



Trinity Centre for Biblical Studies Staff Undergraduate Module Offerings

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Prof. Benjamin Wold -REU12101 Introducing the Old Testament/Hebrew Bible

Module Code	REU12101
Semester taught	Semester 1 - Michaelmas
Student Workload	22 x 1-hour lectures plus 104 hours of self-directed learning
Module Coordinator	Prof. Benjamin Wold
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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none">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	<p>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.</p>

Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • Barton, John. <i>The Hebrew Bible: A Critical Companion</i>. Princeton: Princeton University Press, 2016. • Carr, D.M., <i>An Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible</i> (Oxford: Wiley-Blackwell, 2010). • Coogan, M.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, J. and P. 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).

Prof. Benjamin Wold - REU12731 Jewish Thought and Practice

Module Code	REU12731
Semester taught	Semester 1 - Michaelmas
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
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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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.

Module Content	<p>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.</p> <p>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).</p>
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Benjamin Wold - REU22111 The Historical Jesus and the Gospels

Module Code	REU22111
Semester taught	Semester 2 - Hilary
Student Workload	22 x 1-hour lectures/workshops/seminars; 104 hours of independent study
Module Coordinator	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: <ol style="list-style-type: none"> 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 is undoubtedly one of the most important figures in Western Civilization. His name permeates world cultures, and his morality is widely considered. For Christians, who Jesus is has eternal consequences and belief in him is growing rapidly in the developing world. But what do we know about the historical person Jesus and how do we know it? Can we know anything about the Jesus who lived in time and space and if so, then why are there so many different historical portraits of his life? Jesus has been seen to be a Cynic philosopher, revolutionary, social progressive, magician, exorcist, and apocalyptic prophet. However, he could not have been all of these. This module is interested in historical sources and historical methods. Regarding sources, we will consider the not only the gospels of the New Testament but ask whether “lost” gospels contribute to historical Jesus’ research. In relation to methods, we will explore the so-called “Quests” for the historical Jesus and ongoing debates about the relationship of history to theology. Anyone interested in the texts and contexts, from Nag Hammadi to the Dead Sea Scrolls, stands to benefit from this exploration of the historical person Jesus.
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Benjamin Wold - REU33114 The Apostle Paul: Life and Letters

Module Code	REU33114
Semester taught	Semester 1 - Michaelmas
Student Workload	22 x 1-hour lectures
Module Coordinator	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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none">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.
Module Content	<p>The Apostle Paul’s significance for 2,000 years of Western Civilization is profound. Paul’s thirteen letters dominate the pages of the New Testament. His writings shape Christian theology more than any other part of the New Testament. Many have asked whether Paul was a follower of Jesus or the founder of Christianity. His letters, written between 50-68 CE, are the earliest Christian writings we have. From these we learn about the founding of early churches throughout much the Mediterranean world. In this module, attention is given to the social and cultural location of Paul’s activities and his correspondences with the urban Christian communities he founded. Students will learn about Paul as a first century leader dealing with conflict, controversies, and challenges. Indeed, Paul and his activities were polarizing in his own time. We will explore, from a historical perspective, the issues that were important to him and Christians in the first generation of Christians.</p>

Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Daniele Pevarello - REU12112 Introducing the New Testament: Texts and Contexts

Module Code	REU12112
Semester taught	Semester 2 - Hilary
Student Workload	22 x 1h lectures, plus 104 hours of self-directed learning
Module Coordinator	Prof. Daniele Pevarello
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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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.

	<p>5. Illustrate scholarly views about the New Testament to both specialists and non-specialists, writing well-structured essays, and compiling and using relevant bibliographies.</p> <p>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.</p>
Module Content	<p>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.</p>
Module Assessment Components	<p>Extramural Students are auditing only with no assessment component requirements</p>
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Daniele Pevarello - REU12741 Religions in the Ancient Mediterranean

Module Code	REU12741
Semester taught	Semester 2 - Hilary
Student Workload	22 x 1-hour lectures

Module Coordinator	Prof. 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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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?
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements

Reassessment Requirements	Review article reassessed by submission of a further review article; essay reassessed by submission of an essay.
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Daniele Pevarello - REU33704 Christianity in the Cultures of Late Antiquity

Module Code	REU33704
Semester taught	Semester 1 - Michaelmas
Student Workload	22 x 1-hour lectures, plus 104 hours of self-directed learning
Module Coordinator	Prof. 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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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.

	<p>4. Interpret early Christian primary sources and other ancient texts in English translation with competence and awareness of their contexts and premises.</p> <p>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.</p> <p>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.</p>
Module Content	<p>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.</p>
Module Assessment Components	<p>Extramural Students are auditing only with no assessment component requirements</p>
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Daniele Pevarello REU44124 Friendship in the New Testament

Module Code	REU44124
Semester taught	Semester 1 - Michaelmas
Student Workload	11 x 2h seminars

Module Coordinator	Prof. 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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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).
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements

Indicative reading list	<ul style="list-style-type: none"> • 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).
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Prof. Zohar Hadromi-Allouche - REU12724 Introducing Islam

Module Code	REU12724
Semester taught	Semester 2 - Hilary
Module Coordinator	Prof. Zohar Hadromi-Allouche
Module Learning Aims	<p>This module aims to</p> <ul style="list-style-type: none"> • 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	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • 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.
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • 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).

Prof. Zohar Hadromi-Allouche - REU23104 Qur'an: Scripture, History and Literature

Module Code	REU23104
Semester taught	Semester 1 - Michaelmas
Student Workload	11 x 2-hour lectures and seminars; 110 hours independent study
Module Coordinator	Prof. Zohar Hadromi-Allouche
Module Learning Aims	This module aims to introduce students to the Qur'an: its structure, style and main themes and context. It will also familiarise students with the reception history of the Qur'an, and its biblical subtext.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ul style="list-style-type: none"> • Describe the structure and style of the Qur'an.

	<ul style="list-style-type: none"> • Explain the main themes of the Qur'an. • Discuss traditional Islamic and critical academic perspectives on the origins, history and reception of the Quran. • Identify how the Quran employs biblical characters and traditions. • Differentiate between, and apply, traditional Islamic and scholarly approaches to the Qur'an.
Module Content	<p>Qur'an — the Islamic scripture — contains, according to Muslim tradition, the literal word of God, which was revealed to the prophet Muhammad through the mediation of angel Gabriel.</p> <p>This module explores the structure and main characteristics of the Qur'an; discusses its principal themes; reception history; and close relationship with the Bible.</p>
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • The Qur'an. Yusuf Ali translation: a hard copy. • Dammen Mcauliffe, Jane (ed.). <i>The Cambridge Companion to the Quran</i>. Cambridge: Cambridge University Press, 2007. • Rahman, Fazlur. <i>Major Themes of the Quran</i>. Chicago: University of Chicago Press, 2009. • Rippin, Andrew (ed.). <i>The Blackwell Companion to the Qur'an</i>. Singapore: Blackwell, 2006.

Prof. Zohar Hadromi-Allouche - REU33713 Life of Muhammad: Sources, Methods and Debates

Module Code	REU33713
Semester taught	Semester 2 - Hilary
Student Workload	11 x 2-hour lectures and seminars; 110 hours self-directed learning
Module Coordinator	Prof. Zohar Hadromi-Allouche
Module Learning Aims	<p>In this module students will engage and familiarise themselves, with,</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Scholarly approaches to the life of Muhammad. • Islamic and scholarly debates concerning the life of Muhammad.
Module Learning Outcomes	<p>On successful completion of this module, students should have:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
Module Assessment Components	<p>Extramural Students are auditing only with no assessment component requirements</p>
Indicative reading list	<ul style="list-style-type: none"> • 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.

Prof. Zohar Hadromi-Allouche - REU44752 Between the Qur'an and Bible: Biblical Characters in Islamic Contexts

Module Code	REU44752
Semester taught	Semester 1 - Michaelmas

Student Workload	11 x 2-hour seminars
Module Coordinator	Prof. Zohar Hadromi-Allouche
Module Learning Aims	<p>This module aims to</p> <ul style="list-style-type: none"> • Provide an overview of the relationship between the Qur'an and the Bible • Provide an overview of biblical characters in the Qur'an and early Islamic literature. • Present and discuss the development and reconstruction of such characters over time and genres from the Bible to the emergence of Islam. • Demonstrate how such reconstructions represent, and shape, inter-religious and internal religious polemics. • Examine how such characters and their Islamic reconstruction contribute to our understanding of the emergence of Islam
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Access and read the Qur'an (in translation where necessary) 2. Search and find specific themes in the text of the Qur'an. 3. Identify prominent biblical characters that are referred in the Qur'an. 4. Compare, analyse, and discuss biblical characters that are referred in the Qur'an. 5. Demonstrate an understanding of the development, and significance, of biblical characters from the Bible to the Qur'an and early Islamic era. 6. Locate and use relevant scholarly literature about the Bible and Qur'an 7. Locate and use relevant exegetical sources for the Bible and Qur'an 8. Discuss various academic approaches and portrayals of biblical characters in Islam.
Module Content	<p>Mary, Jesus, Eve, Joseph, Solomon and the Queen of Sheba are but a few of the many biblical characters whom the Qur'an discusses. In this module we will —</p> <ul style="list-style-type: none"> • Learn about shared characters between the Qur'an and Bible, and their diverse roles in each tradition. • Follow the development of specific characters over time and genre, in the broader context of religion, history, and culture. • Examine the dynamics of portraying, constructing, and re-constructing such characters, from the Bible to the Qur'an and early Islamic era. • Explore the diverse functions of such characters in each religious context. • Discuss what such characters and their (re)construction tell us about the emergence of Islam and its religious milieu.

Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • The Qur'an: Yusuf Ali translation (a hard copy). • Reynolds, Gabriel Said. <i>The Qur'an and the Bible: Text and Commentary</i>. New Haven and London: Yale University Press, 2018. • Reeves, John C. (editor). <i>Bible and Qur'an: Essays in Scriptural Intertextuality</i>. Symposium Series. Leiden and Atlanta: Brill/, 2003. • Kaltner, John. <i>Ishmael instructs Isaac: An Introduction to the Qur'an for Bible Readers</i>. Collegeville, Minnesota: Liturgical Press, 2017 (1999).

Dr Neil Morrison - REU23122 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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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 'Deuteronomistic 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	<p>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.</p>
Module Assessment Components	<p>Extramural Students are auditing only with no assessment component requirements</p>
Indicative reading list	<ul style="list-style-type: none"> • De Pury, A., Macchi, J.-D., and Römer, T. (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, G.N., and McConville, J.G. (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.

Dr Neil Morrison - REU33132 Words to the Wise: Israelite and Jewish Wisdom Literature

Module Code	REU33132
Semester taught	Semester 2 - Hilary

Student Workload	22 x 1-hour lectures/seminars; 104 hours of self-directed study
Module Coordinator	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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 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	<p>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.</p>
Module Assessment Components	Extramural Students are auditing only with no assessment component requirements
Indicative reading list	<ul style="list-style-type: none"> • Adams, S.L. and Goff, M. J. (eds.) <i>Wiley Blackwell Companion to Wisdom Literature</i>. Wiley Blackwell: 2020. Ebook. • Firth D.G. and Wilson, L. (eds) <i>Exploring Old Testament Wisdom: Literature and Themes</i>. London: Apollos, 2016. • Dell, K.J., Millar, S.R., and Keefer A.J. (eds.) <i>The Cambridge Companion to Biblical Wisdom Literature</i>. Cambridge: Cambridge University Press, 2022.

- Murphy, R.E., *The Tree of Life: An Exploration of Biblical Wisdom Literature*, 2nd ed. Grand Rapids: Eerdmans, 2002.
- Perdue, L., *The Sword and the Stylus: An Introduction to Wisdom Literature in the Age of Empires*. Grand Rapids: Eerdmans, 2008.
- Weeks, S. *An introduction to the Study of Wisdom Literature*. London: T&T Clark, 2010.