TBC
Teaching staff	TBC
Module Learning Aims	This module will give an introduction to some of the key ideas, thinkers, and eras of philosophy. It will outline some of the main themes in philosophical thinking and show how they develop over time. The module will help sharpen critical thinking, conceptual rigour, and understanding of philosophical problems.
Module Learning Outcomes	On successful completion of this module, students should: 1. Be familiar with some of the key questions of philosophy. 2. Recognise key terms of different schools of philosophical thinking 3. Distinguish key intellectual strands in antiquity, the medieval world and modern philosophy. 4. Learn how to analyse and critique philosophical arguments. 5. Have an informed understanding of how philosophical questions have a direct bearing on theological issues.
Module Content	The module offers an overview of Western philosophy and analyses the questions treated in its main branches. Beginning with the Greeks as the founders of the Western philosophical tradition, key texts and ideas relating to Presocratic philosophers, Socrates, Plato and Aristotle will be studied with a particular emphasis on metaphysical questions about the nature of reality and of the soul. The medieval era will be studied primarily through the philosophy of Thomas Aquinas, with particular emphasis on his use of an Aristotelian approach to metaphysical notions of substance and soul, as well as his arguments for the existence of God. The study of modern philosophy will focus on Descartes, Hume, Kant, and Wittgenstein. In this part of the course we will explore the views of these thinkers on questions like: What is knowledge, and is it possible? How is the mind related to the body? What is meant by virtue ethics? What is the relation between language and the world? Students will be taught how to critically engage with the various philosophical positions.
Teaching and Learning Format	Lectures and seminars.

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay 1 (TBC)	1,500 – 2,000 words	All Learning Outcomes Addressed	50%	Week 29
	Essay 2 (TBC)	1,500 – 2,000 words	All Learning Outcomes Addressed	50%	Week 33
Reassessment Requirements	2 x 1,500 – 2,000-word essays = as annuals				
Indicative reading list (4-5 titles max.)	• Cottingham, J. (ed.), <i>Western Philosophy: An Anthology</i> (Oxford: Blackwell, 2008). Barnes, J., <i>Aristotle</i> (Oxford: O.U.P., 1982). • Guthrie, W.K.C., <i>The Greek Philosophers: From Thales to Aristotle</i> (London: Routledge, 1967). • Kenny, A., <i>A New History of Western Philosophy</i> (Oxford: OUP, 2012). • Scruton, R., <i>Kant</i> (Oxford: OUP, 1982).				

REU12724 Introducing Islam

Module Title	Introducing Islam
Module Code	REU12724
Module status	Core – Mandatory
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour lectures, plus 110 hours of self-directed learning
Module Coordinator	Dr. Zohar Hadromi-Allouche
Teaching staff	Dr Zohar Hadromi-Allouche
Module Learning Aims	This module aims to • Provide an overview of Islamic history • Present and discuss Islamic scriptures, doctrines and rituals • Demonstrate the significance and development within Islam of concepts such as prophethood, revelation, jihad, theology, law and gender • Develop an understanding of the contribution of Islamic civilization to human culture • Examine various scholarly approaches to the study of Islam

Module Learning Outcomes	On successful completion of this module, students should be able to: • Discuss major events and trends in Islamic history • Discuss Islamic scriptures, ritual and doctrines • Demonstrate an understanding of the significance and development of concepts such as prophethood, revelation, jihad, theology, law and gender from an Islamic perspective • Discuss the contribution of Islamic civilization to human culture • Discuss various academic approaches to the study of Islam				
Module Content	Islam is the fastest-growing religion in the world today. This module surveys its emergence, development, beliefs and practices, the 7th century into modernity.				
Teaching and Learning Format	Interactive lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay	1,500 words	tbc	40%	Week 29
	Exam	Exam	All	60%	Week 35
Reassessment Requirements	As annual				
Indicative reading list (4-5 titles max.)	• Berkey, J. P. The Formation of Islam: Religion and Society in the Near East, 600–1800. Cambridge, 2003. • Lapidus, I. A History of Islamic Societies. Cambridge, 2002. • Reynolds Gabriel Said. The Emergence of Islam: Classical Traditions in Contemporary Perspective. Minneapolis: Fortress Press, 2012. • Rippin, Andrew. Muslims: Their Religious Beliefs and Practices. London, 2005 (new edition).				

REU12731 Jewish Thought and Practice

Module Title	Jewish Thought and Practice
Module Code	REU12731
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures, 4 hours of external activities (field trips), ca. 95 hours self-directed learning

Module Coordinator	Prof. Benjamin Wold																			
Teaching staff	Prof. Benjamin Wold																			
Module Learning Aims	The aim of this module is to provide a critical overview of Judaism as a world religion, its cultures and practices. Students learn to evaluate the diversity of Judaism(s) in different periods and localities.																			
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Articulate key characteristics of the Mishnah, Talmud, and Midrashim. 2. Describe how different Jewish holidays and rites are observed. 3. Distinguish between different Jewish movements. 4. Differentiate between Temple Judaism and Rabbinic Judaism. 5. Recall prominent leaders and thinkers in Jewish history. 6. Use basic research tools in Jewish Studies.																			
Module Content	This module introduces key social, cultural, and religious aspects of Jewish thought and practice from antiquity to our own time. The focus of this module is on Judaism as a major world religion that has shaped Western Civilization. Rabbinic textual traditions that underpin Jewish religious thought—especially the Mishnah, Talmud, and Midrashim—are explored. Calendar, festivals (esp. Day of Atonement, New Year, Festival of Booths, Passover, Hanukkah), and rites of passage (e.g., birth, circumcision, Bar/Bat Mitzvah, marriage, divorce, death) are studied both within the classroom as well as, when appropriate, in visits to local Jewish synagogues and museums. Contemporary Jewish movements and the history of their traditions come into view along with their different beliefs and practices (e.g., kashrut, Sabbath, worship, prayer).																			
Teaching and Learning Format	Lectures, field trip																			
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Book Review</td><td>1,200-word</td><td>LO3, LO4, LO5</td><td>50%</td><td>4</td></tr><tr><td>Essay</td><td>2,000-word</td><td>LO1-6</td><td>50%</td><td>10</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Book Review	1,200-word	LO3, LO4, LO5	50%	4	Essay	2,000-word	LO1-6	50%	10
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Book Review	1,200-word	LO3, LO4, LO5	50%	4																
Essay	2,000-word	LO1-6	50%	10																
Reassessment Requirements	Reassessment: submission of outstanding continual assessment																			
Indicative reading list (4-5 titles max.)	• Abraham Cohen, <i>Everyman’s Talmud: The Major Teaching of the Rabbinic Sages</i> (New York: Schocken Books, 1949). • Dan Cohn-Sherbok, <i>Introduction to Zionism and Israel: From Ideology to History</i> (London/New York: Continuum, 2012). • Anita Diamant, <i>Living a Jewish Life</i> (New York: HarperCollins, 2007) • Chaim Potok, <i>The Chosen</i> (New York: Simon and Schuster, 1967). • Eliezer Segal, <i>Introducing Judaism</i> (London/New York: Routledge, 2009).																			

REU12741 Religions in the Ancient Mediterranean

Module Title	Religions in the Ancient Mediterranean
Module Code	REU12741
Module status	Core – Mandatory; Approved
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures
Module Coordinator	Dr Daniele Pevarello
Teaching staff	Dr. Daniele Pevarello
Module Learning Aims	The aim of this module is to investigate the religious beliefs and practices of the people who lived and prospered in the ancient Mediterranean world, with particular emphasis on ancient Egypt, Syria and Mesopotamia, Carthage, Greece and Rome.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Identify the main models of investigation and the Mandatory methodological challenges in the study of ancient religions. 2. Recall the most important myths and religious beliefs of the ancient Mediterranean world, displaying an informed understanding of the structures of ancient Mediterranean societies and the main historical and cultural factors which contributed to their development. 3. Interpret material evidence (inscriptions and other archaeological finds) as well as ancient texts in English translation concerning the study of ancient Mediterranean religions. 4. Write well-structured essay and compile informed bibliographies, identifying the principal questions and recent trends in the historiographical debate about ancient Mediterranean cults. 5. Illustrate to specialists and non-specialists alike the main interpretative models and most recent discoveries concerning the study of ancient Mediterranean religions. 6. Formulate an independent and personal understanding of ancient Mediterranean religions as a foundation for further studies in religion and theology.
Module Content	Employing literary sources as well as inscriptions, funerary art and ancient iconography, and other archaeological finds, this module investigates the

	religious beliefs and practice of the various peoples and civilisations of the ancient Mediterranean from ancient Egypt to Imperial Rome, focusing on the study of ancient rituals (e.g., burial customs, animal and human sacrifice) and on Mediterranean myths and mythologies (e.g., dying-and-rising deities in Egypt, Syria and ancient Greece). Students will reflect about the methodological challenges of studying ancient religions, focusing on the problem of interpreting fragmentary evidence, understanding ancient definitions of religion and magic, and distinguishing between private and public devotion in ancient societies. The course will help student to think about such questions as did people in antiquity believe in their myths? Why did the Egyptians mummify their dead? What is the significance of the ancient myths of Osiris, Gilgamesh and Baal? Did the ancient Phoenicians and Carthaginians practice human sacrifice?																			
Teaching and Learning Format	22 1-hour lectures, plus 104 hours of self-directed learning																			
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Review Article</td><td>1,000 words</td><td>1-2, 5-6</td><td>40%</td><td>8</td></tr><tr><td>Essay</td><td>2,000 words</td><td>1-3, 4,6</td><td>60%</td><td>12</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Review Article	1,000 words	1-2, 5-6	40%	8	Essay	2,000 words	1-3, 4,6	60%	12
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Review Article	1,000 words	1-2, 5-6	40%	8																
Essay	2,000 words	1-3, 4,6	60%	12																
Reassessment Requirements	Review article reassessed by submission of a further review article; essay reassessed by submission of an essay.																			
Indicative reading list (4-5 titles max.)	• John R. Hinnells (ed.), <i>A Handbook of Ancient Religions</i> (Cambridge: Cambridge University Press, 2007). • Sarah Iles Johnston (ed.), <i>Ancient Religions</i> (Cambridge, MA: Harvard University Press, 2007). • Barbette Stanley Spaeth (ed.), <i>The Cambridge Companion to Ancient Mediterranean Religions</i> (Cambridge: Cambridge University Press, 2013). • Emily Teeter, <i>Religion and Ritual in Ancient Egypt</i> (Cambridge: Cambridge University Press, 2011).																			

REU12772 Introduction to Hinduism and Buddhism

Module Title	Introduction to Hinduism and Buddhism
Module Code	REU12772
Module status	Core - Mandatory; Approved
ECTS weighting	5

Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures
Module Coordinator	Dr Seema Chauhan
Teaching staff	Dr Seema Chauhan
Module Learning Aims	The aim of this course is to critically reflect on the history of debates that have led to the construction of “Hindu” and “Buddhist” identity in the present day.
Module Learning Outcomes	1. Summarize texts, beliefs and practices that have historically constituted Hindu and Buddhist religions. 2. Interpret how and why such beliefs and practices have come to constitute Hindu and Buddhist identity. 3. Compare constructions of Hindu and Buddhist identity among speakers from different times and places. 4. Assess the theological, social, and political implications of these various constructions of identity. 5. Suggest methodological and theoretical questions that arise in the study of Hindu and Buddhist religion at large.
Module Content	Why do some people consider animal sacrifice and ecstatic devotion as “Hinduism”, while others consider vegetarianism, non-violence, and meditation to be “Hinduism”? Why do some people regard Buddhism as a philosophy that rejects sexism and racism, while others see Buddhism as a religion that promotes inequality? This course introduces students to the history of Hinduism and Buddhism by reflecting on how and why “Hindu” and “Buddhist” identity has been constructed in various ways across time and place. The course is split into two halves. The first half covers Hinduism and the second half, Buddhism. In both sections, students will read primary sources from narratives, philosophy, and poems in premodern South Asia to maps, biographies, and lawsuits against academics from contemporary East Asia and America. Through an examination of these sources, students will not only be able to articulate the historically embedded debates that have led to the construction of Hindu and Buddhist identity, but they will also demonstrate an awareness of the theoretical questions that arise from studying Asian religions in a Western academic context.
Teaching and Learning Format	Seminars and essay clinics

Module Assessment Components					
	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay 1: Buddhism	2000 words	All	50	8
	Essay 2: Hinduism	2000 words	All	50	13
Reassessment Requirements	Essay 1 and 2				
Indicative reading list (4-5 titles max.)	• Flueckiger, Joyce, 2015. <i>Everyday Hinduism</i>, Hoboken: Wiley-Blackwell. • Crosby, Kate, 2014. <i>Theravāda Buddhism: Continuity, Diversity and Identity</i>, Wiley Blackwell: London. • Williams, Paul, 2009. <i>Mahāyāna Buddhism: The Doctrinal Foundations</i>, 2nd Edition, Routledge: London.				

SENIOR FRESHMAN

REU22111 The Historical Jesus and the Gospels

Module Title	The Historical Jesus and the Gospels
Module Code	REU22111
Module status	Core - Optional & Approved Module
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/workshops/seminars; 104 hours of independent study
Module Coordinator	Prof. Benjamin Wold
Teaching staff	Prof. Benjamin Wold
Module Learning Aims	The aim of this module is to provide a critical overview of research on the historical Jesus and, within this context, the role and significance of the gospel traditions for this topic.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. assess the distinguishing characteristics of each “quest” for the historical Jesus. 2. appraise at least three approaches to resolving the synoptic problem. 3. debate approaches/methods historians have developed to read the gospels. 4. dialogue at an intermediate level about philosophical and religious movements with which Jesus has been associated (e.g., Cynics, apocalyptic prophets, etc.). 5. compare and contrast Jesus with other religious leaders/figures contemporary to him.
Module Content	Jesus of Nazareth is one of the most influential figures in Western history, his name and teachings deeply woven into the fabric of global culture. While his morality has shaped countless societies, and his significance in Christian thought is immense, what can we really know about the historical figure who lived in first-century Palestine? This module takes an evidence-based, historical approach to uncovering the life of Jesus. We focus on the sources that offer us glimpses of his existence, from the gospels of the New Testament to “lost” gospels and external references. Jesus has been portrayed in many ways: as a Cynic philosopher, social reformer, healer, apocalyptic prophet, and revolutionary. But which of these

	portrayals reflects the historical Jesus, and why are there so many competing images of him? We will investigate the so-called “Quests” for the historical Jesus, analyzing the methods and debates that have shaped our understanding of him. Students will learn how to critically examine ancient texts, both canonical and non-canonical, and engage with key historical questions that have puzzled scholars for centuries. Alongside the gospels, we explore other ancient writings, from the Gospel of Thomas to the Dead Sea Scrolls, in order to situate Jesus within the broader religious and cultural world of his time. Whether you are interested in early Christian texts, historical methods, or the impact of Jesus on later religious traditions, this module offers a historical investigation into the most enduring figure of the Western tradition.																			
Teaching and Learning Format	Lectures																			
Module Assessment Components	This module is assessed by 1x 2,000-word Essay and 1x Examination. <table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Essay</td><td>2,000-word essay on selected topic</td><td>LO3, LO4</td><td>50%</td><td>10</td></tr><tr><td>Exam</td><td>End of term 3-hour examination</td><td>LO3, LO4</td><td>50%</td><td>Assessment period</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	2,000-word essay on selected topic	LO3, LO4	50%	10	Exam	End of term 3-hour examination	LO3, LO4	50%	Assessment period
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Essay	2,000-word essay on selected topic	LO3, LO4	50%	10																
Exam	End of term 3-hour examination	LO3, LO4	50%	Assessment period																
Reassessment Requirements	Reassessment: submission of failed continual assessment																			
Indicative reading list (4-5 titles max.)	- James D. G. Dunn & Scot McKnight (eds.), <i>The Historical Jesus in Recent Research</i>, SBTS 10 (Winona Lake: Eisenbrauns, 2005). - Sean Freyne, <i>Jesus a Jewish Galilean: A New Reading of the Jesus-story</i> (Edinburgh: T & T Clark, 2004). - Robert J. Miller, <i>The Apocalyptic Jesus: A Debate</i> (Polebridge, 2001). E. P. Sanders & Margaret Davies, <i>Studying the Synoptic Gospels</i> (London: SCM Press, 1989).																			

REU22322 Medieval Theology: Women, Learning, Universities

Module Title	Medieval Theology: Women, Learning, Universities
Module Code	REU22322
Module status	Core - Optional (A/R+T) and Approved

ECTS weighting	5 ECTs				
Semester taught	Semester 1 - Michaelmas				
Pre-requisites & co-requisites	None				
Student Workload	22 x 1-hour lectures/seminars; plus 104 hours of self-directed learning				
Module Coordinator	Dr Fáinche Ryan				
Teaching staff	Dr Fáinche Ryan				
Module Learning Aims	To introduce the students to the distinctive modes of theological expression found in the western medieval period. A particular aim is to develop an appreciation in students for the particular contribution of women to theology in this era.				
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Compare and contrast the contributions of the monastic schools and that of the new universities to the development of Catholic theology. 2. Read and critically engage with primary texts of the period. 3. Evaluate the importance of the synthesis created by Aquinas for the formation of European thought. 4. Appraise the contribution of women to theology and ecclesial leadership in this era and their contribution to mystical theology. 5. Engage in independent research in this area.				
Module Content	The purpose of this module is to survey the political, cultural and religious context in which Catholic theology developed in the medieval period. An important aim will be to introduce the student to some representative figures in the theology of the period. This period was particularly fruitful in the formation of theology in the Catholic tradition. The course will study: • The theology of the Monastic and Cathedral schools • The emergence of the University • The significance of Aquinas' work • The role of women in the medieval period • The early Irish medieval church				
Teaching and Learning Format	Lectures, seminars.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Summative assessment	Summary review of selected article (1,000 words)	LO 2,5	40%	Week 8
	Summative assessment	Exam	LO1,2,3,4,5	60%	
Reassessment Requirements	Examination 100%				

Indicative reading list (4-5 titles max.)	• Chenu, M-D., Aquinas and his Role in Theology (trans.) (Collegeville: The Liturgical Press, 2002). • Evans, G.R. ed., The Medieval Theologians. An Introduction to Theology in the Medieval Period (Oxford: Blackwell Publishing, 2001). • Miles, Margaret R. The Word made flesh: a history of Christian thought (Oxford: Blackwell, 2005) • Pelican, J., The Growth of Medieval Theology (600- 1300) (Chicago: University of Chicago Press, 1978). • Zum Brunn E. and G. Epiney-Burgard, Women Mystics in Medieval Theology Trans. S. Hughes (New York: Paragon House, 1989).
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REU22331 Christology: Jesus in History, Politics, and Love

Module Title	Christology: Jesus in History, Politics, and Love
Module Code	REU22331
Module status	Core - Mandatory (B/T), Core - Optional (A/R+T); Approved
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1 h class meetings, plus 104 hours of self-directed learning
Module Coordinator	Prof. Siobhán Garrigan
Teaching staff	Prof. Siobhán Garrigan
Module Learning Aims	The aim of this module is to investigate the historical origins of the idea of “Christ” in the worship of the first Christian communities and the subsequent developments in the theological understanding of his person and his work of redemption across all eras and geographies, with particular attention to liberation theology.
Module Learning Outcomes	On successful completion of this module, students should be able to: • Distinguish the main theoretical stances in the study of Christology and illustrate their importance for early Christian history and for contemporary theology. • Demonstrate a specific understanding of methods and tools of the study of Christology, including the ability to compare and evaluate primary and secondary sources and to engage in critical approaches to and analysis of complex theological texts and formulations. • Assess the core themes of Christology in relation to current ethical issues.

	• Demonstrate the ability to describe and analyse the plural nature of the sources and to contextualise critically conflicting interpretations and contrasting theological positions. • Summarize and present through appropriate media the epistemological status and anthropological relevance of central questions and themes in the Christological debate to specialists and non-specialists alike, write well-structured essays, and compile academic bibliographies.				
Module Content	Drawing on primary sources, critical scholarship, ritual studies, and visual art, the course will devise a historical and theological framework in which to assess theoretical presuppositions and consequences of different interpretations of the person and work of Christ through the ages. The significance of Christology will be tested by analysing the doctrinal formulations of early, medieval, and modern Christianity and by discussing feminist, anti-racist, post-colonial, eco-activist, and queer interpretations of the figure of Christ. The relationship of various Christologies to current ethical issues, such as ecology, human rights, extreme poverty, disability inclusion, and anti-capitalism will be explored. The class is capped at 15 students; it will conduct up to half of its contact hours in the National Gallery of Ireland.				
Teaching and Learning Format	Guided seminars, Blackboard interactive exercises, and reading-based discussions in the National Gallery				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exercise (open Books Assignment)	1,000-word Christological reflection on a piece of art	2, 3, 4, 5, 6	25%	Week 7
	Essay	1,500-word essay	1-6	75%	Week 13
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• Jacquelyn Grant, <i>White Women's Christ, Black Women's Jesus</i> (Atlanta: Scholars Press, 1989) • Roger Haight, <i>Jesus, Symbol of God</i> (Maryknoll: Orbis, 2000). • Amy Jill Levine, <i>The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus</i> (Harper Collins 2009). • Gerald O'Collins, <i>Christology: A Biblical, Historical, and Systematic Study of Jesus</i> (Oxford University Press, 2013) • Tatha Wiley, ed., <i>Thinking of Christ: Proclamation, Explanation, Meaning</i> (London: Bloomsbury, 2003) •				

REU22502 Creaturely Ethics: Humans and Other Animals

Module Title	Creaturely Ethics: Humans and Other Animals
Module Code	REU22502
Module status	Core - Optional; Approved
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 Hours Lectures and Seminars
Module Coordinator	Dr Jacob J. Erickson
Teaching staff	Dr Jacob J. Erickson
Module Learning Aims	This module aims to introduce and engage in contemporary scholarly reflection on critical animal studies, posthumanism, and ecotheology. It allows students to engage with theological perspectives on the definitions of “humanity,” “animality,” and “creatureliness.” Students will explore a number of theo-ethical topics in this area from animal conservation to food.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Articulate basic questions and layout in the field of critical animal studies and posthumanism 2. Comprehend the context, concept, and theoretical reflections on “the sixth extinction” 3. Outline the history of contemporary ecotheology and ethics. 4. Articulate definitions of theological-ethical concepts in animal and ecological ethics like “creation” and “creatureliness” 5. Articulate, from interdisciplinary perspectives, the crucial sides on the following topics: animals and food, sport, biodiversity, entertainment, wildness or domesticity, intersectionality, etc. 6. Reflect on, articulate and act on your own take on a significant or ethical topic in creaturely ethics.
Module Content	Ethics is written and studied by animals, you and me. Recent questions in ecological ethics swirl around “the question of the human” and “the question of the animal.” Theological and ethical concepts that define human beings as unique, with souls created <i>imago dei</i> , in the image of God with dominion over the planet are critiqued as being morally complicit with species decline, animal suffering, and habitat loss. On a planet undergoing the sixth great

	wave of animal extinction, this critique is no small matter. We'll ask how we understand the human in relation to other nonhuman creatures that occupy the planet. We'll think about animal ethics, the blurry lines between wild and domestic, human and nonhuman, living and extinct, veganism and vegetarianism, human and posthuman. We'll ask how these conversations cause us to rethink theological understandings of "creatureliness" and "creation" and "kinship." And we'll ask how definitions of what it means to be "human" are already entangled in our theo-ethical and ecological concerns.				
Teaching and Learning Format	Lectures and Seminars plus 104 hours of self-directed learning				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Documentary Essay	1,000 words	1,2	50%	1-5
	Topical Essay	1,500 Words	5,6	50%	Examination Weeks
Reassessment Requirements	Essay of 3,000 words				
Indicative reading list (4-5 titles max.)	• Trevor Bechtel, Matthew Eaton, and Timothy Harvie. <i>Encountering Earth: Thinking Theologically With a More-Than-Human World</i>. Eugene, OR: Cascade Books, 2018. • Elizabeth Kolbert. <i>The Sixth Extinction: An Unnatural History</i>. New York: Henry Holt, 2014. • Stephen Moore, ed. <i>Divinanimality: Animal Theory, Creaturely Theology</i>. New York: Fordham University Press, 2014. • Anna L. Peterson. <i>Being Animal: Beasts and Boundaries in Nature Ethics</i>. New York: Columbia University Press, 2013. • Deborah Bird Rose. <i>Wild Dog Dreaming: Love and Extinction</i>. University of Virginia Press, 2011.				

REU22512 Religion, Gender and Human Rights

Module Title	Religion, Gender and Human Rights
Module Code	REU22512
Module status	Optional
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas

Pre-requisites & co-requisites	None
Student Workload	11h lectures, 11 h seminars plus 104 h of self-directed learning
Module Coordinator	Prof. Linda Hogan
Teaching staff	Prof. Linda Hogan
Module Learning Aims	This module aims to explore the complex connections between religion and human rights, both in terms of the evolution of the contemporary human rights regime, and in relation to the specific disputed issue of gender.
Module Learning Outcomes	On successful completion of this module students will be able to: • evaluate the main debates on the relationship between religion and human rights. • assess the role of religion in the development of the contemporary human rights regime; • critically evaluate key debates about the role of religion in the construction of gender norms; • interrogate the role of religion in a range of contemporary debates including about embodiment, complementarity, LGBTQ rights, reproductive rights, and family law; • understand and assess contemporary debates about freedom of religion and the limits of accommodation, in relation to gender and human rights;
Module Content	The relationship between religion and human rights is controversial and contested. This module aims to explore the complex connections between religion and human rights, both in terms of the evolution of the contemporary human rights regime, and in relation to the specific disputed issue of gender. On the one hand is the claim that human rights require a religious grounding. and have their antecedents in religious traditions, while on the other hand is the view that human rights provide a necessary antidote to the prejudices and inequalities that are characteristic of religion. The module will begin with a consideration of contemporary understandings of human rights, of the role of religion in the evolution of the language, values and norms of human rights, and of contemporary debates about orientalism, colonialism and post-colonialism in the articulation and implementation of human rights. The second section considers debates about the nature and politics of gender, the role that different religions play in the construction and maintenance of gender norms, and the manner in which different religions deal with the issue of women's rights. Key contemporary debates will be considered in depth including debates about conceptualisations of gender equality, embodiment, complementarity, and heteronormativity; about LGBTQ rights and religion; sexuality, reproduction, and the role of family; and gender and religious

	practices. The module will conclude with a consideration of freedom of religion and the limits of accommodation, with a focus on how states should deal with religiously-motivated values and conduct that offend democratic values.				
Teaching and Learning Format	Lectures and seminars				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Critical Review of Assigned Article	1,000 words	1,2,3,	50%	8
	Group Presentation plus Individual Reflection	5 Slides plus 500-word reflection	1,2,3,4,5,	50%	13
Reassessment Requirements	3,000-word essay				
Indicative reading list (4-5 titles max.)	- Bucar, Elizabeth, <i>Pious Fashion, How Muslim Women Dress</i>, Cambridge MA: Harvard University Press, 2017, - Morsink, Johannes, <i>The United Nations Declaration of Human Rights and the Challenge of Religion</i>, Columbia Missouri: University of Missouri Press, 2017, - Runzo, J., Martin, N., Sharma, A. eds. <i>Human Rights and Responsibilities in the World Religions</i>. Oxford: Oneworld, 2003 - Thatcher, Adrian, ed. <i>The Oxford Handbook of Theology, Sexuality and Gender</i>, Oxford: Oxford University Press, 2015				

REU22513 Digital Innovation to Achieve the Sustainable Development Goals

Module Title	REU22513 Digital Innovation to Achieve the Sustainable Development Goals
Module Code	REU22513
Module status	Approved
ECTS weighting	5 ECTS
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures

Module Coordinator	Dr P.J. Wall, Dr Tim Savage
Teaching staff	Dr PJ Wall, Dr Tim Savage, Prof. Linda Hogan
Module Learning Aims	The aim of this module is to allow students to explore and analyse the core issues and specific challenges related to how innovation can help achieve the Sustainable Development Goals (SDGs) through engaging with authentic cases from the Global South and Europe.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Identify ways in which innovation (digital and non-digital) can potentially achieve the SDGs. 2. Understand and describe the challenges involved with leveraging technology and innovation to achieve the SDGs and make informed decisions about how to overcome these challenges. 3. Understand the benefits and problems associated with innovation to achieve the SDGs and learn how these are debated and resolved (or not) in specialist, multidisciplinary, and various socio-cultural environments. 4. Critically examine the ethical considerations surrounding innovation in various social, cultural, and political contexts. 5. Demonstrate effective presentation skills and the ability to work both individually and as part of multi-cultural and multi-disciplinary project team in a variety of learning environments.
Module Content	This module will introduce students to the key issues and current academic debates of relevance in a variety of fields, and also equip students with the knowledge and skills necessary to identify and manage these challenges in an appropriate and effective manner. The module will pay particular attention to the ethical issues involved with innovation for the SDGs, and critically examine the role played by social, political, cultural and human factors when designing, introducing and using technologies. This module therefore contributes to the broader programme outcomes related to ethics, reasoning, and moral inquiry. The module links most strongly with the SDGs which can be addressed by new, disruptive and innovative approaches and technologies. This module has a particular focus on the SDGs which can be addressed by smaller, community-level and citizen-led technology-based initiatives. Examples of this include designing innovative ways of leveraging the ubiquity of mobile phones in the Global South for healthcare and education, and the design, evaluation, and implementation of innovative techniques which are designed to be ethically, socially and culturally appropriate for their particular context. The module content includes relevant, authentic, situated cases from the Global South and Europe that have been developed specifically for the module. These multimedia-enhanced cases focus on projects from Ireland, India, Uganda, and Ethiopia.

Teaching and Learning Format	Teaching and learning approaches will include: • Lectures (22 x 1-hour), case-based learning, online discussions, online collaboration. • Flipped learning will be utilised in order to maximise the time for discussion and collaboration. • Case-based learning forms an important part of the pedagogical approach to be adopted for this module. Cases will be taken from real life situations and relevant projects from across the world. The case studies will include a range of media (video, audio, textual, image based, data).
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Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Case Presentations	Students will, as a group, present their conclusions from the cases being studied (3) throughout the module.	1, 2, 3, 4, 5	30%	4, 6, 8
	Case Study Constructions	Completion of an authentic case suitable for case-based learning, that highlights the issues discussed during the module (group).	1, 2, 3, 4, 5	70%	12

Reassessment Requirements	Those who fail to achieve a pass mark will be required to submit a supplemental assessment during the college supplemental examination period. This will consist of completion of an individual case study construction which highlights the issues discussed during the module.
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Indicative reading list (4-5 titles max.)	• Cordova, Maria Federica, and Andrea Celone. "SDGs and innovation in the business context literature review." <i>Sustainability</i> 11.24 (2019): 7043. • Sinha, Avik, Tuhin Sengupta, and Rafael Alvarado. "Interplay between technological innovation and environmental quality: formulating the SDG policies for next 11 economies." <i>Journal of Cleaner Production</i> 242 (2020): 118549. • Walsh, Patrick Paul, Enda Murphy, and David Horan. "The role of science, technology and innovation in the UN 2030 agenda." <i>Technological Forecasting and Social Change</i> 154 (2020): 119957. • Awan, Usama. "Steering for sustainable development goals: a typology of sustainable innovation." <i>Industry, innovation and</i>
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infrastructure. Cham: Springer International Publishing, 2021. 1026-1036.

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- Zhou, Chunyan, and Henry Etzkowitz. "Triple helix twins: a framework for achieving innovation and UN sustainable development goals." *Sustainability* 13.12 (2021): 6535.
- Heeks, Richard. *Information and communication technology for development (ICT4D)*. Routledge, 2017.
- Artificial Intelligence Ethics: An Inclusive Global Discourse? (2021) Roche, C., Lewis, D., & Wall, P. J. *arXiv preprint arXiv:2108.09959*. Available from <https://arxiv.org/pdf/2108.09959.pdf>
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REU22712 Researching Religion: New Religious Movements

Module Title	Researching Religion: New Religious Movements
Module Code	REU22712
Module status	Core - Mandatory for Religion Exit/Core - Optional for Theology and R&T Exit
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Dr Alexandra Grieser
Teaching staff	Dr Alexandra Grieser
Module Learning Aims	The module introduces New Religious Movements as a contested yet vital element of global religious history. It aims at reflecting on how to study non-mainstream religion and provides students with knowledge about classical and contemporary theories of religion. The focus lies on NRMs as part of a critical history of modernity and supports students in learning how to creatively interlink historical knowledge, theoretical thinking, and concrete empirical research methods.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. characterise NRMs in their diverse historical development and as a field of research

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	Lewis James R./ Tøllefsen, Inga B. (eds), The Oxford handbook of new religious movements, (New York, NY : Oxford University Press, 2016). Stausberg, Michael (ed.), Contemporary Theories of Religion: A Critical Companion (London: Routledge, 2009). Stausberg, Michael/Engler, Steven (eds.), The Routledge Handbook of Research Methods in the Study of Religion (London: Routledge, 2011).
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REU23122 From Invasion to Exile: The Ancient Histories of Israel and Judah

Module Title	From Invasion to Exile: The Ancient Histories of Israel and Judah
Module Code	REU23122
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour interactive lectures and seminars, plus 104 hours of self-directed learning
Module Coordinator	Dr Neil Morrison
Teaching staff	Dr Neil Morrison
Module Learning Aims	This module aims to facilitate students' deeper acquaintance and critical engagement with narratives from Joshua through 2 Kings alongside parallels in Chronicles.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Recognise the ethical interests of ancient Israelite historiography. 2. Contextualize Israel's religious claims within relevant Ancient Near Eastern and Mediterranean religious cultures. 3. Assess scholarly theories about how these historiographical traditions have been shaped by the time and circumstances in which they were produced. Evaluate the coherence and integrity of the 'Deuteronomic History.' 4. Reflect critically on scholarly discussion of texts from this corpus and express their own opinion concisely. 5. Write an essay which reflects critical engagement with both the biblical and secondary literature.
Module Content	This module offers an opportunity for critical engagement with some of the most famous texts of the Hebrew Bible including those concerned with the Israelite conquest, the stories of the Judges, the rise and fall of the kingdoms

	of Israel and Judah and the careers of royal figures such as David, Solomon, Hezekiah and Josiah. Reflection on the historiographical value of these traditions will be facilitated by situating them within the context of the material culture and historiographical traditions of the Ancient Near East, while particular emphasis will be paid to the interface of power and violence within the traditions.				
Teaching and Learning Format	Interactive lectures and seminar discussions.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Critical reflections x5	350-400 words	1-5	20%	3, 4, 5, 7, 8, 9
	Essay	1,500 words	6	80%	15
Reassessment Requirements	Essay resubmission				
Indicative reading list (4-5 titles max.)	• De Pury, Albert, Macchi, Jean-Daniel, and Römer, Thomas. (eds) <i>Israel Constructs its History: Deuteronomistic Historiography in Recent Research</i>. Sheffield: Sheffield Academic Press, 2000. • McKenzie, Stephen L. <i>Introduction to the Historical Books: Strategies for Reading</i>. Grand Rapids: Eerdmans, 2010. • Knoppers, Gary N., and McConville, J. Gordon. (eds) <i>Reconsidering Israel and Judah: Recent Studies on the Deuteronomistic History</i>. Winona Lake, Ind.: Eisenbrauns, 2006. • Kelle, Brad E. and Strawn, Brent A. (eds.) <i>The Oxford Handbook of the Historical Books of the Hebrew Bible</i>. Oxford: Oxford University Press, 2020. • Römer, Thomas C. <i>The So-Called Deuteronomistic History: A Sociological, Historical, and Literary Introduction</i>. London: T & T Clark, 2007.				

REU23301 Philosophical and Theological Approaches to God

Module Title	Philosophical and Theological Approaches to God
Module Code	REU23301
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas

Pre-requisites & co-requisites	None															
Student Workload	22 x 1-hour lectures, plus 104 hours of self-directed learning															
Module Coordinator	Dr Andrew Pierce															
Teaching staff	Dr Andrew Pierce															
Module Learning Aims	This module critically reviews a range of approaches to the question of God’s existence and nature, drawing both on the history of Christian theological reflection and on philosophy in the Western traditions															
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Critically examine the notion of natural theology. 2. Demonstrate the possibilities and limitations of the so-called ‘proofs’ for the existence of God. 3. Analyse the concept of divine revelation. 4. Critically examine the appeal to experience in modern theology. 5. Demonstrate the significance of religious language (e.g., myth, metaphor, symbol) for the theology of God. 6. Articulate the distinctively modern and post-modern challenges to the theology of God;															
Module Content	This module explores a number of key philosophical and theological landmarks in the debates about God in Christianity and western philosophy: does God exist? Is natural theology possible? What is meant by the notion of revelation? Is ‘religious language’ different to other language games?															
Teaching and Learning Format	Lectures, plus 104 hours of self-directed learning															
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Essay</td><td>1,500 words</td><td>1, 2, 5</td><td>50%</td><td>6</td></tr><tr><td>Essay</td><td>1,500 words</td><td>3,4, 6</td><td>50%</td><td>12</td></tr></table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	1,500 words	1, 2, 5	50%	6	Essay	1,500 words	3,4, 6	50%	12
Assessment Component	Assessment Description	LO Addressed	% of total	Week due												
Essay	1,500 words	1, 2, 5	50%	6												
Essay	1,500 words	3,4, 6	50%	12												
Reassessment Requirements	As Annual.															
Indicative reading list (4-5 titles max.)	Sarah Coakley, God, Sexuality and the Self: An Essay ‘On the Trinity’, Cambridge: Cambridge University Press, 2013. David Bentley Hart, The Experience of God: Being, Consciousness, Bliss, New Haven: Yale University Press, 2013. Peter Hodgson and Robert King, Eds, Christian Theology: An Introduction to its Traditions and Tasks, 1982; London: SPCK, 1983/															

Elizabeth A Johnson, *Quest for the Living God: Mapping Frontiers in the Theology of God*, London and New York: Continuum, 2007.
 Sallie McFague, *Metaphorical Theology: Models of God in Religious Language*, London: SCM Press, 1982.

REU23302 Cosmology, Religion and Science

Module Title	Cosmology, Religion and Science
Module Code	REU23302
Module status	Core – Optional (Open / Approved Module)
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/workshops/seminars; 104 hours of independent study
Module Coordinator	Dr Cathriona Russell
Teaching staff	Dr Cathriona Russell
Module Learning Aims	Cosmology traces developments in the mythological and natural-scientific study of the universe in its complex history. This module presents these developments as they have been interpreted from biblical, theological and philosophical perspectives, and the conditions under which these have been understood to conflict or converge with cosmologies from the natural sciences, particularly since the 16th century.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Trace the biblical roots of models of origins and ends in models of creation. 2. Identify contrasting and rival philosophies and theologies of creation in the formulation of the doctrine of <i>creation ex nihilo</i> in early Christianity. 3. Name the impacts for theology and the natural sciences of the Galileo affair; developments in thermodynamics; models of the emergent universe; Darwinian evolution; new stories of the universe; and qualified teleologies in interpretations of how life works. 4. Outline and debate what these imply for: interpretations of God, creation, the human person and the <i>cosmopolis</i>.
Module Content	It explores how specific cosmologies emerged and in turn impacted on theology, science and culture, in astronomy, thermodynamics, emerging universe models, evolutionary theory and the return to narrative in the natural sciences. It includes implications for anthropology: the human

	person as created in the image of God (<i>imago Dei</i>); as embodied and free, contingent, and subject to frailty and failure ('sin'); as 'steward' of a habitable creation; and as inhabitant of the earthly <i>cosmopolis</i> .				
Teaching and Learning Format	22 hours class contact (lectures, seminars), 104 hours independent study				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Review	1,000 words	3,4,5	30%	Week 10
	Essay on self-chosen topic in consultation with lecturer.	2,000 words	1-6	70%	Week 13
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• Ball, P. <i>How Life Works: a user's guide to the new biology</i> (Chicago: Picador, 2023). • Burrell, D. Cogliati, C, Soskice J, and Stoeger, W. <i>Creation and the God of Abraham</i> (Cambridge: University Press, 2010). • Clayton, P. and Peacocke (eds) <i>In Whom We Live and Move and Have Our Being</i> (Michigan; Eerdmans, 2004) • Berry, R.J <i>Environmental Stewardship; Critical Perspectives—past and present</i> (Edinburgh, T&T Clark, 2006) • Küng H. <i>The Beginning of All Things: Science and Religion</i> (Grand Rapids, Mich.: Eerdmans, 2007) • Latour, B. <i>If we lose the earth, we lose our souls</i> (Cambridge: Polity, 2024) • Mackey, J.P. <i>The Scientist and the Theologian</i> (Dublin: Columba, 2007)				

REU23501 Ethics in Sport and Media

Module Title	Ethics in Sport and Media
Module Code	REU23501
Module status	Core – Optional; Approved Module
ECTS weighting	5
Semester taught	Semester 1 – Michaelmas
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour lectures/workshops 100 hours of independent study

Module Coordinator	Dr John Scally
Teaching staff	Dr John Scally
Module Learning Aims	The aims are to: Engage the study of ethics in sport as fields of academic enquiry in a cross-curricular way with a variety of methodological approaches. Recognise and critically examine the varieties of ethical traditions, and appreciate the internal diversity within those traditions, in their historical and contemporary manifestations. Understand and engage the various methods required for assessment of the media including historical, philosophical, social and cultural analyses
Module Learning Outcomes	On successful completion of the programme students will be able to: • Demonstrate the fundamental concepts and methods of ethical reasoning – philosophical and theological • Explore and analyse the ethical dimensions intrinsic in both sport and the media, with attention to resources for ethical discernment, reasoning and argumentation and traditions of moral enquiry. • Demonstrate how sporting traditions correlate to articulations of particular ethical approaches in their historical, cultural and geographical contexts. • Engage in critical reflection on the media, with attention to historical and socio-political and socio-cultural contexts. • Evaluate how ethical issues in sport are shaped by the particular socio-political contexts of the time and locate authors both in traditions of ethical thought and in relation to relevant developments in sport today. • Assess the continuities and discontinuities between the present and the past by appraising the influence of the Greek, Corinthian and Olympic ideals, and discuss them in relation to principles and values stated in current ethics charters.
Module Content	Beginning with an overview of traditions of ethics, this module treats two key areas of applied ethics. Sport in contemporary society has been described both as an expression of the highest human and social values, and as a legally secured parallel world of the elite pursuit of victories and medals. On the one hand, as a sphere of physical self-realization, social formation and of moral training in fairness, it is seen as an area with standards of excellence that can be closely aligned to ethics. On the other hand, individual sport stars and the institutions of organized sport have been subject to multiple enquiries and critiques: for example, on doping, corruption, sponsorship, the power of mentors and child protection. The concluding element deals with some of the most pressing ethical issues in the media today, among them 'Fake news'

Teaching and Learning Format	The format will be a series of 11 two-hour lectures plus 104 hours of self-directed learning				
Module Assessment Components	Senior Fresh				
	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Student Presentation / Reflection		1-4	30%	Week 6
	Essay	2,000 words	1-6	70%	Week 13
Reassessment Requirements	SF 2 x 1,500-word essay				
Indicative reading list (4-5 titles max.)	• Boxill, Jan (ed.), <i>Sports Ethics: An Anthology</i> (London: Blackwell, 2003) • Carlin, John, <i>Playing the Enemy – Nelson Mandela and the Game that Made a Nation</i> (London: Atlantic Books, 2008) • Kayser, Bengt, McNamee, M. J. (eds), <i>The Ethics of Sports: A Reader</i> (London: Routledge, 2010) • O’Gorman, Kevin, <i>Saving Sport: Sport, Society and Spirituality</i> (Dublin: The Columba Press, 2010) • Scally, John, “Does the Winner take it all?” <i>Doctrine and Life</i>, March 2012, pp 46-56.				

JUNIOR SOPHISTER

REU33114 The Apostle Paul: Life and Letters

Module Title	The Apostle Paul: Life and Letters
Module Code	REU33114
Module status	Optional
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures
Module Coordinator	Prof. Benjamin Wold

Teaching staff	Prof. Benjamin Wold				
Module Learning Aims	The aim of this module is to evaluate the apostle Paul and his letters within and beyond the so-called “New Perspective,” which is concerned with Paul’s letters in their Palestinian Jewish context.				
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Identify significant scholars who have had an impact on developing approaches to the study of Pauline epistles. 2. Demonstrate an awareness of the complexities of locating Paul’s social context(s). 3. Discuss the various religion-traditions in Diaspora and Palestinian Jewish contexts that may have exerted influence on Paul. 4. Offer a synopsis of what is known about Paul as a historical figure. 5. Assess influences of Pauline Christianity on later Christian tradition. 6. Evaluate the most debated passages from Paul’s letters. 7. Critically engage key Pauline letters, especially Galatians, Romans, and 1 Corinthians.				
	Few figures have shaped the Western tradition as deeply, or as controversially, as Paul of Tarsus. His letters, written between 50 and 68 CE, are the earliest surviving Christian writings and provide a vivid window into the first generation of the Jesus movement. In this module, we examine Paul not as a theologian for later centuries but as a historical actor: a Jewish intellectual, Roman citizen, and community organizer navigating the social, religious, and political landscapes of the eastern Mediterranean. Was Paul a follower of Jesus or the founder of Christianity? What do his letters reveal about the challenges of building new communities, the tensions between cultural traditions, and the hopes and conflicts of early believers? We explore these questions using a range of historical tools, situating Paul’s writings in their ancient context and resisting retrospective theological interpretation. Students will engage critically with Paul’s major letters, paying attention to genre, rhetoric, and cultural background. The module focuses on Paul’s interactions with urban communities, his navigation of identity and authority, and the controversies that made him a polarizing figure in his own time.				
Teaching and Learning Format	Lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay	1 x 2,000-word essay on selected topic	2, 5	50%	10

	Exam	End of term 3-hour examination	1-6	50%	Assessment period
Reassessment Requirements	As Annual.				
Indicative reading list (4-5 titles max.)	• David G. Horrell, <i>An Introduction to the Study of Paul</i>, 2nd ed. (London: T&T Clark, 2006). • Jerome Murphy-O'Connor, <i>Paul His Story</i> (Oxford: OUP, 2004). • E. P. Sanders, <i>Paul, the Law, and the Jewish People</i> (Minneapolis: Fortress Press, 1983). • Wayne A. Meeks, <i>The First Urban Christians: The Social World of the Apostle Paul</i> (New Haven: Yale University Press, 1983).				

REU33132 Words to the Wise: Israelite and Jewish Wisdom Literature

Module Name	Words to the Wise: Israelite and Jewish Wisdom Literature
Module Code	REU33132
Module status	Core – Optional
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 104 hours of self-directed study
Module Coordinator	Dr. Neil Morrison
Teaching staff	Dr. Neil Morrison
Module Learning Aims	This module aims to facilitate students' deeper acquaintance and critical engagement with the richness of the Wisdom tradition found in the Hebrew Bible and later Jewish traditions.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Demonstrate knowledge and critical understanding of key themes of the Wisdom books of the Hebrew Bible/Old Testament and the ways in which various texts reflect them. 2. Evaluate scholarly arguments relating to the classification of different OT texts as 'Wisdom literature'.

	3. Critically analyse the relationship between Hebrew/Jewish Wisdom and Ancient Near Eastern sapiential traditions. 4. Recognise tensions between various wisdom texts and form a view on how these collections developed over time. 5. Reflect critically on scholarly discussion of texts from this corpus and express their own opinion briefly. 6. Write an essay which reflects critical engagement with both the biblical and secondary literature.				
Module Content	This module represents an opportunity to explore the richness of the Wisdom Literature found in the Hebrew Bible and later Jewish traditions. Following an introduction to the Wisdom tradition, the module will offer a close and critical reading of the books of Proverbs, Job and Ecclesiastes and how wisdom themes have influenced other parts of the Hebrew canon. There will also be a focus on the divergent strands which emerge within this corpus and the historical context in which these works were produced. Seminar discussions will explore key themes such as divine justice, attitudes to wealth and work and the representation of women. The module will also consider the coherence of each individual book, the nature of the relationship between Hebrew wisdom and other sapiential traditions and will examine to what extent the Wisdom tradition diverges from other perspectives within the Hebrew Bible.				
Teaching and Learning Format	Interactive lectures and seminar discussions				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Critical responses	Seminar submissions (350-400 words) x 5	1-5	10	25,26,27, 29, 30, 31
	Fuller critical responses	Fuller critical responses (1,500 words)	5	40	28
	Essay	Essay (2,000 words)	6	50	34
Reassessment Requirements	Resubmission of Fuller critical responses and/or essay				
Indicative reading list (4-5 titles max.)	• Adams, Samuel L. and Goff, Matthew J. (eds.) <i>Wiley Blackwell Companion to Wisdom Literature</i>. Wiley Blackwell: 2020. Ebook. • Firth David G. and Wilson, Lindsay (eds) <i>Exploring Old Testament Wisdom: Literature and Themes</i>. London: Apollos, 2016.				

- Dell, Katherine J., Millar, SuzannaR., and Keefer Aruthur J. (eds.) *The Cambridge Companion to Biblical Wisdom Literature*. Cambridge: Cambridge University Press, 2022.
- Kynes, Will (ed.) *The Oxford Handbook of Wisdom and the Bible*. Oxford: Oxford University Press, 2021.
- Perdue, Leo, *The Sword and the Stylus: An Introduction to Wisdom Literature in the Age of Empires*. Grand Rapids: Eerdmans, 2008.
- Weeks, Stuart. *An introduction to the Study of Wisdom Literature*. London: T&T Clark, 2010.

REU33301 Power and Politics: Liberation, Contextual and Post-Colonial Theologies

Module Name	Power and Politics: Liberation, Contextual and Post-Colonial Theologies
Module Code	REU33301
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	11 x 1-hour lecture-workshops; 11 1-hour seminars; 100 hours of self-directed learning
Module Coordinator	Prof. Siobhán Garrigan
Teaching staff	Prof. Siobhán Garrigan
Module Learning Aims	The aim of this module is that students would exit with a complex understanding of issues of power in relation to theology. Through its course, students should gain a thorough understanding of theology's role in political movements in general and the conceptualisation of gender, race, class, sexuality, disability, protest and wealth in particular.
Module Learning Outcomes	On successful completion of this module, students should be able to: • Situate Christian Theology in Empire and in Modernity, particularly re: 'the rise of the subject' • Demonstrate knowledge of some of the key works of some foundational thinkers of the 20th Century Theology (e.g.: Moltmann and Metz) • Analyse the major claims of Latin American Liberation Theology, Black Theology and Asian Theologies

	- Analyse the major claims of feminist (white and decolonial), womanist,Mujerista, queer and disability theologies - Analyse the major claims of post-colonial and post-capitalist theologies - Critically assess the distinctions between liberation, contextual, post-colonial and related 20th and 21st Century theologies.																				
Module Content	The Shoa/Holocaust meant that Theology could not carry on as it did before. Theology had to respond to this atrocity, to the “death of God” it brought, and to the demands of post-war churchgoers that theology offer a vision capable of preventing Christian collusion in such horrors in the future. This module will look at the ways that Modernity’s very tenets were revised in this theological effort in tandem with emergent theories of power, post-structuralism in particular. Then, it will examine Theology’s part in the emancipative political movements of the late twentieth and early twenty-first centuries.																				
Teaching and Learning Format	11 x 1-hour lecture-workshops, 11 x 1-hour seminars. Formative assessment = verbal feedback on weekly student reflections in seminar. Summative assessment: 1 x 1500-word essay (25%) and 1 x 2,000-word essay (75%)																				
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Formative assessment</td><td>Verbal feedback on weekly student reflections in seminar</td><td></td><td></td><td></td></tr><tr><td>Summative assessment</td><td>Midterm Essay/Review 1500 words</td><td></td><td>25%</td><td>7</td></tr><tr><td>Summative assessment</td><td>Final Essay 2000 words</td><td></td><td>75%</td><td>13</td></tr></table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Formative assessment	Verbal feedback on weekly student reflections in seminar				Summative assessment	Midterm Essay/Review 1500 words		25%	7	Summative assessment	Final Essay 2000 words		75%	13
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																	
Formative assessment	Verbal feedback on weekly student reflections in seminar																				
Summative assessment	Midterm Essay/Review 1500 words		25%	7																	
Summative assessment	Final Essay 2000 words		75%	13																	
Reassessment Requirements	As Annual																				
Indicative reading list (4-5 titles max.)	- Willie James Jennings, <i>The Christian Imagination</i> (Yale University Press, 2010) - Kwok Pui Lan, et al, eds., <i>Empire and the Christian Tradition</i> (Fortress, 2007) • - Rachel Muers, et al, eds., <i>Ford’s The Modern Theologians: An Introduction to Christian Theology Since 1918</i> (Wiley Blackwell, 2024) • - Mary McClintock Fulkerson, ed., <i>The Oxford Handbook of Feminist Theology</i> (Oxford University Press, 2012) - Angie Pears, <i>Doing Contextual Theology</i> (Routledge, 2009)																				

REU33332 God and Human Freedom

Module Name	God and Human Freedom
Module Code	REU33332
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester 2 – Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Dr Michael Kirwan
Teaching staff	Dr Michael Kirwan
Module Learning Aims	The aims of this module are: 1. To introduce students to the long tradition of theological reflection on being human in Christian sources.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Describe and discuss the importance of the Jewish heritage in Christian tradition. 2. Explain the importance of the concept of grace in Christian humanism. 3. Evaluate the different approaches to the theology of grace in the writings of St Paul, Augustine, Aquinas, and Luther. 4. Analyse the distinctive theological perspective on the interlocking complexity of evil in the human narrative. 5. Appraise issues in modern culture, such as human rights, from a theological grace perspective. 6. Engage in independent research in this area.
Module Content	This module studies what it means to be human from the perspective of theology. The study begins within the horizon of Jewish experience as articulated especially in the early chapters of the book of Genesis. The themes of the human reality as the Imago Dei, of sanctification, of deification, as well as the theme of deep-seated human alienation, are studied. In the Western tradition grace became a key concept in the articulation of the interplay of divine and human in history. The module studies its deployment through the centuries. Running through the module is the question, the debate, as to whether there are resources in theological anthropology for an understanding of human nature which have been lost in modern culture.
Teaching and Learning Format	Lectures, seminars.

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exercise	Response to a Circulated Text - 1,000 words	LO 1, 2, 3, 4, 5, 6	40%	
	Essay	002, Extended Argument - 1,500 words		60%	
Reassessment Requirements	5 x 20 review articles				
Indicative reading list (4-5 titles max.)	- Duffy, S.J., The Dynamics of Grace. Perspectives in Theological Anthropology (Collegeville: The Liturgical Press, 1993). - Fiorenza, F. Schussler and J. P. Galvin, eds., Systematic Theology. Roman Catholic Perspectives. Second Edition. (Minneapolis: Fortress Press, 2011). - Kelsey, D., Eccentric Existence. A Theocentric Anthropology (Westminster: John Knox Press, 2009). - McCabe, H., God Still Matters (London: Continuum, 2002). - Ross, S. A., Anthropology. Engaging Theology: Catholic Perspectives (Collegeville: The Liturgical Press, 2012)				

REU33522 Environmental and Technology Ethics

Module Name	Environmental and Technology Ethics
Module Code	REU33522
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/Seminars and in-class debates; 104 hours of independent study
Module Coordinator	Dr Cathriona Russell
Teaching staff	Dr Cathriona Russell
Module Learning Aims	This module explores key concepts and debates in environmental and technology ethics: the commitments and values operative in models of

	sustainable development (theories of justice, capability and agency); questions of human populations (demographics, food production and food security; sustainable transport; values at work in approaches to biodiversity conservation (wild, agricultural, urban); and conflicts and convergences in aiming for smart and sustainable cities.																			
Module Learning Outcomes	On successful completion of the module students should be able to: 1. Trace the value assumptions, commitments and principles at work in cases related to: biodiversity loss; food biotechnology; synthetic biology; intellectual property rights, older and emerging technologies for transport (cycling, drones) energy production and security; nature-based farming, and the value of work and human capabilities in the context of emerging AI (applied statistics) 2. Evaluate the integration of policy and regulation in Ireland, the EU and internationally 3. Argue for your position by critically relating it to different traditions of ethics (philosophical and theological) and civic debate in the public sphere 4. Demonstrate the ability to reconstruct arguments and value judgements in a poster, seminar and in written work																			
Module Content	This module explores key concepts and debates in environmental and technology ethics: productionism and the ‘tragedy of the commons’; instrumental versus intrinsic value; demographics and consumption; food security and related aspects of animal agriculture; justice and sustainable development; environmental citizenship and the possibilities for a habitable planet . It will examine key ethics responses rooted in hermeneutics, in philosophical and religious traditions (e.g. in Christianity, Islam, Buddhism and Daoism), in imagination (utopian fiction and fictions) and characterise the role of the ethicist in ‘expert’ cultures and in policy development in Ireland, the EU and internationally.																			
Teaching and Learning Format	Lectures, in-class debates/case studies																			
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Formative:</td><td>Poster</td><td></td><td>40 %</td><td>9</td></tr><tr><td>Formative:</td><td>Essay/Policy 2000 words self-chosen topic in consultation with lecturer</td><td></td><td>60 %</td><td>13</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Formative:	Poster		40 %	9	Formative:	Essay/Policy 2000 words self-chosen topic in consultation with lecturer		60 %	13
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Formative:	Poster		40 %	9																
Formative:	Essay/Policy 2000 words self-chosen topic in consultation with lecturer		60 %	13																
Reassessment Requirements	As above.																			

Indicative reading list (4-5 titles max.)	• Clingerman, F., Treanor, B, Drenthen, M. and Utsler, D. <i>Interpreting Nature: The Emerging Field of Environmental Hermeneutics</i> (New York: Fordham University Press, 2014). • Keller, D. (ed) <i>Environmental Ethics</i> (UK; Wiley-Blackwell, 2010) • Latour, B. <i>If we lose the earth, we lose our souls</i> (Cambridge: Polity, 2024) • O'Neill, O. <i>Autonomy and Trust in Bioethics</i> (Cambridge; CUP, 2002) • Thompson P.. <i>The Spirit of the Soil: Agriculture and Environmental Ethics</i>. London: Routledge, 2017 (second edition)
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REU33704 Christianity in the Cultures of Late Antiquity

Module Title	Christianity in the Cultures of Late Antiquity
Module Code	REU33704
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures, plus 104 hours of self-directed learning
Module Coordinator	Dr Daniele Pevarello
Teaching staff	Dr Daniele Pevarello
Module Learning Aims	The aim of this module is to investigate the historical, socio-economic and cultural factors which contributed to shape the development of early Christianity in the first five centuries of our era.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Discuss and synthesise the key historical events and main cultural, political and economic factors which shaped the life, thought and institutions of the early Christians. 2. Identify methodological challenges inherent in the study of Christianity in Late Antiquity. 3. Analyse the principal trends in the historiographical debates surrounding the study of Late Antiquity.

	4. Interpret early Christian primary sources and other ancient texts in English translation with competence and awareness of their contexts and premises. 5. Illustrate scholarly views of early Christianity to both specialists and non-specialists, write well-structured essays and use and compile relevant and informed bibliographies. 6. Demonstrate a high degree of autonomy in assessing data concerning the development of early Christian thought and practice as a foundation for further studies in religion and theology.				
Module Content	Using literary sources as well as material evidence (archaeological finds, artwork, inscriptions), this module explores customs, beliefs, institutions and identities of the early Christians within the social, political, religious and cultural context of the Roman Empire in Late Antiquity. The course will help students to think about central questions in the study of early Christianity such as: who were the early Christians? How did they articulate their identities across different languages and in different areas of the late antique world? How and where did they eat, pray and live? How did they understand their beliefs and interact with the cultures around them? What did their Roman, Greek or Syrian neighbours think about them? Students will reflect on different models of cross-fertilisation between emerging early Christian identities and the cultures and religious phenomena which characterised the later stages of the life of the Roman Empire.				
Teaching and Learning Format	22 1-hour lectures, plus 104 hours of self-directed learning				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Review Article	1,000 words	1-3, 5-6	30%	10
	Essay	2,000 words	1-2, 4-6	70%	13
Reassessment requirements	Review Article reassessed by submission of a further Review Article; essay reassessed by submission of an essay.				
Indicative reading list (4-5 titles max.)	Gillian K. Clark, <i>Christianity and Roman Society</i> (Cambridge: Cambridge University Press, 2004). Philip F. Esler (ed.), <i>The Early Christian World. Vol. I</i> (London and New York: Routledge, 2000). Robin Lane Fox, <i>Pagans and Christians</i> (London: Penguin, 1988). Ramsay MacMullen, <i>Christianizing the Roman Empire: (A.D. 100–400)</i> (New Haven and London: Yale University Press, 1984).				

REU33713 Life of Muhammad: Sources, Methods and Debates

Module Title	Life of Muhammad: Sources, Methods and Debates
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Module Code	REU33713
Module status	Optional
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour lectures and seminars; 110 hours self-directed learning
Module Coordinator	Dr Zohar Hadromi-Allouche
Teaching staff	Dr Zohar Hadromi-Allouche
Module Learning Aims	In this module students will engage and familiarise themselves, with, • Main themes in the life of the Prophet Muhammad • Available Islamic sources for the study of Muhammad's life • The construction of Muhammad's image in Islam. • Scholarly approaches to the life of Muhammad. • Islamic and scholarly debates concerning the life of Muhammad
Module Learning Outcomes	On successful completion of this module, students should have: • Detailed knowledge of the biography of Muhammad according to traditional sources. • Good knowledge of Muslim sources for the life of Muhammad and how to use them. • Good knowledge of, and an ability to apply, scholarly approaches to the life of Muhammad. • Become aware of various ways for discussing and understanding the Islamic narratives concerning the life of Muhammad.
Module Content	Muhammad is one of the most influential characters in history. This module discusses his diverse portrayals, from the ones found in the earliest available Islamic sources, to these days. It examines his biography in the early Islamic sources, as well as its diverse interpretations how in later Islamic writings, and modern scholarship.
Teaching and Learning Format	Lectures and seminars

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay plan (300 words)	Essay question, argument, methodology, structure, work plan, annotated bibliography	2,3,4	20%	27
	Presentation	Class presentation	All	20%	29–33
	Essay	1x 3,000-word essay	All	60%	Exam period
Reassessment Requirements A	As Annual				
Indicative reading list (4-5 titles max.)	• Ali, Kecia. <i>The lives of Muhammad</i>. Cambridge; London: Harvard University Press, 2014. • Ibn Hishām, 'Abd al-Mālik (d. 834). <i>The Life of Muḥammad: a translation of Ibn Ishāq's [d. 767] Sīrat rasūl Allāh</i>. Guillaume, A., trans., introd. and notes. London; New York: Oxford University Press, 1955. • Peters, F.E. "The quest for the historical Muhammad." <i>International Journal of Middle East Studies</i>, 1991, Vol. 23 (3), pp. 291-315. • Rubin, Uri. <i>The eye of the beholder: The life of Muḥammad as viewed by the early Muslims, a textual analysis</i>. Princeton: the Darwin Press, 1995. • Watt, William Montgomery. <i>Muhammad: Prophet and Statesman</i>. Oxford: Oxford University Press, 1961.				

REU33722 Religion, Media and the Public Sphere

Module Name	Religion, Media and the Public Sphere
Module Code	REU33722
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 28 hours project research; 80 hours of independent study

Module Coordinator	Dr. Alexandra Grieser
Teaching staff	Dr Alexandra Grieser
Module Learning Aims	This module introduces ways of studying and discussing the relationship between religion, media and the public sphere, the presence of religion in the media, and religion as an essentially mediated phenomenon. Students will be familiarized with studying religion through their media performances. Engaging in critical media research, students will develop research skills in studying the role of religion in the public sphere. These skills include critical media competence and the reflected usage of media when (re)presenting knowledge.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. distinguish, navigate and assess approaches to and the interaction between religion and media in historical perspective 2. conceptualise key terms (medium/media/mediation; religion; public sphere). 3. describe, analyse and discuss the role of mass media in the contemporary religious field; explain and interpret religious media performances as a lived cultural practice. 4. present and impart knowledge through media usage and develop a critical media competence. 5. reflect on religious media usage impacts on a larger culture 6. Present a historical or contemporary example of religion in the public sphere and outline an approach to study it.
Module Content	Religion is prominent in public debates, in the media, and in the cultural imaginary of people's daily life, no matter whether they see themselves as believers or not. In turn, religions also 'make use' of media and mediation when creating influential symbols and intense and extraordinary experiences. They do so by means of architecture and music, images and narratives, through clothes, body practices or the TV and the internet. The module focuses on how the relationship between religion and media can be studied and how this helps to better understand the role of religion in how world views develop and change. This includes theoretical reflection on the "public sphere" as an element of democracy and the question whether we live in a "post-secular" world. Rethinking the concept of "media" will include but reach beyond social media and the mass media. Scripture and dance, money and microphones are means of mediating religion as well. We will ask, what is a medium, how are religions depicted in the media, how do religions respond to new media, and how can religion be understood as mediation while often claiming to provide "immediate" experiences? Students will learn about analytical concepts and acquire study skills in the input phase, develop a case study over the course of

	the semester, and share their work-in-progress during a workshop phase to build up their final study				
Teaching and Learning Format	lectures, seminars, case study, oral presentations, designing a panel discussion; participation is essential; submission of assignments without participation will not be accepted.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Draft of Case Study	Guided outline of research idea 500-800 words (Pass/Fail)	1, 2	20%	8
	Input Research Phase	Input Research Phase – Work in progress presentation/ response; short PPT + 500 words	2,3,4	20%	8-12
	Research Essay	Research Essay – Final version of Case Study 2500-3000 words	3, 5, 6	60%	Exam period
Reassessment Requirements	Research essay 3000 words 100%				
Indicative reading list (4-5 titles max.)	• Hoover, Stewart M., Religion in the Media Age (London: Routledge, 2006). • Meyer, Birgit/Annelies Moors, Religion, Media, and the Public Sphere (Indiana University Press, 2005). • Knott, K., Poole, E. &Taira, T., Media Portrayals of Religion and the Secular: Representation and Change (Farnham: Ashgate, 2006). • Lundby, Knut (Ed.), Religion Across Media. From Early Antiquity to Late Modernity (New York: Peter Lang, 2013). Schofield Clark, Lynn (ed.), Religion, Media, and the Marketplace (New Brunswick: Rutgers University Press, 2007).				

REU33732 Hindu Mythology

Module Title	Hindu Mythology
Module Code	REU33732
Module status	Optional
ECTS weighting	5
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None

Student Workload	22 x 1-hour lectures																								
Module Coordinator	Dr Seema Chauhan																								
Teaching staff	Dr Seema Chauhan																								
Module Learning Aims	This course aims to introduce students to the history of Hindu Mythology from 1000BCE to 1000 CE through Sanskrit sources in English translation.																								
Module Learning Outcomes	1. Identify key narrative genres in the history of Hindu Mythology 2. Understand and apply distinct methods used in narrative theory to sources in Hindu Mythology 3. Synthesize key theological questions tackled in Hindu Mythology 4. Compare and Contrast iterations of the same myth across different texts. 5. Explain the relevance of the study of narrative to the study of Hindu religion.																								
Module Content	In the world of Hindu Mythology, everything seems up-side down. Demons are virtuous. Gods are deceptive. Animals attain liberation. And humans are mediocre. How and why do Hindus narrate our world in this way? This course surveys the history of Hindu Mythology from its inception in the Vedic period (1000 BCE) to its height in epics and Purāṇas (1000 CE). Students will explore how premodern Hindu writers used mythology to navigate key religious questions regarding the problem of evil; the ontology of God; gender and salvation; and the creation of the universe.																								
Teaching and Learning Format	22 x 1 Seminars																								
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Theory Mini Essay</td><td>1000 words</td><td>5</td><td>33%</td><td>3</td></tr><tr><td>Gobbet 1</td><td>1200 words</td><td>1-5</td><td>33%</td><td>6</td></tr><tr><td>Gobbet 2</td><td>1200 words</td><td>1-5</td><td>34%</td><td>12</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Theory Mini Essay	1000 words	5	33%	3	Gobbet 1	1200 words	1-5	33%	6	Gobbet 2	1200 words	1-5	34%	12
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																					
Theory Mini Essay	1000 words	5	33%	3																					
Gobbet 1	1200 words	1-5	33%	6																					
Gobbet 2	1200 words	1-5	34%	12																					
Reassessment Requirements	All																								
Indicative reading list (4-5 titles max.)	Doniger, Wendy. 1975. <i>Hindu Myths: A Sourcebook</i>. Penguin Classics. Harmondsworth: Penguin. ———. 1980. <i>The Origins of Evil in Hindu Mythology</i>. 1st ed. Berkeley: University of California Press. Smith, John D. 2009. <i>The Mahābhārata</i>. London: Penguin.																								

REU33322 Reformation and Enlightenment

Module Name	Reformation and Enlightenment
Module Code	REU33322
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/workshops; 11 1-hour seminars; 100 hours of self-directed learning
Module Coordinator	Dr Andrew Pierce
Teaching staff	Dr Andrew Pierce
Module Learning Aims	1. Identify key themes of theological and philosophical dispute concerning theological anthropology and the wider project of 'reform' from the turn of the High Middle Ages to Nominalism in their relevance for the Reformation and for Modernity 2. Present accurately and creatively key interpretative conflicts within and between the Western Christian traditions and their key representatives 3. Map the historiographical legacies of the Reformation and Enlightenment debates for Christian theologies.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Critically evaluate the various reforming strategies advocated by D. Erasmus, M Luther, P. Melanchthon, J. Calvin, and the Council of Trent. 2. Demonstrate the philosophical, theological and exegetical elements in the sixteenth century debates on salvation as justification. 3. Identify key legacies of Reformation thinking in the development of European denominational identities. 4. Evaluate the epistemological significance of the subjective turn in Enlightenment , with particular reference to the work of R. Descartes, B. Spinoza and I. Kant. 5. Critically appraise the theological response to the Enlightenment provided by F. Schleiermacher and post-Romantic liberalism

6. Investigate the new conditions of knowledge and the foundations of ethics posed with the anthropological turn in their relevance for theology in the 19th and 20th centuries.

Module Content

This module explores the new theological paradigms associated with the European Christian Reformations of the sixteenth century and the Enlightenment, setting them in the context of the nominalist challenge to the grand synthesis of faith and reason associated with the scholastic achievements of the thirteenth century. Debates over the justification of the sinful human person, and the wide-ranging consequences of theological anthropology frame the ecclesiological, social and political consequences of the Reformations, to which the ethical concerns of the Enlightenment's concern with autonomous human reason were a response. The module concludes with an analysis of theological efforts to reformulate the tasks of theology in a post-Enlightenment context.

Teaching and Learning Format

Lectures with some group work, guiding questions on Mandatory texts

Module Assessment Components

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Formative assessment:	Essay Plan (500 words)			
Summative assessment	1 Essay (3,500 words)	1-6	100%	12

Reassessment Requirements

As Annual.

Indicative reading list (4-5 titles max.)

Louis Depré, *The Enlightenment and the Intellectual Foundations of Modern Culture*, New Haven and London: Yale University Press, 2004.

Anthony Gottlieb, *The Dream of Enlightenment: The Rise of Modern Philosophy*, London: Allen Lane, 2016.

Immanuel Kant, *Religion Within the Limits of Reason Alone*, 1792; New York: Harper, 1960.

Grant Kaplan, *Answering the Enlightenment: The Catholic Recovery of Historical Revelation*, New York: Crossroad, 2006.

Anthony Kenny, *The Enlightenment: A Very Brief History*, London: SPCK, 2017.

Gordon E. Michalson, Jr, *Kant and the Problem of God*, Oxford and Malden: Blackwell, 1999.

Dorinda Outram, *The Enlightenment*, Cambridge: Cambridge University Press, 1995.

Euan Cameron, *The European Reformation*, Oxford: Clarendon Press, 1991.

Benjamin J. Kaplan, *Divided By Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*, Cambridge, Massachusetts and London, England: The Belknap Press of Harvard University, 2007.

Diarmuid MacCulloch, *Reformation: Europe's house Divided 1490-1700*, London: Allen Lane, 2003

SENIOR SOPHISTER

REU44043 Advanced Topics in Systematic Theology

Module Name	Advanced Topics in Systematic Theology
Module Code	REU44043
Module status	Core - Optional
ECTS weighting	10
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Dr Massimo Faggioli
Teaching staff	Dr Massimo Faggioli
Module Learning Aims	TBC
Module Learning Outcomes	On successful completion of this module students should be able to: • Display an appreciation of selected texts from the Christian tradition, both ancient and modern. • Read, value and critique selected primary texts and authors. • Communicate with confidence, both orally and written, critical knowledge of primary texts and authors.

Module Content	This is an advanced reading course in selected texts from the Christian tradition that have been, and remain, influential to theology. There will be careful critical and in-depth reading of selected texts. While the chief focus is on the reading and discussion of primary texts there will also be a complementary engagement with selected secondary commentary texts. In preparation for each lecture/seminar the student will have to read assigned texts and be prepared to participate in class discussion and critique.				
Teaching and Learning Format	Lectures and seminars				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Continuous Assessment	Essay		100%	12-Assessment period
Reassessment Requirements	TBC				
Indicative reading list (4-5 titles max.)	<i>Indicative Bibliography:</i> Bonhoeffer D., <i>The Cost of Discipleship</i>. Touchstone, 1995 Congar, Y., <i>True and False Reform in the Church</i>. Translated and Introduction by Paul Philibert, (Collegeville: Liturgical Press, 2011) Johnson, E. A., <i>Ask the Beasts. Darwin and the God of Love</i>. Bloomsbury, 2014 O'Rourke, B., (trans), <i>Augustine, Confessions</i>. (London: Darton, Longman and Todd: 2013).				

REU44124 Friendship in the New Testament

Module Title	Friendship in the New Testament
Module Code	REU44124
Module status	Core - Optional
ECTS weighting	10
Semester taught	Semester 1 - Michaelmas

Pre-requisites & co-requisites	None
Student Workload	11 x 2h seminars
Module Coordinator	Dr Daniele Pevarello
Teaching staff	Dr Daniele Pevarello
Module Learning Aims	This module investigates the development of friendship and other cognate human relationships (e.g., patronage, mentorship and clientship) in the Graeco-Roman world, their impact on the characterisation of human relationships in the New Testament, and their development in the construction of the ideals of friendship, brotherhood, and sisterhood in Early Christianity.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Identify the main methods of investigation and the core methodological issues and problems in the understanding of friendship in the ancient world and Early Christianity. 2. Show familiarity with relevant primary sources on friendship and patronage in English translation from the classical, biblical, and early Christian traditions. 3. Assess recent scholarly trends in the study of friendship in the New Testament and Early Christianity. 4. Demonstrate knowledge of the human relationships which contributed to shape Graeco-Roman societies and of their impact on the New Testament and the development of early Christian thought and practice 5. Communicate scholarly views on the social structures of the ancient world and their development in early Christianity to both specialists and non-specialists, to write well-structured essays and to use and compile well-reasoned bibliographies. 6. Develop an independent and personal view of the development of the ideals of friendship and patronage in the ancient world and early Christianity as a foundation for further study in religion and theology.
Module Content	This module investigates views on friendship, patronage and clientship in the New Testament (e.g., the Gospels of Luke and John, the letters of Paul, the Epistle of James) and in Early Christian authors (e.g., Ambrose of Milan, Augustine, John Chrysostom, Paulinus of Nola) within their broader context in ancient Greek and Roman societies. The module focuses on how the understanding of friendship in the New Testament and early Christianity reflects a gradual change in the understanding of friendship in the ancient world from classical philosophical definitions of friendship (e.g., Plato, Aristotle, Epicurus, Cicero) to the redefinition of human relationships and power

	dynamics in Roman imperial societies (e.g., Valerius Maximus, Lucian, Themistius).														
Teaching and Learning Format	11 x 2h seminars, plus 104 hours self-directed study														
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Essay</td><td>3,000 words</td><td>1-6</td><td>100%</td><td>Week 11</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	3,000 words	1-6	100%	Week 11
Assessment Component	Assessment Description	LO Addressed	% of total	Week due											
Essay	3,000 words	1-6	100%	Week 11											
Reassessment Requirements	As Annual														
Indicative reading list (4-5 titles max.)	• Martin M. Culy, <i>Echoes of Friendship in the Gospel of John</i> (Sheffield: Phoenix Press, 2010). • John T. Fitzgerald (ed.) <i>Greco-Roman Perspectives on Friendship</i> (Atlanta: Scholars Press, 1997) • David Konstan, <i>Friendship in the Classical World</i> (Cambridge: Cambridge University Press, 1997). • Carolinne White, <i>Christian Friendship in the Fourth Century</i> (Cambridge: Cambridge University Press, 1992).														

REU44312 Queer Theological Ethics

Module Title	Queer Theological Ethics
Module Code	REU44312
Module status	Core – Optional
ECTS weighting	10
Semester taught	Semester 2 – Hilary
Pre-requisites & co-requisites	None
Student Workload	22 hours of seminars; 200 hours self-directed learning
Module Coordinator	Dr Jacob Erickson
Teaching staff	Dr Jacob Erickson
Module Learning Aims	This module aims and allows students to explore the crucial importance of sexuality in contemporary theological ethics and politics. Special emphasis is

	placed on interpreting feminist, womanist, queer, and other intersectional theological approaches.																			
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. Summarize a basic history of Sexual Ethics in Christian Theological Traditions. 2. Comprehend the importance of embodiment and the theological and moral significance of the body and flesh in historical Christian traditions, particularly through the concept of “incarnation.” 3. Explain and analyze contemporary theological approaches to sexual ethics. 4. Articulate various perspectives the theo-ethical and political significance of embodied desire. 5. Reflect on the various modes and methods of sexual ethics with intersectional engagement (race, class, sex, sexuality). 6. Articulate your own sexual ethic in conversation with the course material.																			
Module Content	Flesh, bodies, and other carnal concepts flow, transfigure, and transform in ethical and theological traditions. Divinity becomes incarnate; flesh becomes resurrected or glorified, bodies are desired or attractive. Desire brings communities and peoples together and apart. And understandings of what carnal and sexual bodies shape ethical stances and political action. The module will explore how particularly Christian theo-ethical traditions think with and have defined (or not) sexuality and desire in relationship to bodies and flesh. Centered on the embodied themes of “vulnerability” and “resilience”, this module will ask how carnal traditions might inform personal ethical stances and sexuality and politics. We’ll reflect upon a number of themes including embodiment as everyday practices, sexual ethics, LGBTQ identity, race, ideas of the “body politic”, the politics of empathy, and embodied affect.																			
Teaching and Learning Format	Lectures and Seminars																			
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>Queer Memoir Presentation</td><td>Queer Memoir Presentation</td><td></td><td>30</td><td></td></tr><tr><td>Essay</td><td>3,000-3,500 words</td><td></td><td>70</td><td></td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Queer Memoir Presentation	Queer Memoir Presentation		30		Essay	3,000-3,500 words		70	
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																
Queer Memoir Presentation	Queer Memoir Presentation		30																	
Essay	3,000-3,500 words		70																	
Reassessment Requirements	TBC																			

Indicative reading list (4-5 titles max.)	• Patrick S. Cheng. <i>Radical Love: An Introduction to Queer Theology</i>. New York: Seabury Books, 2011. • M. Shawn Copeland. <i>Enfleshing Freedom: Body, Race, and Being</i>. Minneapolis, MN: Fortress Press, 2010. • Marvin M. Ellison. <i>Making Love Just: Sexual Ethics for Perplexing Times</i>. Minneapolis, MN: Fortress Press, 2012. • Wendy Farley, <i>Gathering Those Driven Away: A Theology of Incarnation</i>. Louisville, KY: Westminster John Knox Press, 2011. • Jennifer Wright Knust, <i>Unprotected Texts: The Bible's Surprising Contradictions About Sex and Desire</i>. New York: HarperOne, 2012.
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REU44501 Ethics and Politics

Module Title	Ethics and Politics
Module Code	REU44501
Module status	Core - Optional
ECTS weighting	10
Semester taught	Semester 1 - Michaelmas
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour lectures/seminars; 104 hours of self-directed learning
Module Coordinator	Dr John Scally
Teaching staff	Dr John Scally
Module Learning Aims	This course is aimed to empower students to reflect on the many ethical issues, which arise in the world of politics in the broadest sense. The course is intended to develop awareness of the multiplicity of issues that arise from the interface between ethics and politics and to reflect on how they might be resolved and what theories have been developed to respond to these issues throughout history from Aristotle through to Mary Robinson as well as reflect on specific issues like: Is there a just war? What are the ethical implications of globalisation?

Module Learning Outcomes	On successful completion of this course, student will be able to: • Summarise the work of the leading theologians – through the presentation of material in lectures and reading material. • Evaluate how theology is shaped by a particular socio-political context. • Assess the links between the present and the past and appraise the influence of the modern period today. • Identify crucial theological questions in the political sphere. • Situate the topic under study in a wider theological framework. • Communicate effectively.														
Module Content	As Per Aims above														
Teaching and Learning Format	11 x 2-hour lectures/seminars; 104 hours of independent study														
Module Assessment Components	<table><tr><th>Assessment Component</th><th>Assessment Description</th><th>LO Addressed</th><th>% of total</th><th>Week due</th></tr><tr><td>End of Term Exam</td><td>3 Hour Exam</td><td>1-6</td><td>100%</td><td>TBC</td></tr></table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	End of Term Exam	3 Hour Exam	1-6	100%	TBC
Assessment Component	Assessment Description	LO Addressed	% of total	Week due											
End of Term Exam	3 Hour Exam	1-6	100%	TBC											
Reassessment Requirements	Three Hour Exam														
Indicative reading list (4-5 titles max.)	• Ford, David F., <i>The Modern Theologians</i> (Oxford: Blackwell, 2005). • Gutierrez, Gustavo, <i>A Theology of Liberation</i> (London: SCM Press, 1974). • Moltmann, Jürgen, <i>Theology of Hope</i> (London: SCM, 1986).														

REU44722 The Dead Sea Scrolls

Module Title	The Dead Sea Scrolls
Module Code	REU44722
Module status	Optional
ECTS weighting	10

Semester taught	Semester 2 - Hilary
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour seminars
Module Coordinator	Prof. Benjamin Wold
Teaching staff	Prof. Benjamin Wold
Module Learning Aims	The aim of this module to assess critically the significance of the Dead Sea Scrolls for the study of the Hebrew Bible, early Judaism, and early Christianity.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1. argue their own interpretation of Qumran as an archaeological site. 2. articulate the significance of the Scrolls for the Hebrew Bible, early Judaism, and the New Testament. 3. demonstrate a broad knowledge of the diversity found among Qumran discoveries (and the Judean Wilderness). 4. use tools acquired well enough to conduct research. 5. evaluate the “Essene hypothesis” and its significance for Scrolls research. 6. situate Qumran discoveries within the broader framework of early Judaism.
Module Content	Discovered by Bedouin shepherds in the Judean desert beginning in 1947, the Dead Sea Scrolls rank among the most extraordinary finds of the modern era. They preserve a vast archive of ancient Jewish texts offering an unparalleled glimpse into the diversity of thought and practice in the Second Temple period. These manuscripts have reshaped our understanding of early Judaism and the world from which Christianity emerged. This module introduces students to the contents, controversies, and contexts of the Scrolls. We explore the archaeology of Qumran, the scribal practices evident in over 900 manuscripts, and the complex question of who lived near the caves. We also delve into modern issues: the ethics of manuscript acquisition, the problem of forgeries in museum collections, and how digital imaging and AI-driven tools are transforming Scrolls research today. Students will engage directly with key compositions (e.g., the Community Rule, the Hodayot, and the War Scroll) while developing critical skills in manuscript analysis, genre identification, and historical contextualization. By the end of the semester, students will be equipped to situate the Scrolls within broader debates about ancient identity, authority, and the interpretation of sacred texts.

Teaching and Learning Format	Seminars				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exam	End of term 3-hour exam	LO3 LO4	50%	Assessment Period
	Essay	1 x 3,000-word essay		50%	10
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• Florentino García Martínez & Eibert J. C. Tigchelaar, <i>The Dead Sea Scrolls Study Edition</i>, 2 vols. (Leiden: Brill, 2000). • Jodi Magness, <i>The Archaeology of Qumran and the Dead Sea Scrolls</i> (Grand Rapids: Eerdmans, 2002). • James VanderKam & Peter Flint, <i>The Meaning of the Dead Sea Scrolls: Their Significance for Understanding the Bible, Judaism, Jesus and Christianity</i> (New York: Harper Collins, 2002).				

REU44732 Religion and Multiple Modernities

Module Title	Religion and Multiple Modernities
Module Code	REU44732
Module status	Optional
ECTS weighting	10
Semester taught	Semester 2 – Hilary
Pre-requisites & co-requisites	None
Student Workload	11 x 2 hours seminars/ lectures; 180 hours of self-study and preparation of presentation
Module Coordinator	Dr Alexandra Grieser
Teaching staff	Dr Alexandra Grieser

Module Learning Aims	The aim of this module is to analyze and discuss the relationship between religion and modernity and how we can best understand the role of religion today. It traces the radical critique of concepts such as secularization and modernization as outcomes of a colonial, Eurocentric history and introduces alternative possibilities. These debates will be tested by studying empirical cases, demonstrating that religion and modernity interact in many, often unexpected ways around the world.
Module Learning Outcomes	• understand, reconstruct and critique current positions on the role of religion in pluralist democracies • identify core features of the concept of “multiple modernities” and its critique • examine the consequences for the study of the dynamic role of religion in modern societies and the recognition of sources other than texts • develop the conceptual tools for studying religion as a "relational phenomenon" • distinguish analytical concepts from normative claims • apply the different concepts to and compare case studies on religion and modernity in different contexts • reflect on the Study of Religion as an integral part of modernization
Module Content	The relationship between Religion and Modernity has been a contested field of debate, and given the fast pace of changes in all areas of cultural life, it is even questioned how we should identify the era in which we live, and what role religion plays in it: is it modernity, late, post, or meta-modernity? And should we still use this model at all, realizing the Eurocentric ideas that are connected with it? And what does this mean for how we write a History of Religion in Modernity? Over a long time, Western scholarship expected religion to decline or even vanish in the course of modernization and that global developments would follow the “Western model”. However, from the 1970s on it became clear that secularization rather meant pluralization, and that pluralization not necessarily means a loss or decline of religion, but a change of form and function: diverse modernities became visible, including authoritarian forces that work against pluralism as an element of a “world society”. Taking S. Eisenstadt’s concept of “Multiple Modernities as a vantage point, we will explore areas of social transformation, and how to discover religion as a vital part of these dynamic changes. Phenomena such as the rising Pentecostalism in the Americas and Africa, controversies around religious symbols in the public sphere, new links between religion and political populism, “new spirituality” as well as “new atheism” and religiously embedded terrorism made clear that no simple explanation would help to understand the complexity of changing roles of religion in recent history. Seeking to develop models of explanation, scholars offered a variety of concepts and ideas.

	We will take a closer look at these concepts and the arguments they put forward. They will lead us to studying “religion as relations”, addressing cases from diverse fields and cultural areas: - how religion interacts with social transformations, as a political power and a means of protest - how religious feminism can be conservative and innovative at the same time - how science and art interact with religion - how the religious and the secular are at the centre of how we see the modern - how religion diffuses into popular culture and the media - how death and dying in modern societies creates religious and secular responses - how Occultism and Esotericism interact with modernity - how thinkers of modernity made religion a core theme - how religion shifted from dogma and belief to feeling and embodied experience Cases may vary and can be adapted to students’ interests.				
Teaching and Learning Format	Seminar style: discussions based on students' presentations; overview lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Formative assignments	Mini-essay (explore preconceptions); short weekly reading reports (Pass/Fail)	1; 2; 3; 5	20%	3
	Summative assignment	Reaction Sheet: provide a discussion of an assigned text (800 words max + 3-slide-presentation)	3; 4; 5	20%	continuous
	Transfer of Knowledge	Student conference paper or concept for a lecture, with self-chosen focus;; 2500-3000 words	1-6	60%	13
Reassessment Requirements	As Annual				
Indicative reading list (4-5 titles max.)	• Asad, Talal, Formations of the Secular: Christianity, Islam, Modernity (Stanford, CA: Stanford UP, 2003).				

- Berger, P., M. Buitelaar, K. Knibbe (eds): Religion as Relation. Studying Religion in Context (London: Equinox 2021).
- Burchardt, M./ Wohlrab-Sahr, M. / Wegert, U. (2013): ‚Multiple Secularities‘: Postcolonial variations and guiding ideas in India and South Africa, in: International Sociology 28, 6: 612-628.
- Eisenstadt, S. N., “Multiple Modernities”, Daedalus 129/1 (2000) 1-29.
- Mahmood, Saba, Politics of Piety: The Islamic Revival and the Feminist Subject (Princeton: Princeton University Press, 2nd edition, new preface, 2011).
- Storm, J.A.J.: Metamodernism. The Future of Theory (Chicago: Chicago University Press, 2021).