

## UNDERGRADUATE MODULE DESCRIPTORS 2020-21

Module Title	Introducing the Old Testament/Hebrew Bible
Module Code	REU12101
Module status	Core – Mandatory; Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/workshops/field trip, plus 104 hours of self-directed learning
Module Coordinator	David Shepherd
Teaching staff	David Shepherd; 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 in antiquity and in contemporary culture.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Describe the diversity of canonical contents and contours within the Hebrew Bible.</li> <li>2. Identify key figures and events described in the Hebrew Bible.</li> <li>3. Trace and analyze key themes in the Hebrew Bible.</li> <li>4. Recognise the complexities of the Hebrew Bible’s transmission and translation and interpretation in antiquity.</li> <li>5. Reflect on their own work for the purposes of their scholarly development.</li> <li>6. Critically evaluate the reception of the Hebrew Bible in contemporary popular culture</li> </ol>
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 exploration of the Pentateuch and Chronicler’s History will provide a historiographical framework and develop students’ ability to

	identify literary themes while interrogation of the Prophets, Psalms and Wisdom Literature will demonstrate the incredible diversity of literary and theological genres contained within the Hebrew Bible. Students will also be introduced to the interpretation of the Hebrew Bible in antiquity and in contemporary culture.															
Teaching and Learning Format	Interactive lectures, critical engagement with film, fieldtrip.															
Module Assessment Components	Review of a biblical film (1250 words) (50%), In-class test (50 min) (50%).															
	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Review</td> <td>Critical film review</td> <td>1,5</td> <td>50%</td> <td>10</td> </tr> <tr> <td>In Class Test</td> <td></td> <td>1-6</td> <td>50%</td> <td>14</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Review	Critical film review	1,5	50%	10	In Class Test		1-6	50%	14
Assessment Component	Assessment Description	LO Addressed	% of total	Week due												
Review	Critical film review	1,5	50%	10												
In Class Test		1-6	50%	14												
Reassessment Requirements	1)Critical Film Review: 2) Essay															
Indicative reading list (4-5 titles max.)	<p>Carr, D.M., <i>An Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible</i> (Oxford: Wiley-Blackwell, 2010).</p> <p>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).</p> <p>Gertz, J.C. et al. <i>T&amp;T Clark Handbook of the Old Testament: An Introduction to the Literature, Religion and History of the Old Testament</i> (London: T&amp;T Clark, 2012).</p> <p>Gravett, S.L. et al. (eds) <i>An Introduction to the Hebrew Bible: A Thematic Approach</i> (Louisville, Ky.: Westminster John Knox Press, 2008).</p> <p>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: HarperCollins, 2002).</p>															

Module Title	Introducing Islam
Module Code	REU12724
Module status	Core – Mandatory
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None

Student Workload	11 x 2-hour lectures, plus 110 hours of self-directed learning				
Module Coordinator	Prof. Zohar Hadromi-Allouche				
Teaching staff	Prof. Zohar Hadromi-Allouche				
Module Learning Aims	<p>This module aims to</p> <ul style="list-style-type: none"> <li>• Provide an overview of Islamic history</li> <li>• Present and discuss Islamic scriptures, doctrines and rituals</li> <li>• Demonstrate the significance and development within Islam of concepts such as prophethood, revelation, jihad, theology, law and gender</li> <li>• Develop an understanding of the contribution of Islamic civilization to human culture</li> <li>• Examine various scholarly approaches to the study of Islam</li> </ul>				
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss major events and trends in Islamic history</li> <li>• Discuss Islamic scriptures, ritual and doctrines</li> <li>• Demonstrate an understanding of the significance and development of concepts such as prophethood, revelation, jihad, theology, law and gender from an Islamic perspective</li> <li>• Discuss the contribution of Islamic civilization to human culture</li> <li>• Discuss various academic approaches to the study of Islam</li> </ul>				
Module Content	This module surveys the emergence, development, beliefs and practices of Islam, from 7th century to present.				
Teaching and Learning Format	Interactive lectures				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Participation	Active participation in online discussions and debates	1,2,3,4,5	20%	1-11
	Online Quiz	1 hour	1,2,3,4,5	20%	4
	Essay	1,500 words	1,2,3,4,5	60%	ExamWeeks
Reassessment Requirements	2,000-word essay				

Indicative reading list (4-5 titles max.)	<ul style="list-style-type: none"> <li>• Berkey, J. P. <i>The Formation of Islam: Religion and Society in the Near East, 600–1800</i>. Cambridge, 2003.</li> <li>• Lapidus, I. <i>A History of Islamic Societies</i>. Cambridge, 2002.</li> <li>• Reynolds, Gabriel Said. <i>The Emergence of Islam: Classical Traditions in Contemporary Perspective</i>. Minneapolis: Fortress Press, 2012.</li> <li>• Rippin, Andrew. <i>Muslims: Their Religious Beliefs and Practices</i>. London, 2005 (new edition).</li> </ul>
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Module Title	Becoming Moral: Ethical Reasoning in Theological Perspective
Module Code	REU12512
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	18 x 1-hour lectures 4 x 1-hour seminars 103 hours of independent learning
Module Coordinator	Prof. Jacob Erickson
Teaching staff	Prof Jacob Erickson
Module Learning Aims	This module aims to introduce students to ethical reasoning in theological perspective. It examines the historical development of foundational theological ethics and introduces key fundamental themes and concepts within the Christian theological tradition. Attention will be given to the dynamics of moral reflection, including, reasoning and action, moral norms, and the Wesleyan Quadrilateral (Scripture, Tradition, Reason, and Experience). Lectures, case studies, and seminars will be used to understand the methods of moral discernment and decision-making.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate a good understanding of the dynamics of moral reasoning and action.</li> <li>2. Identify the sources for theological ethics.</li> </ol>

	<p>3. Critically engage with practical moral issues through sustained reflection, analysis, and deliberation.</p> <p>4. Recognise the importance of moral agency and conscience in decision-making.</p> <p>5. Apply the principles of Christian ethics to specific contemporary ethical challenges.</p>																				
Module Content	<p>Briefly provide details of module syllabus.</p> <p>Epistemology</p> <p>Theological Ethics</p> <p>Wesleyan Quadrilateral</p> <p>Structural Injustice</p> <p>Moral Agency</p> <p>The Dynamics of Reflection</p> <p>Applying Principles and Practices</p> <p>Ethics of Liberation</p>																				
Teaching and Learning Format	Lectures, Seminars, Case Studies.																				
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Wiki</td> <td>Blackboard Wiki Post</td> <td>1</td> <td>10%</td> <td>1-5</td> </tr> <tr> <td>Short Essay</td> <td>400 words</td> <td>1, 3</td> <td>20%</td> <td>Week 7</td> </tr> <tr> <td>Essay</td> <td>1,500 words</td> <td>1-5</td> <td>70%</td> <td>12</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Wiki	Blackboard Wiki Post	1	10%	1-5	Short Essay	400 words	1, 3	20%	Week 7	Essay	1,500 words	1-5	70%	12
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																	
Wiki	Blackboard Wiki Post	1	10%	1-5																	
Short Essay	400 words	1, 3	20%	Week 7																	
Essay	1,500 words	1-5	70%	12																	
Reassessment Requirements	1 x 2,000 word essay																				
Indicative reading list  (4-5 titles max.)	<p>De La Torre, Miguel A. <i>Doing Christian Ethics from the Margins, Second Edition</i>. Maryknoll NY: Orbis Books, 2014.</p> <p>Marshall, Ellen Ott. <i>Introduction to Christian Ethics: Conflict, Faith, and Human Life</i>. Louisville, KY: Westminster John Knox Press, 2018</p> <p>Mescher, Marcus. <i>The Ethics of Encounter: Christian Neighbor Love as a Practice of Solidarity</i>. Maryknoll, NY: Orbis Books, 2020.</p> <p>Thompson, Deanna. <i>The Virtual Body of Christ in a Suffering World</i>. Nashville, TN: Abingdon Press, 2016.</p> <p>Workgroup on Constructive Theology, <i>Awake to the Moment: An Introduction to Theology</i>. Louisville, KY: Westminster John Knox Press, 2016.</p>																				

<b>Module Title</b>	Introducing Theology: Key Questions
<b>Module Code</b>	<b>REU12301</b>
<b>Module status</b>	Core (R, T, R&T) and Approved Module
<b>ECTS weighting</b>	5
<b>Semester taught</b>	Semester A
<b>Pre-requisites &amp; co-requisites</b>	None
<b>Student Workload</b>	22 x 1-hour contact with 104 hours of independent study
<b>Module Coordinator</b>	Prof. Cathriona Russell
<b>Teaching staff</b>	Profs. Cathriona Russell and Maureen Junker-Kenny
<b>Module Learning Aims</b>	<p>The module will offer an introduction to theology by giving an overview of the eras, authors and disputes in theological thinking from Antiquity to Modernity. It will introduce key questions in the doctrine of God and creation, Christology, free will and original sin as debated between Augustine and Pelagius, Luther and Erasmus, theodicy and eschatology, modernity and the critiques of religion, as well as the inclusion of theology as a subject into the modern university.</p>
<b>Module Learning Outcomes</b>	<p>Learning Outcomes:</p> <p>On successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> <li>• appreciate the historical development of theological discourse</li> <li>• explain some major theological achievements in each epoch</li> <li>• discuss the challenges for theology in the modern period</li> <li>• develop strategies for academic reading and skills in academic writing</li> <li>• present and investigate these concepts and interpretations in class and in a written assignment.</li> </ul>
<b>Module Content</b>	<p>The module examines key questions and turning points in theological thinking from Antiquity to Modernity. Beginning with the current challenge of the link between monotheism and violence, it will investigate biblical sources of the doctrine of God; outline the debates on <i>imago Dei</i>, free will and original sin in theological anthropology, compare models of salvation, and discuss theologies of history on theodicy and eschatology. New challenges to and responses from theology in relation to modernity's turn to subjectivity, critiques of religion (from philosophy and the social, medical and natural sciences), and the place of theology as a subject in the modern university will conclude the module.</p>
<b>Teaching and Learning Format</b>	Lectures with some group work, guiding questions on core texts, in class exercises and one field trip to the Chester Beatty Library

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay/Review	1,000 words	1,2,5	40%	7
	Essay	1,500-2,000	1-5	60%	13
<b>Reassessment Requirements</b>	As annual: Essay/Review 1,000 words and Essay 1500-2000 words				
<b>Indicative reading list (4-5 titles max.)</b>	<p>Haight, Roger, <i>Christian Community in History, Vol. 1</i> (London: Bloomsbury, 2014)</p> <p>Krabbendam, H. <i>Sovereignty and Responsibility: The Pelagian-Augustinian Controversy in Philosophical and Global Perspective</i> (Bonn: Culture and Science, 2002), pp. 36-58.</p> <p>Küng, Hans, <i>Great Christian Thinkers</i> (New York: Continuum, 1994)</p> <p>Migliore, Daniel, <i>Faith Seeking Understanding</i> (Michigan: Eerdmans, 1991)</p> <p>Ramsey, Boniface. <i>Beginning to Read the Fathers</i> (Canterbury: SCM Press, 1993).</p> <p>Young, Francis, <i>The Making of the Creeds</i> (London; SCM, 2002).</p>				

<b>Module Title</b>	Introduction to Philosophy
<b>Module Code</b>	<b>REU12712</b>
<b>Module status</b>	Mandatory
<b>ECTS weighting</b>	5
<b>Semester taught</b>	Semester A
<b>Pre-requisites &amp; co-requisites</b>	None
<b>Student Workload</b>	18 x 1-hour lectures/workshops; 4 x 1 hour seminars; 100 hours of independent study
<b>Module Coordinator</b>	Dr Ciarán McGlynn
<b>Teaching staff</b>	Dr Ciarán McGlynn
<b>Module Learning Aims</b>	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 the understanding of philosophical problems.
<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students should:</p> <ol style="list-style-type: none"> <li>1. Be familiar with some of the key questions of philosophy.</li> <li>2. Recognise key terms of different schools of philosophical thinking</li> <li>3. Distinguish key intellectual strands in antiquity, the medieval world and modern philosophy.</li> <li>4. Learn how to analyse and critique philosophical arguments.</li> </ol>

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	1,500 – 2,000 words	All Learning Outcomes Addressed	50%	Week 12
Essay 2	1,500 – 2,000 words	All Learning Outcomes Addressed	50%	Week 16

**Reassessment Requirements**

2 x 1,500 – 2,000 word essays

**Indicative reading list (4-5 titles max.)**

Cottingham, J. (ed.), *Western Philosophy: An Anthology* (Oxford: Blackwell, 2008).  
 Barnes, J., *Aristotle* (Oxford: O.U.P., 1982).  
 Guthrie, W.K.C., *The Greek Philosophers: From Thales to Aristotle* (London: Routledge, 1967).  
 Kenny, A., *A New History of Western Philosophy* (Oxford: OUP, 2012).  
 Scruton, R., *Kant* (Oxford: OUP, 1982).

Module Title	Jewish Thought & Practice
Module Code	REU12731
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester A
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 and to allow students 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: <ol style="list-style-type: none"> <li>1. articulate key characteristics of the Mishnah, Talmud, and Midrashim.</li> <li>2. describe how different Jewish holidays and rites are observed.</li> <li>3. distinguish between different Jewish movements.</li> <li>4. define Zionism and diaspora nationalism.</li> <li>5. recall prominent leaders and thinkers in Jewish history.</li> <li>6. use basic research tools in Jewish Studies.</li> </ol>
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. Contemporary Jewish movements and the history of their traditions (e.g., Modern Orthodoxy, Reform, Conservatism) come into view along with their different beliefs and practices (e.g., kashrut, Sabbath, worship, prayer).

	National movements within modern Judaism (e.g., Zionism, diaspora nationalism) are also considered.																				
Teaching and Learning Format	lectures, field trips																				
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>1000-word Book Review</td> <td>Review of Chaim Potok, <i>The Chosen</i></td> <td>LO3, LO4, LO5</td> <td>33%</td> <td>4</td> </tr> <tr> <td>Wiki-style Article (750 words)</td> <td>Short, descriptive "Wikipedia" style essay on single topic</td> <td>LO1-6</td> <td>33%</td> <td>10</td> </tr> <tr> <td>Class Notes</td> <td>End of semester class notes submitted</td> <td>LO1-6</td> <td>33%</td> <td>TBA</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	1000-word Book Review	Review of Chaim Potok, <i>The Chosen</i>	LO3, LO4, LO5	33%	4	Wiki-style Article (750 words)	Short, descriptive "Wikipedia" style essay on single topic	LO1-6	33%	10	Class Notes	End of semester class notes submitted	LO1-6	33%	TBA
Assessment Component	Assessment Description	LO Addressed	% of total	Week due																	
1000-word Book Review	Review of Chaim Potok, <i>The Chosen</i>	LO3, LO4, LO5	33%	4																	
Wiki-style Article (750 words)	Short, descriptive "Wikipedia" style essay on single topic	LO1-6	33%	10																	
Class Notes	End of semester class notes submitted	LO1-6	33%	TBA																	
Reassessment Requirements	Reassessment: submission of outstanding continual assessment																				
Indicative reading list (4-5 titles max.)	<p>Abraham Cohen, <i>Everyman's Talmud: The Major Teaching of the Rabbinic Sages</i> (New York: Schocken Books, 1949).</p> <p>Dan Cohn-Sherbok, <i>Introduction to Zionism and Israel: From Ideology to History</i> (London/New York: Continuum, 2012).</p> <p>Anita Diamant, <i>Living a Jewish Life</i> (New York: HarperCollins, 2007)</p> <p>Chaim Potok, <i>The Chosen</i> (New York: Simon and Schuster, 1967).</p> <p>Eliezer Segal, <i>Introducing Judaism</i> (London/New York: Routledge, 2009).</p>																				

Module Title	Introducing the New Testament
Module Code	<b>REU12112</b>
Module status	Core – Mandatory; Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1h lectures, plus 104 hours of self-directed learning
Module Coordinator	Prof. Daniele Pevarello

Teaching staff	Profs. Daniele Pevarello and 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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss the complex process of the formation of the New Testament and identify the diverse traditions that are represented in it.</li> <li>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.</li> <li>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.</li> <li>5. Illustrate scholarly views about the New Testament to both specialists and non-specialists, writing well-structured essays, and compiling and using relevant bibliographies.</li> <li>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.</li> </ol>				
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
	Gobbet	500 words	1-2,4,6	30%	Week 5
	Wiki-Style Entry	500 words	1,3-6	30%	Week 8

	Essay	1,500 words	1,3,4-6	40%	Week12
Reassessment Requirements	As annual				
Indicative reading list (4-5 titles max.)	<p>David E. Aune (ed.), <i>The Blackwell Companion to the New Testament</i> (Oxford: Blackwell, 2010).</p> <p>Bart D. Ehrman, <i>The New Testament: A Historical Introduction to the Early Christian Writings</i> (New York and Oxford: OUP, 2000).</p> <p>Raymond E. Brown, <i>An Introduction to the New Testament</i> (The Anchor Bible Reference Library; New York, NY: Doubleday, 1997).</p> <p>Kyle Keefer, <i>The New Testament as Literature: A Very Short Introduction</i> (Oxford: OUP, 2008).</p> <p>Todd Penner and Davina C. Lopez, <i>De-Introducing the New Testament: Texts, Worlds, Methods, Stories</i> (Oxford: Blackwell, 2015).</p>				

Module Title	Introducing Theology: Key texts and methods
Module Code	<b>REU12312</b>
Module status	Core - Mandatory; Approved
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures; 4 x 1 hour seminars; 95 hours of independent study
Module Coordinator	Prof. Siobhan Garrigan
Teaching staff	Prof. Siobhan Garrigan
Module Learning Aim	<p>To introduce the student to the distinctive academic discipline of theology.</p> <p>To stimulate their interest in the academic wealth of this tradition.</p>

Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Discriminate between theological and other academic approaches to the study of religion.</li> <li>2. Analyse primary texts to build a foundation which will allow students to integrate conceptual and historical skills in the reading of theological texts.</li> <li>3. Compare and contrast different approaches within the discipline of theology.</li> </ol>																			
Module Content	<p>The course will introduce the students to classical definitions of theology from Anselm and Aquinas, as well as to formulations of theology's task from modern theologians such as Karl Barth, Dermot Lane and Elizabeth Johnson. The different methodological approaches to the study of religion will be introduced and the distinctive task of theology in this regard will be explored.</p> <p>In carrying out this task in the course of the module the students will study at least four representative primary texts. Attention will be drawn to patterns of continuity or discontinuity, agreement and conflict in the texts. The purpose is to train students to integrate conceptual and historical skills in the reading of theological texts.</p>																			
Teaching and Learning	Lectures, seminars.																			
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Essay	1,500 word	1, 2,3,	50%	8																
Essay	1,500 word	2,3,	50%	12																
Reassessment Requirements	2 x 1,000 word essays																			
Indicative reading list (4-5 titles max.)	<p>Barth, K., <i>Evangelical Theology</i>. (Grand Rapids: Eerdmans, 1992).</p> <p>Chenu, M-D., <i>Aquinas and His Role in Theology</i>. (Collegeville: Liturgical Press, 2002).</p> <p>Hogan, L. <i>From Women's Experience to Feminist Theology</i>. (Sheffield Academic Press, 1995)</p> <p>Johnson, E., <i>Quest for the Living God: Mapping Frontiers in Theology</i>. (Continuum. 2007).</p> <p>Lane, D. <i>The Experience of God. An Invitation to do Theology</i>. (Mahwah, NJ: Paulist Press, 1981)</p> <p>Wicks, J., <i>Doing Theology</i>. (Mahwah, NJ: Paulist Press, 2009).</p>																			
Module Title	Approaches to the Study of Religions																			

Module Code	<b>REU12701</b>
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	B
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	Prof. Alexandra Grieser
Teaching staff	Prof. Alexandra Grieser
Module Learning Aims	<p>Acquire knowledge about the history of, the main representatives and major approaches in the discipline of the Study of Religions.</p> <p>Provide an overview of the diversity of religious traditions and phenomena.</p> <p>Introduce academic skills (use of terminology, distinctions, typologies; strategies of analytical reading and assessment of literature and knowledge from different perspectives; distinguish description, analysis and interpretation; handle primary and secondary sources)</p> <p>Introduce research methods and approaches, link theoretical concepts to empirical data and problems on the basis of self-chosen cases; thereby develop a reflective and analytical approach to religion.</p>
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and engage with religion as a cultural phenomenon in its various “lived” empirical, historical forms and media, locally and globally.</li> <li>2. Present knowledge about the history of the Academic Study of Religion as entangled with the religious, political, colonial and cultural history of Europe</li> <li>3. Identify, characterise and discuss key approaches to the academic study of religion, classical and contemporary.</li> <li>4. Recognize and explain the multi-methodical structure of the discipline and distinguish different methodologies and perspectives.</li> <li>5. Apply methods and approaches to empirical cases and media; assess the role of religion in diverse historical and contemporary contexts.</li> </ol>

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 phenomenon is interrelated with possibly all aspects of human life, such as the formation of social communities; identity building; politics; healing practices; or art and literature. Hence, studying the role of religions in their cultural context requires a broad range of approaches and methods.

After a brief introduction to the disciplinary 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 the more recently developed 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 experiencing the relationship between the approaches applied and the knowledge gained about religions.

**Teaching and Learning Format**

Lectures, field observation, field report, role play, exercises.

**Module Assessment Components**

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Exercise (open Books Assignment)	1000 words, reproduction of acquired knowledge	2, 4, 6	30%	8
Essay	2000 words, research project, application and discussion	1, 3, 5, 6	70%	12

**Reassessment Requirements**

The take-home exam will be reassessed by a take-home exam. The essay will be reassessed by a 2,000 word essay

**Indicative reading list**

(4-5 titles max.)

Chrystides, G.D. and Geaves, R., *The Study of Religion. An Introduction to Key Ideas and Methods* (London: Bloomsbury, 2012).

Braun, W. & R.T. McCutcheon (eds.), *Guide to the Study of Religion* (London & New York, 2000).

Martin, C., *A Critical Introduction to the Study of Religion* (London: Equinox, 2012).

McCutcheon, R.T., *Studying Religion: An Introduction* (London: Equinox, 2007).

Partridge, C. and Dowley, T., *Introduction to World Religions*, (Oxford: Lion Hudson plc) 2014.

Module Title	Ethics Matters: Global Questions, Ethical Responses
Module Code	<b>REU12501</b>
Module status	Core - Mandatory
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	
Student Workload	8 x 2 hour lectures/workshops; 2 x 2hour student-led seminars; 1x 2 hour in-class student-led debate; 103 hours self-directed learning.
Module Coordinator	Prof. Jacob Erickson
Teaching staff	Profs. Jacob Erickson, Cathriona Russell and Linda Hogan
Module Learning Aims	This module aims to examine the importance of ethics in today's world through the lens of a range of critical contemporary moral issues. The moral issues to be interrogated may vary from year to year but will focus on political, social and economic ethical questions, for example, global inequality, political violence and genocide, immigration, environmental issues, international finance and globalisation, technology and artificial intelligence, issues in biomedical sciences and ageing. Through an analysis of these critical issues, students will be introduced to modes of ethical analysis and reflection, to ethical reasoning and argumentation, and to key theological and philosophical moral categories and traditions.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"> <li>1. Identify and analyse modes of ethical reflection and analysis;</li> <li>2. Recognise and analyse some of the different philosophical and religious approaches to ethical reasoning and argumentation;</li> <li>3. Interrogate a number of contemporary moral issues through the lens of ethical reasoning;</li> <li>4. Identify key ethical dimensions of a range of contemporary issues in political life including for example economic inequality, political violence, immigration, globalisation, and technology</li> </ol>

Module Content	The module will begin with a consideration of the nature of ethical analysis and investigation and discuss the importance of bringing an ethical analysis to bear on a range of contemporary issues. Students will be introduced to some of the major philosophical and religious/theological approaches to ethics, drawing on a range of traditions from across the globe. Key ethical categories, modes of ethical reasoning and traditions of argumentation will then be considered. These theoretical dimensions will then be analysed, both in their more abstract (philosophical/theoretical) manifestations and as they are raised through key contemporary socio-political issues. Students will be guided and engaged in addressing issues of global inequality, political violence and genocide, immigration, environmental issues, international finance and globalisation, technology and artificial intelligence, issues in biomedical sciences and ageing.				
Teaching and Learning Format	This module will be taught through a combination of lectures, workshops, student-led seminars, group work and debate.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Case Analysis	300 word analytical assessment	1,3	15%	7
	Presentation	Oral presentation on ethical reasoning	1, 2	15%	1-6, 8-10
	Essay	1,500 words	2,3,4	70%	12
Reassessment Requirements	Essay of 2,000 words				
Indicative reading list (4-5 titles max)	<p>Ahern, K., et al. eds., <i>Public Theology and the Global Common Good- The Contribution of David Hollenbach</i>, Maryknoll: Orbis Books, 2016</p> <p>Cahn, S., &amp; Markie, P., <i>Ethics: History, Theory and Contemporary Issues</i>, Oxfrd: Oxford University Press, 2015</p> <p>De La Torre, M., <i>Doing Ethics from the Margins</i>, 2nd Edition Maryknoll: Orbis Books, 2015</p> <p>Ignatieff, M., <i>The Ordinary Virtues</i>, Cambridge MA: Harvard University Press, 2017</p> <p>Lovin, R., <i>An Introduction to Christian Ethics</i>, Nashville: Abingdon Press, 2015</p>				
Module Title	Religions in the Ancient Mediterranean				
Module Code	<b>REU12741</b>				
Module status	Core – Mandatory; Approved				
ECTS weighting	5				

Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures
Module Coordinator	Prof. Daniele Pevarello
Teaching staff	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"> <li>1. Identify the main models of investigation and the Mandatory methodological challenges in the study of ancient religions.</li> <li>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.</li> <li>3. Interpret material evidence (inscriptions and other archaeological finds) as well as ancient texts in English translation concerning the study of ancient Mediterranean religions.</li> <li>4. Write well-structured essay and compile informed bibliographies, identifying the principal questions and recent trends in the historiographical debate about ancient Mediterranean cults.</li> <li>5. Illustrate to specialists and non-specialists alike the main interpretative models and most recent discoveries concerning the study of ancient Mediterranean religions.</li> <li>6. Formulate an independent and personal understanding of ancient Mediterranean religions as a foundation for further studies in religion and theology.</li> </ol>
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

Teaching and Learning Format	<p>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?</p> <p>22 1 hour lectures, plus 104 hours of self-directed learning</p>															
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Review Article</td> <td>1,000 words</td> <td>1-2, 5-6</td> <td>40%</td> <td>29</td> </tr> <tr> <td>Essay</td> <td>2,000 words</td> <td>1-3, 4,6</td> <td>60%</td> <td>32</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Review Article	1,000 words	1-2, 5-6	40%	29	Essay	2,000 words	1-3, 4,6	60%	32
Assessment Component	Assessment Description	LO Addressed	% of total	Week due												
Review Article	1,000 words	1-2, 5-6	40%	29												
Essay	2,000 words	1-3, 4,6	60%	32												
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.)	<p>John R. Hinnells (ed.), <i>A Handbook of Ancient Religions</i> (Cambridge: Cambridge University Press, 2007).</p> <p>Sarah Iles Johnston (ed.), <i>Ancient Religions</i> (Cambridge, MA: Harvard University Press, 2007).</p> <p>Barbette Stanley Spaeth (ed.), <i>The Cambridge Companion to Ancient Mediterranean Religions</i> (Cambridge: Cambridge University Press, 2013).</p> <p>Emily Teeter, <i>Religion and Ritual in Ancient Egypt</i> (Cambridge: Cambridge University Press, 2011).</p>															

Module Title	Dharmic Religions
Module Code	<b>REU12752</b>
Module status	Core - Mandatory; Approved
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	None

Student Workload	22 x 1-hour lectures/seminars, plus 104 hours of independent study
Module Coordinator	Dr Patrick Claffey
Teaching staff	Dr Patrick Claffey
Module Learning Aims	Emphasising the heterogeneity of religion in Asia, this introductory module will present an overview concentrating on Hinduism, Jainism and Buddhism.
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and characterize several important religious traditions in Asia from a study of religions perspective</li> <li>2. Articulate the depth and heterogeneous nature of Asian religion and culture</li> <li>3. Recall the various cosmologies and concepts in the three religions under consideration.</li> <li>4. Engage critically with the scriptures of these religions</li> <li>5. Specify the social significance of religion in Asia</li> <li>6. Illustrate the manifestations of the religious traditions in iconography and music</li> </ol>
Module Content	<p>The module will examine the early origins of Hinduism in the Vedic religions. Students will engage critically with the Hindu scriptures, focusing on the Vedas, the Upanishads and the Bhagavad Gita, while seeking to understand the important concepts of Samsara, Moksha, Dharma, Yoga as the basis of 'the Hindu way of life'. There will be an examination of Hindu cosmology, Brahman, Atman, Trimurti, the gods and goddesses, the avatars as well as Hindu ritual and its purpose. The course will deal with the question of Hindu identity and the more recent politicisation of Hinduism in the Hindutva movement.</p> <p>The second part of the module will look at the emergence of Buddhism and examine its significance as part of a wider movement during the Axial Age, with its move away from the ritual to the ethical as one person's search for the problems of human existence. There will be a general treatment of the Buddhist scripture, notably the Pali Canon. Student will come to understand the important distinction between Theravada, Mahayana and Tibetan or Vajrayana Buddhism. There will be a comparative reflection on concepts of <i>atman</i> and <i>anatman</i> in Hinduism and Buddhism. The module will examine the essential teachings of the Buddhist Dharma, notably the Four Noble Truths and the Eightfold Path. There will be a brief examination of how Buddhism has influenced contemporary Western spiritualities as well as a critical look at Buddhism in the world today. There will be brief treatment of Jainism in the context of the movement that gave rise to Buddhism.</p>

	The use of iconography and music is an important element of the module that seeks to give students an understanding of the wider cultural world of Asian religions.															
Teaching and Learning Format	Lectures and seminars															
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>1,500 words</td> <td>1,2,4,5</td> <td>40%</td> <td>12</td> </tr> <tr> <td>Essay</td> <td>2,500 words</td> <td>1,2,3,5,6</td> <td>60%</td> <td>Exam weeks</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	1,500 words	1,2,4,5	40%	12	Essay	2,500 words	1,2,3,5,6	60%	Exam weeks
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Essay	1,500 words	1,2,4,5	40%	12												
Essay	2,500 words	1,2,3,5,6	60%	Exam weeks												
Reassessment Requirements	As annual															
Indicative reading list (4-5 titles max.)	<p>Blomfield, Visvapani, Gautama Buddha: The Life and Teachings of the Awakened One, London Quercus, 2011</p> <p>Doniger, Wendy, <i>The Hindus: An Alternative History</i>, New Delhi: Penguin, 2011.</p> <p>Knott, Kim, <i>Hinduism: A Very Short Introduction</i>, Oxford OUP, 2016</p> <p>Samra, Deepak (Ed), <i>Hinduism: A Reader</i>, London: Blackwell, 2008</p> <p>Sen, Amartya, <i>The Argumentative Indian: Writings on Indian history, culture and identity</i>, London: Penguin, 2006</p>															

## Senior Freshers

Module Title	Paul and Palestinian Judaism
Module Code	<b>REU23111</b>
Module status	Optional
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	
Student Workload	22 x 1-hour lectures
Module Coordinator	Prof. Benjamin Wold
Teaching staff	Prof. Benjamin Wold

<b>Module Learning Aims</b>	The aim of this module is to evaluate the apostle Paul within and beyond the so-called “New Perspective,” which is concerned with Paul’s letters in their Palestinian Jewish context.																													
<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. identify significant scholars who have had an impact on developing approaches to the study of Pauline epistles.</li> <li>2. demonstrate an awareness of the complexities of locating Paul’s social context(s).</li> <li>3. discuss the various religion-traditions in Diaspora and Palestinian Jewish contexts that may have exerted influence on Paul.</li> <li>4. offer a synopsis of what is known about Paul as a historical figure.</li> <li>5. assess influences of Pauline Christianity on later Christian tradition.</li> <li>6. evaluate the most debated passages from Paul’s letters.</li> </ol>																													
<b>Module Content</b>	This module explores the question whether Paul’s writings and ideas are reflective of, or discontinuous with, Jewish thought in the context of ancient Palestine. The ramifications of Paul’s relationship with Judaism has had a profound impact on how Christian communities in the following millennia related to Jewish communities, often with dire consequences. Who was Paul from Tarsus and what were the cultures and intellectual movements that shaped his thinking? What tools are available for the historical study of this man and his writings? Key themes and current debates that have come to define Pauline Studies in the last decade, especially the so-called “New Perspective on Paul” (i.e. Paul’s relationship to Palestinian Judaism), are given significant attention.																													
<b>Teaching and Learning Format</b>	lectures																													
<b>Module Assessment Components</b>	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Gobbet 1</td> <td></td> <td>2, 3, 6</td> <td>25</td> <td>12</td> </tr> <tr> <td>Gobbet 2</td> <td></td> <td>2, 3, 6</td> <td>25</td> <td>10</td> </tr> <tr> <td>Wikipedia-style entry on assigned topic</td> <td></td> <td>2, 5</td> <td>25</td> <td>8</td> </tr> <tr> <td>1,000 word book review</td> <td></td> <td>1, 4</td> <td>25</td> <td>5</td> </tr> </tbody> </table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Gobbet 1		2, 3, 6	25	12	Gobbet 2		2, 3, 6	25	10	Wikipedia-style entry on assigned topic		2, 5	25	8	1,000 word book review		1, 4	25	5
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Wikipedia-style entry on assigned topic		2, 5	25	8																										
1,000 word book review		1, 4	25	5																										
<b>Reassessment Requirements</b>	Book Review, Wiki, and 2 Gobbets (each at 25%)																													
<b>Indicative reading list (4-5 titles max.)</b>	<p>David G. Horrell, <i>An Introduction to the Study of Paul</i>, 2<sup>nd</sup> ed. (London: T&amp;T Clark, 2006).</p> <p>Jerome Murphy-O’Connor, <i>Paul His Story</i> (Oxford: OUP, 2004).</p> <p>E. P. Sanders, <i>Paul, the Law, and the Jewish People</i> (Minneapolis: Fortress Press, 1983).</p>																													

Wayne A. Meeks, *The First Urban Christians: The Social World of the Apostle Paul* (New Haven: Yale University Press, 1983).

Module Title	Christology: Jesus in the First Century and at Turning Points of Christian Thinking.
Module Code	<b>REU23012</b>
Module status	Core - Mandatory (B/T), Core - Optional (A/R+T); Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1h lectures, plus 104 hours of self-directed learning
Module Coordinator	Prof Maureen Junker-Kenny
Teaching staff	Profs. Maureen Junker-Kenny and Daniele Pevarello
Module Learning Aims	The aim of this module is to investigate the historical origins of Christology in the worship of Jesus Christ in the first Christian communities and the doctrinal developments in the theological understanding of his person and his work of redemption in different eras of Christian thinking.
Module Learning Outcomes	On successful completion of this module, students should be able to: <ol style="list-style-type: none"><li>1. Distinguish the main theoretical stances in the study of Christology and illustrate their importance for early Christian history and for contemporary theology.</li><li>2. Demonstrate a specific understanding of methods and tools of the study of Christology, including the ability to compare and evaluate primary sources and to engage in critical approaches to and analysis of complex theological texts and formulations.</li><li>3. Assess the treatment of Christology in a theology of religions and its relevance for contemporary anthropological and ethical debates, such as feminist critiques and transhumanism.</li><li>4. Demonstrate the ability to analyse and synthesise the plural nature of the sources and to contextualise critically conflicting interpretations and contrasting theological positions.</li><li>5. Summarize and present through appropriate media the epistemological status and anthropological relevance of central questions and themes in the</li></ol>

	Christological debate to specialists and non-specialists alike, write well-structured essays, and compile academic bibliographies. 6. Identify the frameworks of thinking in which classical and modern Christological questions arose as the foundation for further study in theology.															
Module Content	Drawing on primary sources and critical scholarship, 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 for a Christian anthropology will be tested by analysing the Christological formulations of early, medieval and modern Christianity and by discussing feminist interpretations as well as current ethical issues, such as transhumanism, and questions arising in the theology of religions. The course will also investigate the history of reception in culture with a focus on Christ in music and film.															
Teaching and Learning Format	lectures															
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>2,000 words</td> <td>2, 3, 4, 5, 6</td> <td>30%</td> <td>Wk 12</td> </tr> <tr> <td>Exam Essay</td> <td>2,500 words</td> <td>1-6</td> <td>70%</td> <td>Exam Period Semester 1: Jan 11, 2021</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	2,000 words	2, 3, 4, 5, 6	30%	Wk 12	Exam Essay	2,500 words	1-6	70%	Exam Period Semester 1: Jan 11, 2021
Assessment Component	Assessment Description	LO Addressed	% of total	Week due												
Essay	2,000 words	2, 3, 4, 5, 6	30%	Wk 12												
Exam Essay	2,500 words	1-6	70%	Exam Period Semester 1: Jan 11, 2021												
Reassessment Requirements	As annual															
Indicative reading list (4-5 titles max.)	James D. G. Dunn, <i>Did the First Christians Worship Jesus?</i> (London: SPCK, 2010). Roger Haight, <i>Jesus, Symbol of God</i> (Maryknoll: Orbis, 2000). Larry W. Hurtado, <i>How on Earth Did Jesus Become a God?</i> (Grand Rapids, MI: Eerdmans, 2005). Terence Merrigan and Jacques Haers (eds.), <i>The Myriad Christ. Plurality and the Quest for Unity in Contemporary Christology</i> (Leuven: Peeters, 2000).															

Module Title	On Morality and Human Flourishing: Philosophical and Theological Approaches to Ethics
Module Code	<b>REU22312</b>
Module status	Mandatory (T), Optional (R, R&T) and Approved Module
ECTS weighting	5

Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures, plus 104 hours of self-directed learning
Module Coordinator	Professor M. Junker-Kenny
Teaching staff	Professor M. Junker-Kenny
Module Learning Aims	<p>The module will investigate</p> <ul style="list-style-type: none"> <li>- the types of ethics proposed in different schools of philosophical thinking</li> <li>- how “morality” as a sense of “ought” and its relation to an unfailed or “flourishing life” are discussed</li> <li>-the sources of theological ethics and their use in different approaches</li> <li>- how they relate to schools of philosophical ethics, and to other theological disciplines, such as biblical studies and hermeneutics</li> <li>-what moral or ethical evaluations they offer for concrete issues.</li> </ul>
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse how each approach to theological ethics spells out the relationships between faith and (practical) reason, biblical revelation and church community, theological ethics and the human sciences</li> <li>2. Present with illuminating media how approaches to theological ethics relate to philosophical ethics and their view of the human being</li> <li>3. Exemplify the typical use of ethical concepts such as justice, autonomy, or dignity in each school with contemporary issues</li> <li>4. Locate the five theological ethical proposals studied in relation to the major approaches within the history of Western thinking</li> <li>5. Outline the transformations of this heritage arising from the interaction of philosophical and theological ethics</li> <li>6. Identify the main alternatives in the philosophical debate on public reason and argue for their own view on the role of religion in civil society.</li> </ol>
Module Content	<p>This module will offer an overview of traditions of philosophical ethics and of the sources and approaches to theological ethics, and will analyse and discuss the argumentations they provide for concrete ethical issues. Specifically, after exploring differences in the use of key</p>

terms such as justice in Aristotelian and Communitarian, Kantian, Utilitarian and Contract Ethics, the module will introduce students to the four sources of theological ethics: 1) Scripture, 2) its reception in the practice of Christian communities and in the traditions of theological thinking, 3) a philosophical, general concept of the 'normatively human', and 4) the human sciences. How different approaches to theological ethics use these sources will be analysed subsequently: virtue ethics, classical and revisionist natural law, autonomous ethics, feminist theological ethics. The debate on the role of religion for "public reason" in pluralist democracies will be treated in conclusion.

Teaching and Learning Format 22 x 1 lectures, with some group work on texts with Mandatory questions

Module Assessment Components

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Essay	2,000 words	1, 2 ,4, 5	30%	Wk 11
Exam Essay	2,500 words	1, 3, 4, 5, 6	70%	Exam Period Semester 1: Jan 15, 2021

Reassessment Requirements Failed component is to be resubmitted (essay) or retaken (examination)

Indicative reading list (4-5 titles max.)

Ricoeur, Paul, *Figuring the Sacred. Religion, Narrative and Imagination*, trans. D. Pellauer, ed. M. Walker (Minneapolis: Fortress Press, 1995)

O'Neill, Onora, *Bounds of Justice* (Cambridge: CUP, 2000)

Harrington, Daniel/Keenan, James, *Jesus and Virtue Ethics* (Lanham, MD/Chicago: Sheed & Ward, 2002)

Fergusson, David, *Community, Liberalism and Christian Ethics* (Cambridge: CUP, 1998)

Wogaman, Philip, *Christian Ethics. A Historical Introduction* (Louisville: Westminster/John Knox, 1993, 2nd enlarged ed. 2011)

Module Title World Christianities

Module Code **REU23712**

Module status	Core - Mandatory (R); Core - Optional (R&T, T); and Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 104 hours of independent study
Module Coordinator	Dr Patrick Claffey
Teaching staff	Dr Patrick Claffey
Module Learning Aims	Following Philip Jenkins' assertion that the centre of gravity of Christianity has changed and that Christianity itself will inevitably change in that process, this module will give students an insight into Christianity away from what used to be its European centres to what used to be its peripheries in Africa and Asia.
Module Learning Outcomes	On successful completion of this module, students should be able to: Identify several 'indigenous' and new strands in Christianities in Africa and Asia. Differentiate between theological texts and practices. Analyze the local and regional social significance of Christianity in these parts of the world. Give an overview of the significant historical theological debates in these areas. Identify the challenges the above poses for World Christianity today. Identify (via appropriate media) the new pastoral issues emerging.
Module Content	The module examines traditional 'indigenous' Christianities dating back to the third century: Coptic Christianity in North Africa and the Syrian Orthodox, Syro-Malabar, the Syro-Malankara and other rites in India. There will be an examination of the failures of both the 16 <sup>th</sup> and 19 <sup>th</sup> century missionary movements to create a contextualised Christianity, responding to the need of local people. This leads to an examination of the development of in Africa Initiated Christianity as an African response to African problems and the rapid late 20 <sup>th</sup> c expansion of Pentecostal Christianity on both continents. The module will examine the reasons for this and how it resonates with the socio-political and economic realities of these cultures.  The course will look at some of the theological and pastoral issues emerging: healing, deliverance and faith gospel, the place of Christ in salvation, subaltern theologies, and the importance of inter-religious dialogue.
Teaching and Learning Format	22 x 1 Lectures and seminars, 100 hours of self-study

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Essay	2,000 words	1,2,4, 6	30%	12
	Supplementary Essay	3,000 words	2,3,4, 5	70%	Exam Week
Reassessment Requirements	As annual				
Indicative reading list (4-5 titles max.)	<p>Anderson, Allan, H., <i>African Reformation: African Initiated Christianity</i>, Asmara: African World Press, 2001.</p> <p>Corten, Andre and R. Marshall-Fratani, Ruth (Eds), <i>Between Babel and Pentecost: Transnational Pentecostalism in Africa and Latin America</i>, Bloomington: Indiana University Press, 2001.</p> <p>Hastings, Adrian, <i>The Church in Africa 1450-1950</i>, Oxford: Clarendon, 1993.</p> <p>Gifford, Paul, <i>Christianity, Politics, and Public Life in Kenya</i>, London: Hurst 2009.</p> <p>Jenkins, Philip, <i>The new faces of Christianity: believing the Bible in the global south</i>, Oxford: Oxford University Press, 2006.</p> <p>Martin, David, <i>Pentecostalism : The World Their Parish</i>, London: Blackwell, 2002.</p>				

Module Title	Ethics in Sport and Media
Module Code	<b>REU23501</b>
Module status	Core – Optional; Approved Module
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	8 x 2-hour lectures/workshops and 6 x 1-hour workshops, 100 hours of independent study
Module Coordinator	Dr John Scally
Teaching staff	Dr John Scally

<p>Module Learning Aims</p>	<p>The aims are to</p> <p>Engage the study of ethics in sport as fields of academic enquiry in a cross-curricular way with a variety of methodological approaches;</p> <p>Recognise and critically examine the varieties of ethical traditions, and appreciate the internal diversity within those traditions, in their historical and contemporary manifestations;</p> <p>Understand and engage the various methods required for assessment of the media including historical, philosophical, social and cultural analyses</p>
<p>Module Learning Outcomes</p>	<p>On successful completion of the programme students will be able to:</p> <p>Demonstrate the fundamental concepts and methods of ethical reasoning – philosophical and theological</p> <p>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;</p> <p>Demonstrate how sporting traditions correlate to articulations of particular ethical approaches in their historical, cultural and geographical contexts;</p> <p>Engage in critical reflection on the media, with attention to historical and socio-political and socio-cultural contexts;</p> <p>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.</p> <p>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.</p>
<p>Module Content</p>	<p>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’</p>
<p>Teaching and Learning Format</p>	<p>The format will be a series of 8 two hour lectures plus 104 hours of self-directed learning</p>

Module Assessment Components

**Junior Sophister and International Students**

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Review	1,000 words	1-4	30%	Week 10
Essay	2,000 words	1-6	70%	Week 13

**Senior Fresh**

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Essay 1	1,500 words	1-4	50%	Week 10
Essay 2	1,500 words	1-6	50%	Week 13

Reassessment Requirements

JS 1 x 3,000 word essay; SF 2 x 1,500 word essay

Indicative reading list  
(4-5 titles max.)

Boxill, Jan (ed.), *Sports Ethics: An Anthology* (London: Blackwell, 2003)

Carlin, John, *Playing the Enemy – Nelson Mandela and the Game that Made a Nation* (London: Atlantic Books, 2008)

Kayser, Bengt, McNamee, M. J. (eds), *The Ethics of Sports: A Reader* (London: Routledge, 2010)

O’Gorman, Kevin, *Saving Sport: Sport, Society and Spirituality* (Dublin: The Columba Press, 2010)

Scally, John, “Does the Winner take it all?” *Doctrine and Life*, March, 2012, pp 46-56.

Module Name	Pauline Letters in Context
Module Code	<b>REU23121</b>
Module status	Core – Optional; Approved Module
ECTS weighting	5
Semester taught	Semester A

Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Prof Benjamin Wold
Teaching staff	Prof Benjamin Wold
Module Learning Aims	This module is concerned to explore selected Pauline epistles from a sociohistorical and literary perspective. Epistles written by or attributed to Paul will be analysed with concern to critically evaluate theological motifs and developments alongside other early Jewish and Christian writings. Galatians, Romans, and 1 Corinthians are given sustained attention in this module.
Module Learning Outcomes	On successfully completing this module a student should be able to: : <ul style="list-style-type: none"> <li>• Discuss key themes in Paul's letters within multiple ancient contexts;</li> <li>• Outline the practice of ancient letter writing;</li> <li>• Assess Paul's intellectual contributions in reference to specific passages and compositions from the first century C.E.;</li> <li>• Evaluate intellectual influences on Pauline epistles;</li> <li>• Critically assess authorship of documents;</li> <li>• Articulate how the study of intertextuality may enhance one's appreciation for Pauline letters.</li> </ul>
Module Content	In this module we explore Paul's letters within their literary and historical contexts. Significant attention is given to the study of ancient genres, especially the practice of letter writing in the Hellenistic and Mediterranean world, before assessing Paul's (and Pseudo-Pauline) epistles. Paul's use of Jewish scripture and the study of intertextuality are studied in order to appreciate key theological themes. Paul's letters are analysed alongside contemporary writings (e.g. Philo of Alexandria, Greek philosophical schools, Dead Sea Scrolls) in order to assess influences and intellectual trends/patterns.
Teaching and Learning Format	lectures, seminars, presentation/ case-based application of theories (research lab)

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Gobbet		1, 3, 6	25	4
	Wiki		1	25	9
	Essay	2000 words	1-6	50	12
Reassessment Requirements	Essay (50%), Wiki (25%), Gobbet (25%)				
Indicative reading list  (4-5 titles max.)	<p>Boyarin, D., <i>A Radical Jew: Paul and the Politics of Identity</i> (Berkeley: University of California Press, 1994).</p> <p>Roetzel, C., <i>The Letters of Paul: Conversations in Context</i> (Louisville: Westminster/John Knox, 1998).</p> <p>Ziesler, J., <i>Pauline Christianity</i> (Oxford: Oxford University Press, 1983). [Reprinted 1990].</p>				

Module Title	Philosophical and Theological Approaches to God
Module Code	<b>REU23301</b>
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures, plus 104 hours of self-directed learning
Module Coordinator	Prof Siobhán Garrigan
Teaching staff	Prof Siobhán Garrigan and Dr. Michael Kirwan

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 border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>1,500 words</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Essay</td> <td>1,500 words</td> <td></td> <td>50%</td> <td></td> </tr> </tbody> </table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	1,500 words		50%		Essay	1,500 words		50%	
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Essay	1,500 words		50%																	
Essay	1,500 words		50%																	
Reassessment Requirements																				
Indicative reading list (4-5 titles max.)	Sarah Coakley, <i>God, Sexuality and the Self: An Essay 'On the Trinity'</i> , Cambridge: Cambridge University Press, 2013. David Bentley Hart, <i>The Experience of God: Being, Consciousness, Bliss</i> , New Haven: Yale University Press, 2013. Peter Hodgson and Robert King, Eds, <i>Christian Theology: An Introduction to its Traditions and Tasks</i> , 1982; London: SPCK, 1983/ Elizabeth A Johnson, <i>Quest for the Living God: Mapping Frontiers in the Theology of God</i> , London and New York: Continuum, 2007. Sallie McFague, <i>Metaphorical Theology: Models of God in Religious Language</i> , London: SCM Press, 1982.																			

Module Title	The Genesis of History: The First Five Books of Western Religion
Module Code	<b>REU22101</b>
Module status	Core – Optional; Approved

ECTS weighting	5
Semester taught	Semester A
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 introduce students to the character of the Torah and the ethical, literary and theological complexities of its interpretation.
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Summarize the traditions contained within the Pentateuch and their literary relationships.</li> <li>2. Describe how Pentateuchal texts relate to some ANE traditions.</li> <li>3. Grapple with the ethical implications of various Pentateuchal texts.</li> <li>3. Analyze the representation of gender in various Pentateuchal texts.</li> <li>4. Interrogate theological themes within the Pentateuch.</li> <li>5. Reflect critically on scholarly discussion of Pentateuchal texts and express their own opinion briefly.</li> <li>6. Write an essay which reflects critical engagement with both the biblical and secondary literature.</li> </ol>
Module Content	This module explores the Pentateuch, or Torah, a literary collection that has exerted a profound influence on Jewish and Christian religious expressions from antiquity to the present. Students will be introduced to the literary and theological features of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy as well as being offered an opportunity to develop skills of critical engagement in grappling with key texts such as the Creation and Flood narratives, the Binding of Isaac and their reception in antiquity and in contemporary culture. Emphasis will be placed on developing students' capacity to critically engage with subsequent scholarly and popular reflection on these texts and traditions as part of a process of arriving at and communicating their own interpretation.
Teaching and Learning Format	Interactive lectures and seminar discussions.

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Critical Reflections	Word count	1-6	100%	Throughout the term
Reassessment Requirements	Equivalent number of critical reflections				
Indicative reading list (4-5 titles max.)	<p>Alexander, T. Desmond. <i>From Paradise to the Promised Land: An Introduction to the Pentateuch</i>. 3rd ed. (Grand Rapids: Baker Academic, 2012).</p> <p>Blenkinsopp, J., <i>The Pentateuch: An Introduction to the First Five Books of the Bible</i> (New York: Doubleday, 1992).</p> <p>Campbell, A.F. and O'Brien, M.A., <i>Sources of the Pentateuch: Texts, Introductions, Annotations</i> (Minneapolis: Fortress Press, 1993).</p> <p>Mann, T.W., <i>The Book of the Torah: The Narrative Integrity of the Pentateuch</i> (Atlanta: John Knox Press, 1988).</p> <p>Whybray, R.N., <i>Introduction to the Pentateuch</i> (Grand Rapids: Eerdmans Press, 1995).</p>				

Module Title	From Invasion to Exile: The Ancient Histories of Israel and Judah
Module Code	<b>REU23122</b>
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour interactive lectures and seminars, plus 104 hours of self-directed learning
Module Coordinator	Prof. David Shepherd
Teaching staff	Prof. David Shepherd

Module Learning Aims	This module aims to facilitate students' deeper acquaintance and critical engagement with the narratives from Joshua through 2 Kings.														
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the ethical interests of ancient Israelite historiography.</li> <li>2. Contextualize Israel's religious claims within relevant Ancient Near Eastern and Mediterranean religious cultures.</li> <li>3. Articulate various viewpoints on how Israel 'emerged' west of the Jordan (e.g. "conquest" vs. other views of settlement)</li> <li>4. Evaluate the coherence and integrity of the 'Deuteronomistic History.'</li> <li>5. Reflect critically on scholarly discussion of texts from this corpus and express their own opinion concisely.</li> <li>6. Write an essay which reflects critical engagement with both the biblical and secondary literature. (JS)</li> </ol>														
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 (including Samson), the rise and fall of the kingdoms of Israel and Judah and the careers of royal figures such as David, Solomon, Ahab and Jezebel. 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	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Critical reflections</td> <td>2,500 words – SF 1,000 words - JS</td> <td>1-6</td> <td>100%</td> <td>Throughout the term</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Critical reflections	2,500 words – SF 1,000 words - JS	1-6	100%	Throughout the term				
Assessment Component	Assessment Description	LO Addressed	% of total	Week due											
Critical reflections	2,500 words – SF 1,000 words - JS	1-6	100%	Throughout the term											
Reassessment Requirements	Equivalent number of critical reflections														
Indicative reading list (4-5 titles max.)	<p>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).</p> <p>Geoghegan, J.C., <i>The Time, Place, and Purpose of the Deuteronomistic History</i> (Providence, R.I.: Brown Judaic Studies, 2006).</p> <p>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).</p>														

Mayes, A.D.H., *The Story of Israel Between Settlement and Exile: A Redactional Study of the Deuteronomistic History* (London: SCM Press, 1983).

Noth, M. (1991). *The Deuteronomistic History* (Sheffield: JSOT Press, 1991).

Module Title	Creaturely Ethics
Module Code	<b>REU23502</b>
Module status	Core - Optional; Approved
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	
Student Workload	22 Hours Lectures and Seminars
Module Coordinator	Prof. Jacob J. Erickson
Teaching staff	Prof. 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: <ol style="list-style-type: none"><li>1. Articulate basic questions and layout in the field of critical animal studies and posthumanism</li><li>2. Comprehend the context, concept, and theoretical reflections on “the sixth extinction”</li><li>3. Outline the history of contemporary ecotheology and ethics.</li><li>4. Articulate definitions of theological-ethical concepts in animal and ecological ethics like “creation” and “creatureliness”</li><li>5. Articulate, from interdisciplinary perspectives, the crucial sides on the following topics: animals and food, sport, biodiversity, entertainment, wildness or domesticity, intersectionality, etc.</li></ol>

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 *imago dei*, 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
Wiki – Human Being?	Wiki assignment	1,2	10%	1-5
Animal Approach Essay	1,000 Words	1-4	40%	6-7
Creaturely Topic 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. *Encountering Earth: Thinking Theologically With a More-Than-Human World*. Eugene, OR: Cascade Books, 2018.

Elizabeth Kolbert. *The Sixth Extinction: An Unnatural History*. New York: Henry Holt, 2014.

Stephen Moore, ed. *Divinanimality: Animal Theory, Creaturely Theology*. New York: Fordham University Press, 2014.

Anna L. Peterson. *Being Animal: Beasts and Boundaries in Nature Ethics*. New York: Columbia University Press, 2013.

Deborah Bird Rose. *Wild Dog Dreaming: Love and Extinction*. University of Virginia Press, 2011.

Module Title	The Life of Muhammad: Sources, Methods, and Debates
Module Code	<b>REU23713</b>
Module status	Core
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	11 x 2 hour lectures and seminars; 110 hours self-directed learning
Module Coordinator	Prof. Zohar Hadromi-Allouche
Teaching staff	Prof. Zohar Hadromi-Allouche
Module Learning Aims	This module aims to introduce students to, and familiarise them with, <ul style="list-style-type: none"><li>• Main themes in the life of the Prophet Muhammad</li><li>• Available Islamic sources for the study of Muhammad's life</li><li>• The construction of Muhammad's image in Islam.</li><li>• Scholarly approaches to the life of Muhammad.</li><li>• Islamic and scholarly debates concerning the life of Muhammad</li></ul>
Module Learning Outcomes	On successful completion of this module, students should have: <ul style="list-style-type: none"><li>• Detailed knowledge of the biography of Muḥammad according to traditional sources.</li><li>• Good knowledge of Muslim sources for the life of Muhammad and how to use them.</li><li>• Good knowledge of, and an ability to apply, scholarly approaches to the life of Muhammad.</li><li>• Become aware of various ways for discussing and understanding the Islamic narratives concerning the life of Muhammad.</li></ul>
Module Content	This module discusses the portrayal of the Prophet Muhammad in the Islamic sources. It examines the existing sources for this biography, and the various ways in which these have been interpreted within the contexts of Islam and modern scholarship.
Teaching and Learning Format	Interactive lectures and seminars

Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Participation	Active participation in online discussions and debates	1,2,3,4,5	20%	1-11
	Online Quiz	1 hour	1,2,3,4	20%	3
	Essay	2,000 words	1,2,3,4	60%	Exam Weeks
Reassessment Requirements	2,800 word essay				
Indicative reading list (4-5 titles max.)	<ul style="list-style-type: none"> <li>• Ali, Kecia. <i>The lives of Muhammad</i>. Cambridge; London: Harvard University Press, 2014.</li> <li>• Peters, F.E. "The quest for the historical Muhammad." <i>International Journal of Middle East Studies</i>, 1991, Vol. 23 (3), pp. 291-315.</li> <li>• 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.</li> <li>• Watt, William Montgomery. <i>Muhammad: Prophet and Statesman</i>. Oxford: Oxford University Press, 1961.</li> </ul>				

Module Title	Researching Religion: Theories and Practice
Module Code	<b>REU22702</b>
Module status	Core - Mandatory for Religion Exit/Core - Optional for Theology and R&T Exit
ECTS weighting	5
Semester taught	<b>B</b>
Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Prof. Alexandra Grieser
Teaching staff	Prof. Alexandra Grieser
Module Learning Aims	Acquire knowledge about the classical theories of religion (1880-1960) in the fields of sociology, psychology, evolution theory, anthropology;

Acquire an overview of contemporary theories of religion (especially those linked with economy, social theory, cognitive study of religion)

Experience the practical and ethical aspect of original research through applying theoretical concepts to empirical problems and cases.

Ability to critically assess and discuss theoretical conceptualisation and their practical and ethical impact on research; skilled application.

Developing self-directed research projects.

#### Module Learning Outcomes

On successful completion of this module, students should be able to:

1. Identify presuppositions and mandatory tenets of key thinkers on religion
2. Identify and characterise key concepts in the contemporary academic study of religion
3. Identify the relevance and consequences of theorizing in the study of religion, and recognise its interdependence with cultural politics.
4. Distinguish between scholarly, religious, atheist, philosophical and common sense perspectives.
5. Present and formulate critiques of the various approaches studied; highlight methodological strengths and weaknesses.
6. Reconstruct and discuss theoretical issues, apply concepts to empirical cases and develop research projects.

#### Module Content

This module provides a survey of both “classical thinkers” on religion and contemporary developments in the academic study of religion that combine cultural with cognitive, evolutionary and economic approaches. Theories are explored on the basis of case studies that help to understand the role of religion in a diversity of historical and contemporary settings.

The first part of the module introduces how, in 19th century, thinking about religion also meant to think about the cultural, economic and political crises of the era. The sciences started to explain “religion” as a natural phenomenon, and theories of religion implicitly questioned what makes a modern society, the relation of “the West and the World” and the place of humans within. Engaging with original texts we will assess their impact both as documents of their time and as a starting point for an analytical understanding of religion. We will keep track of how theories responded to the problems of their time, and to their historical, philosophical and social contexts which shape the role of religion until today.

The second part of the module starts from the “cultural turn” in the Study of Religion. Methods and theories provide a sound basis for the production of independent and critical knowledge about the role of religion in the cultures they emerged from. Differing from a religious or common sense understanding, and applying aspects of gender, post-colonial theory, economics and social change to concrete cases, contemporary theories help to think through the ongoing, sometimes surprising, impact religions have on many people’s lives and in political and private realms.

Teaching and Learning Format	lectures, seminars, presentation/ case-based application of theories (research lab)				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exercise	1,000 words	3, 5, 6	30%	9
	Essay	Case study and application of an approach (2,000 words)	1, 2, 4, 6	70%	Exam period
Reassessment Requirements	The exercise will be reassessed by a 1,000 words exercise. The essay will be reassessed by a 2,000 words essay, defined as above.				
Indicative reading list (4-5 titles max.)	<p>Stausberg, Michael (ed.), Contemporary Theories of Religion: A Critical Companion (London: Routledge, 2009).</p> <p>Stausberg, Michael/Engler, Steven (eds.), The Routledge Handbook of Research Methods in the Study of Religion (London: Routledge, 2011).</p> <p>Heelas, Paul and Woodhead, Linda, Religion in Modern Times: An Anthology (Oxford: Wiley-Blackwell, 2000).</p> <p>Pals, Daniel L., Eight Theories of Religion (Oxford: Oxford University Press, 2006).</p> <p>Series "Key Thinkers in the Study of Religion", 7 vols, (London: Routledge, with North American Association for the Study of Religion, 2007-).</p>				

Module Title	Cosmology, Religion and Science
Module Code	<b>REU23302</b>
Module status	Core - Optional (R, R&T) & Approved Module
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/workshops/seminars; 104 hours of independent study
Module Coordinator	Professor Cathriona Russell

Teaching staff	Professor Cathriona Russell				
Module Learning Aims	Cosmology traces developments in the mythological and natural-scientific study of the universe in its complex history. This module aims to first present these developments as they have been interpreted and received from biblical, theological and philosophical perspectives and then trace how they conflicted and/or converged with cosmologies from the natural sciences particularly since the 16 <sup>th</sup> century.				
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Trace the biblical roots of models of origins and ends in the doctrine of creation</li> <li>2. Identify contrasting and rival philosophies and theologies of creation in the formulation, in early Christianity, of the doctrine of <i>creation ex nihilo</i></li> <li>3. Outline and debate what these imply for the understanding of God, creation and the place of the human person as co-creator in Judaism, Christianity and Islam</li> <li>4. Name the key events and impacts on theology of the Galileo affair, of thermodynamics, of Darwinian evolution, and of emergent universe modules.</li> <li>5. Analyse the conflicts between theological models of creation and natural-science cosmologies in current debates in the context of the 'new atheisms'.</li> <li>6. Locate current convergences between theological models of creation and scientific cosmologies: beyond the intelligent design versus chance debates.</li> </ol>				
Module Content	<p>This module will investigate and compare conceptions of the origins and ends of the world, as they have been formulated in the Bible, in the histories of theological and philosophical thinking and in natural science, as a key aspect of the religion-science debate. It will first examine the different eras and contexts of biblical texts and discuss what the theological concept of <i>creatio ex nihilo</i> sought to defend in relation to rival philosophies (e.g. Greek and Gnostic thinking). It will then compare these stories of origin with models of creation, exploring their intentions, scope and limits (theism, deism, pantheism, panentheism). The third part will examine the challenge that natural-scientific insights and worldviews have constituted for these concepts of creation: the shift from geo- to helio-centrism, entropy and thermodynamics, the emergent universe models (teleology, contingency) and evolutionary theory in biology. The different approaches will be illustrated with key texts from philosophical and theological authors and with cases from the natural and environmental sciences.</p>				
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	2,000 words	1-6	70%	Week 13

Reassessment Requirements	As annual
Indicative reading list	Burrell, D. Cogliati, C, Soskice J, and Stoeger, W. <i>Creation and the God of Abraham</i> (Cambridge: University Press, 2010).
(4-5 titles max.)	Clayton, P. and Peacocke (eds) <i>In Whom We Live and Move and Have Our Being</i> (Michigan; Eerdmans, 2004)
	Hall, Douglas 'Stewardship as Key to a Theology of Nature' in Berry, R.J <i>Environmental Stewardship; Critical Perspectives—past and present</i> (Edinburgh, T&T Clark, 2006) pp. 129–144
	Küng H. <i>The Beginning of All Things: Science and Religion</i> (Grand Rapids, Mich.: Eerdmans, 2007)
	Mackey, J.P <i>The Scientist and the Theologian</i> (Dublin: Columba, 2007).
	Pannenberg, W. <i>Systematic Theology Volume II</i> . Edinburgh: T & T Clark, 1994.
	Ricoeur, P. 'Thinking Creation' in <i>Thinking Biblically</i> (University of Chicago Press, 1998), 31-67

## Junior Sophister

Module Title	Christianity in the Cultures of Late Antiquity
Module Code	<b>REU33704</b>
Module status	Core – Optional; Approved
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	
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, *Christianity and Roman Society* (Cambridge: Cambridge University Press, 2004).  
 Philip F. Esler (ed.), *The Early Christian World. Vol. I* (London and New York: Routledge, 2000).  
 Robin Lane Fox, *Pagans and Christians* (London: Penguin, 1988).  
 Ramsay MacMullen, *Christianizing the Roman Empire: (A.D. 100–400)* (New Haven and London: Yale University Press, 1984).

Module Name

Contemporary Ethical Issues

Module Code	<b>REU33501</b>
Module status	Core – Optional
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Prof Maureen Junker Kenny
Teaching staff	Prof Maureen Junker Kenny
Module Learning Aims	This module analyses contemporary biomedical debates in their underlying philosophical and theological principles, values, and views of the human being.
Module Learning Outcomes	<p>On successfully completing this module a student should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish social, individual, and professional ethical perspectives on concrete issues in biomedical ethics.</li> <li>2. Relate the content of the principles invoked, such as ‘dignity,’ ‘autonomy,’ ‘embodiment,’ and ‘privacy,’ to different schools of moral thought.</li> <li>3. Distinguish an empirical from a transcendental understanding of human dignity and its consequences for concrete ethical issue.</li> <li>4. Trace differences in European debate and legislations to two traditions of thinking about autonomy.</li> <li>5. Know about basic documents regarding medical research on human subjects: World Medical Association Declaration of Helsinki (1964), and its subsequent updates, and the Convention on Human Rights and Biomedicine (Council of Europe 1997).</li> <li>6. Explain the positions taken on the question of human enhancement by authors from the Rawls School and by J. Habermas.</li> <li>7. Recognize links between argumentations in Christian Ethics on God as creator and humans as co-creators to systematic theological positions on the doctrine of God.</li> <li>8. Develop a critically reflected position of their own in relation to the concrete ethical issues under debate.</li> <li>9. Argue for their position on which language to use in public discourse on biomedical ethics.</li> <li>10. Know how to handle academic bibliographies and textbooks, and how to structure an academic essay, demonstrating the ability to reconstruct an argumentation.</li> </ol>

Module Content	This module examines the different Irish, European and international argumentations and legislations that these debates have produced. Issues at the beginning and at the end of human life, the possible conflict between parents' and children's perspectives, and the visions of society and humanity implied in positions on advance care directives, on the new reproductive technologies, genetics, healing, enhancement, and cloning will be discussed. Films and excerpts from (what used to be?) science fiction will provide additional avenues to the topics.				
Teaching and Learning Format	lectures, seminars, presentation/ case-based application of theories (research lab)				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exam Essay (Comparative)	2,500 words	1-10	70%	Sem 2 exam period
	Essay	2,000 words	2,3,4,7,8 8,9,10	30%	Mon, 19 April 2021 Week 34
Reassessment Requirements	As annual				
Indicative reading list (4-5 titles max.)	<p>R., et al., "Women in the Practice of Reproductive Medicine and in Bioethical Discourse – an Intervention," in <i>Concilium</i> 2006/1, <i>A Time for Change?</i> (London: SCM Press, 2006), 119-136 (Documentation). Buchanan, A., Daniels, N., et al, <i>From Chance to Choice</i> (Cambridge: CUP, 2001). <i>Cambridge Handbook of Human Dignity. Historical Traditions, Philosophical Interpretations, Legal Implementation and Contemporary Challenges</i>, ed. By M. Düwell, J. Braarvig, R. Brownsword, D. Mieth (Cambridge: CUP, 2014). Habermas, J., <i>The Future of Human Nature</i> (London: Polity Press, 2003). O'Neill, O., <i>Autonomy and Trust in Bioethics</i> (Cambridge: CUP, 2002), 28-48 (Ch. 2: Autonomy, Individuality and Consent). J Picoult, J., <i>My Sister's Keeper</i> (London: Hoffer, 2005). Russell, C./Hogan, L./Junker-Kenny, M. (eds), <i>Ethics for Graduate Researchers</i> (Oxford: Elsevier, 2012).</p>				
Module Title	The Qur'an: Content, context and reception				
Module Code	<b>REU33104</b>				

Module status	Core – Optional																								
ECTS weighting	5																								
Semester taught	Semester B																								
Pre-requisites & co-requisites	None																								
Student Workload	11 x 2-hour lectures and seminars; 110 hours Independent study																								
Module Coordinator	Prof. Zohar Hadromi-Allouche																								
Teaching staff	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	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the structure and style of the Qur'an</li> <li>• Explain the main themes of the Qur'an.</li> <li>• Discuss traditional Islamic and critical academic perspectives on the origins, history and reception of the Quran.</li> <li>• Identify how the Quran employs biblical characters and traditions.</li> <li>• Differentiate between, and apply, traditional Islamic and scholarly approaches to the Qur'an.</li> </ul>																								
Module Content	Islamic tradition regards the Qur'an as the revealed word of God, sent down to earth to the prophet Muhammad through the mediation of the angel Gabriel. This course explores the structure and main characteristics of the Qur'an; discusses its principal themes; its reception history; and its close relationship with the Bible.																								
Teaching and Learning Format	Interactive lectures and seminars																								
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>Active participation in online discussion and debates</td> <td>1,2,3,4,5</td> <td>20%</td> <td>1-11</td> </tr> <tr> <td>Online Quiz</td> <td>1-1.5 hours</td> <td>1,2,3,4</td> <td>20%</td> <td>3</td> </tr> <tr> <td>Essay</td> <td>2,500 words</td> <td>1,2,3,4</td> <td>60%</td> <td>Exam Weeks</td> </tr> </tbody> </table>					Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Participation	Active participation in online discussion and debates	1,2,3,4,5	20%	1-11	Online Quiz	1-1.5 hours	1,2,3,4	20%	3	Essay	2,500 words	1,2,3,4	60%	Exam Weeks
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Essay	2,500 words	1,2,3,4	60%	Exam Weeks																					
Reassessment Requirements	3,500 word essay																								
Indicative reading list (4-5 titles max.)	<ul style="list-style-type: none"> <li>• Dammen Mcauliffe, Jane (ed.). <i>The Cambridge Companion to the Quran</i>. Cambridge: Cambridge University Press, 2007.</li> <li>• Rahman, Fazlur. <i>Major Themes of the Quran</i>. Chicago: University of Chicago Press, 2009.</li> <li>• Rippin, Andrew (ed.). <i>The Blackwell Companion to the Qur'an</i>. Singapore: Blackwell, 2006.</li> </ul>																								

Module Name	Classical Thinkers on Religion
Module Code	<b>REU33702</b>
Module status	Core - Optional
ECTS weighting	5
Semester taught	Semester B
Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Prof. Alexandra Grieser
Teaching staff	Prof. Alexandra Grieser
Module Learning Aims	This course explores "classical" theories of religion, and how in early psychology, anthropology, the study of religion and sociology religion became a crystal point of reflection.
Module Learning Outcomes	On successful completion of this module, students should be able to: 1 Identify presuppositions and core tenets of key thinkers in modernity on religion. 2 Understand and distinguish typical concepts and approaches in theories on religion. 3 Identify the relevance and consequences of theorizing in the study of religion. 4 Discuss the changing relationship between religion and society in different eras. 5 Distinguish between scholarly, religious, atheist, philosophical and common-sense perspectives, and understand them as a response to the problems of their time. 6 Present and discuss critiques of the approaches, highlighting methodological strengths and weaknesses, and the impact they made 7 Understand the interaction between a changing empirical world and the scientific approaches that study it; apply this understanding self-reflectively
Module Content	Thinking about religion has been an important element of the intellectual history of European modernity, especially when those changes we call modernisation and secularisation began to impact on political life and people's daily experience. Theorizing religion also meant to think about societies and power, about culture and what makes a human being human, and thinkers such as Karl Marx, Max Weber, Emile Durkheim, Edward B. Tylor or Jane Harrison lead the way into an understanding of religion from a cultural and evolutionary point of view.

	Applying a “double reading” of original sources, the module explores the social and political contexts of these thinkers, and the worldviews they responded to; at the same time, we will understand how cultural sciences develop and how knowing the early foundations of thinking about religion provides us with an understanding of both the role of religion today, and the debates and challenges that are related to it.															
Teaching and Learning Format	22 x 1 hour lectures, seminars, presentation, alternating with case-based application of theories (research lab)															
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Open Books Assignment</td> <td>2 out of 4 questions</td> <td>1,2,5,6</td> <td>70%</td> <td>Semester 2 exam period</td> </tr> <tr> <td>Exercise</td> <td>1,000 words</td> <td>3,4,5</td> <td>30%</td> <td>11</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Open Books Assignment	2 out of 4 questions	1,2,5,6	70%	Semester 2 exam period	Exercise	1,000 words	3,4,5	30%	11
Assessment Component	Assessment Description	LO Addressed	% of total	Week due												
Open Books Assignment	2 out of 4 questions	1,2,5,6	70%	Semester 2 exam period												
Exercise	1,000 words	3,4,5	30%	11												
Reassessment Requirements	The exercise will be reassessed by a 1,000 words exercise; the open books assignment will be reassessed by an open book assignment provided with a different set of questions.															
Indicative reading list (4-5 titles max.)	<p>Pals, Daniel L., <i>Nine Theories of Religion</i>, (Oxford: Oxford University Press, 2014)</p> <p>Heelas, Paul &amp; Woodhead, Linda, <i>Religion in Modern Times: An Anthology</i> (Oxford: Blackwell, 2000).</p> <p>Kippenberg, Hans G., <i>Discovering Religious History in the Modern Age</i>, (Princeton: Princeton UP, 2002).</p> <p>Series “Key Thinkers in the Study of Religion”, 7 vols, (London: Routledge, with North American Association for the Study of Religion, 2007-).</p>															

## Senior Sophister

<b>Module Title</b>	<b>Advanced Topics Theological Ethics</b>
	REU44044
<b>Module status</b>	Optional
<b>ECTS weighting</b>	10
<b>Semester taught</b>	Semester A
<b>Pre-requisites &amp; co-requisites</b>	

<b>Student Workload</b>	11 x 2h seminars																								
<b>Module Coordinator</b>	Prof. Jacob Erickson																								
<b>Teaching staff</b>	Prof. Jacob Erickson																								
<b>Module Learning Aims</b>	<p>Pope Francis’s 2015 encyclical letter <i>Laudato Si’: On Care for our Common Home</i> states that, “Climate change is a global problem with grave implications: environmental, social, economic, political and for the distribution of goods. It represents one of the principal challenges facing humanity in our day.” Thinking alongside this encyclical, this module will tackle some of the most vexing theo-ethical challenges implicated by human-caused global warming. We will ask how theological worldviews contribute to, ignore, or creatively respond to global warming. We’ll explore the science and politics of climate change alongside theological cosmologies. We’ll ask what resources theological ethics might bring to bear on questions of ecojustice, consumerism, fossil fuel use, biodiversity loss, ocean acidification, water shortages, and adaptation to ecological change.</p>																								
<b>Module Learning Outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• To articulate major features in the contemporary scientific understanding of global warming.</li> <li>• To articulate and evaluate some key features in the field of religion and ecology.</li> <li>• To evaluate how ecological ethics theologically responds to global warming.</li> <li>• Articulate your own theological response to global warming in conversation.</li> </ul>																								
<b>Module Content</b>																									
<b>Teaching and Learning Format</b>	seminars and lectures																								
<b>Module Assessment Components</b>	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay 1</td> <td>1,500-2,000 words on Climate and the White Thesis</td> <td></td> <td>40%</td> <td></td> </tr> <tr> <td>Class Presentation</td> <td>Themes in Climate Justice or Ecospirituality</td> <td></td> <td>20%</td> <td></td> </tr> <tr> <td>Essay 2</td> <td>On Research Topic</td> <td></td> <td>40%</td> <td></td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay 1	1,500-2,000 words on Climate and the White Thesis		40%		Class Presentation	Themes in Climate Justice or Ecospirituality		20%		Essay 2	On Research Topic		40%					
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Essay 2	On Research Topic		40%																						
<b>Reassessment Requirements</b>																									
<b>Indicative reading list (4-5 titles max.)</b>	<p>Kim, Grace Ji-Sun and Hilda Koster, eds. <i>Planetary Solidarity: Global Women’s Voices on Christian Doctrine and Climate Justice</i>. Minneapolis, MN: Fortress Press, 2017.</p> <p>McDonagh, S., <i>On Care for our Common Home Laudato si’</i> (Maryknoll, NY: Orbis Press, 2016).</p>																								

Robinson, Mary. *Climate Justice: Hope, Resilience and the Fight for a Sustainable Future*. New York: Bloomsbury, 2018.

T&T Clark Handbook of Christian Theology and Climate Change. Ed., Ernst M. Conradie and Hilda P. Koster. New York: T&T Clark, 2020.

Module Title	Theological Ethics and Ecology
Module Code	<b>REU44023/REU44923</b>
Module status	Core - Mandatory (R,); Core - Optional (R&T & T); and Approved
ECTS weighting	5
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures/seminars; 104 hours of self-directed learning
Module Coordinator	Prof. C. Russell
Teaching staff	Prof. C. Russell
Module Learning Aims	This module will introduce students to the key positions—anthropocentrism, eco-centrism and theocentrism—in environmental theology. It will explore; the problem of productionism; the question of population, food and freedom; the concept of sustainable development; stewardship ethics; the principle of subsidiarity; and the tangentially related question of animal welfare and rights. These will be ethically evaluated from philosophical and theological perspectives and through the exploration of scriptural themes in relation to environmental concerns. Students will explore the philosophical and ethical assumptions at work in policy formation on biodiversity, on climate change and climate justice and on the ethical questions presented by food biotechnology and synthetic biology as well as intellectual property rights. They will be expected to develop their analytical and presentation skills through participation in class discussions, the delivery of a student seminar and in a final year examination.
Module Learning Outcomes	On successful completion of this course, students will be able to:

	<p>Present and interpret the use of key themes and concepts in environmental ethics such as sustainable development, stewardship and climate justice</p> <p>Articulate and evaluate the core areas of concern in environmental ethics from theological, biblical and philosophical perspectives in such areas as food security, burden-sharing in a changing climate, and biodiversity and resource conservation.</p> <p>Critically analyse and evaluate the argumentation and environmental effectiveness of public policy in Ireland, the EU and globally.</p> <p>Articulate their analysis and interrogate these evaluations in class and in a formal individual seminar presentation.</p>										
Module Content	As Per Aims above										
Teaching and Learning Format	22 x 1-hour lectures/seminars; 104 hours of independent study										
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>3,000 words</td> <td></td> <td>100%</td> <td></td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	3,000 words		100%	
Assessment Component	Assessment Description	LO Addressed	% of total	Week due							
Essay	3,000 words		100%								
Reassessment Requirements:	3,000 word essay										
Indicative reading list (4-5 titles max.)	<p>Berry, R.J., <i>Environmental Stewardship; Critical Perspectives—past and present</i> (Edinburgh: T&amp;T Clark, 2006).</p> <p>Feehan, John, <i>The Singing Heart of the World: Creation, Evolution and Faith</i> (Dublin: Columba, 2010).</p> <p>Keller, David (ed.), <i>Environmental Ethics: The Big Questions</i> (UK: Wiley-Blackwell, 2010).</p> <p>O'Brien, Kevin J., <i>An Ethics of Biodiversity: Christianity, Ecology and the Variety of Life</i> (Georgetown University Press, 2010).</p> <p>Sen, Amartya, <i>Development as Freedom</i> (Oxford: Oxford University Press, 1999).</p>										

Module Title	Ethics and Politics
Module Code	<b>REU44033/REU44933</b>
Module status	Core - Optional
ECTS weighting	5

Semester taught	Semester A								
Pre-requisites & co-requisites	None								
Student Workload	22 x 1-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	22 x 1-hour lectures/seminars; 104 hours of independent study								
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>3,000 words</td> <td>1-6</td> <td>100%</td> <td>13</td> </tr> </tbody> </table>	Assessment Description	LO Addressed	% of total	Week due	3,000 words	1-6	100%	13
Assessment Description	LO Addressed	% of total	Week due						
3,000 words	1-6	100%	13						
Reassessment Requirements	2 x 2,000 word essays								
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).								

Module Title	Friendship in the New Testament and Early Christianity
Module Code	<b>REU44124</b>
Module status	Optional
ECTS weighting	10
Semester taught	Semester A
Pre-requisites & co-requisites	
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	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Show familiarity with relevant primary sources on friendship and patronage in English translation from the classical, biblical and early Christian traditions.</li> <li>3. Assess recent scholarly trends in the study of friendship in the New Testament and Early Christianity.</li> <li>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</li> <li>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.</li> <li>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.</li> </ol>
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 border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>3,000 words</td> <td>1-6</td> <td>100%</td> <td>Week 11</td> </tr> </tbody> </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.)	<p>Martin M. Culy, <i>Echoes of Friendship in the Gospel of John</i> (Sheffield: Phoenix Press, 2010).</p> <p>John T. Fitzgerald (ed.) <i>Greco-Roman Perspectives on Friendship</i> (Atlanta: Scholars Press, 1997)</p> <p>David Konstan, <i>Friendship in the Classical World</i> (Cambridge: Cambridge University Press, 1997).</p> <p>Carolinne White, <i>Christian Friendship in the Fourth Century</i> (Cambridge: Cambridge University Press, 1992).</p>										

Module Title	Eve in Islam: Portrayals of the first woman
Module Code	<b>REU44706</b>
Module status	Core – Mandatory
ECTS weighting	10
Semester taught	Semester A
Pre-requisites & co-requisites	None
Student Workload	11 x 2-hour lectures, plus 110 hours of self-directed learning
Module Coordinator	Prof. Zohar Hadromi-Allouche
Teaching staff	Prof. Zohar Hadromi-Allouche
Module Learning Aims	<p>This module aims to</p> <ul style="list-style-type: none"> <li>• Provide an overview of Islamic history</li> <li>• Present and discuss Islamic scriptures, doctrines and rituals</li> <li>• Demonstrate the significance and development within Islam of concepts such</li> </ul>

	<p>as prophethood, revelation, jihad, theology, law and gender</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the contribution of Islamic civilization to human culture</li> <li>• Examine various scholarly approaches to the study of Islam</li> </ul>																				
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss major events and trends in Islamic history</li> <li>• Discuss Islamic scriptures, ritual and doctrines</li> <li>• Demonstrate an understanding of the significance and development of concepts such as prophethood, revelation, jihad, theology, law and gender from an Islamic perspective</li> <li>• Discuss the contribution of Islamic civilization to human culture</li> <li>• Discuss various academic approaches to the study of Islam</li> </ul>																				
Module Content	<p>This module surveys the emergence, development, beliefs and practices of Islam, from 7<sup>th</sup> century to present.</p>																				
Teaching and Learning Format	<p>22 1 hour lectures, plus 104 hours of self-directed learning</p>																				
Module Assessment Components	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>2,500 words</td> <td>1,2,3,4</td> <td>60%</td> <td>Exam Weeks</td> </tr> <tr> <td>Online Quiz</td> <td>1 x 1 hour</td> <td>1,2,3,4</td> <td>20%</td> <td>3</td> </tr> <tr> <td>Participation</td> <td>Active Participation in online discussions and debates</td> <td>1,2,3,4,5</td> <td>20%</td> <td>1-11</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	Essay	2,500 words	1,2,3,4	60%	Exam Weeks	Online Quiz	1 x 1 hour	1,2,3,4	20%	3	Participation	Active Participation in online discussions and debates	1,2,3,4,5	20%	1-11
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Participation	Active Participation in online discussions and debates	1,2,3,4,5	20%	1-11																	
Reassessment Requirements	<p>3,500 word essay</p>																				
Indicative reading list (4-5 titles max.)	<p>Berkey, J. P. <i>The Formation of Islam: Religion and Society in the Near East, 600–1800</i>. Cambridge, 2003.</p> <p>Lapidus, I. <i>A History of Islamic Societies</i>. Cambridge, 2002.</p> <p>Reynolds, Gabriel Said. <i>The Emergence of Islam: Classical Traditions in Contemporary Perspective</i>. Minneapolis: Fortress Press, 2012.</p> <p>Rippin, Andrew. <i>Muslims: Their Religious Beliefs and Practices</i>. London, 2005 (new edition).</p>																				
Module Title	<p>Religion in the Work of J. Habermas</p>																				
Module Code	<p><b>REU44024/REU44924</b></p>																				

Module status	Core – Mandatory; Approved				
ECTS weighting	5				
Semester taught	Semester B				
Pre-requisites & co-requisites	None				
Student Workload	Contact Hours 2 hours of lectures: * 5 hours for assignments, self-study.				
Module Coordinator	Prof. Maureen Junker-Kenny				
Teaching staff	Prof. Maureen Junker-Kenny				
Module Learning Aims					
Module Learning Outcomes	<p><b>Learning Outcomes:</b> On successful completion of the module, students will be able to</p> <ul style="list-style-type: none"> <li>• Characterize the three stages of the Critical Theory of the Frankfurt School.</li> <li>• Distinguish the four phases of Habermas’s treatment of religion.</li> <li>• Discuss his understanding of “postmetaphysical thinking” and of key philosophical and theological responses to it.</li> <li>• Outline his position on religion in the public sphere in his debate with John Rawls.</li> <li>• Portray the lines he traces between medieval Nominalism and Modernity.</li> <li>• Discuss his proposal of mutual “translations” between secular and religious fellow-citizens in the public realm</li> </ul>				
Module Content	The much-awaited, two-volume work on religion, entitled “Also a History of Philosophy” to be published in the autumn of 2019, will open up a new chapter in the history of reception and critique of Habermas’s work. The module will offer an overview of the different phases of his engagement with religion and of the key themes of debate by philosophers and theologians.				
Teaching and Learning Format					
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Exam Essay	3,000 words	1-5	100%	Exam Period, Semester 2

Reassessment  
Requirements

Exam Essay, 3,000 words

Indicative reading list  
(4-5 titles max.)

Module Title	The Sensory Sacred: Aesthetic and Material Approaches to Religion
Module Code	<b>REU44013/REU44913</b>
Module status	
ECTS weighting	10
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures
Module Coordinator	Prof. Alexandra Grieser
Teaching staff	Prof. Alexandra Grieser
Module Learning Aims	
Module Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <p>Identify and characterize typical concepts and approaches in the aesthetic and material study of religion.</p> <p>Analyze the interaction between bodily practice, perception and religious ways of world-making in historical perspective</p> <p>Critically discuss the relevance of aesthetic and material approaches in the study of religion, and why they have long been neglected</p>

Understand and apply specific methods of studying and representing the sensory aspects of religion as a lived cultural practice

Theorize concepts such as body/embodiment, cognition, imagination, perception, emotion, and apply them to cases and in exercises

Reflect on the impact religious ways of world-making have on a larger culture

Analyze the political aspects of cultivating the body and the senses in both religious and secular realms.

Module Content

The study of religion has often been confined to texts, beliefs and doctrines, or a singular ineffable experience *sui generis*. However, religions are as much danced, imagined, painted and sung as read and theorized in a broad variety of ways, and beliefs are grounded in sensory experiences, body practices and emotional engagement as much as in reflecting and thinking.

Recent approaches to the study of religion as a sensory practice rethink the relationship between body and mind, and between matter and form. They recognize all the senses as religious media – sight, sound, touch, smell; they investigate how religious traditions “tune the body”, stimulate the senses, use things and objects and implement convincing and repeatable experiences of “other worlds” or powers.

We will ask to what extent the body and the senses are political media being restricted and engaged, symbolizing and enacting what is religious or secular, and cultivate experiences that are not mere expressions of beliefs, but rather create ways of perceiving what is taken as real. We will address the practical consequences for studying religion as a sensory practice and apply the approaches in case studies and exercises.

Teaching and Learning Format

11 x 2 hour seminar, plus 104 hours of self-directed learning

Module Assessment Components

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Open Books Assignment	4 out of 8 questions; 500 words per question max	1,2,3,4,6,7	100%	Semester 2 exam period

Reassessment Requirements

The open books assignment will be reassessed by an open books assignment, provided with a different set of questions.

Indicative reading list (4-5 titles max.)

Coakley, S. (ed.), *Religion and the Body* (Cambridge: Cambridge UP, 1997).

Houtman, D./ Meyer, B. (eds), *Things. Religion and the Question of Materiality* (New York: Fordham, 2012).

Meyer, B. (ed.): *Aesthetic Formations. Media, Religion, and the Senses* (New York: Palgrave MacMillan, 2009).

Mohr, H., "Perception/Sensory System", in: Kocku von Stuckrad (ed.), *Brill Dictionary of Religion*, vol. III ( Leiden & Boston: Brill, 2005), 1435 – 1448.  
 Promley, S.M. (ed.), *Sensational Religion* (New Haven: Yale UP, 2014).  
 Samuel, G. / Johnston, J., *Religion and the Subtle Body in Asia and the West* (London & New York: Routledge, 2013).  
 Vásquez Manuel A., *More Than Belief* (Oxford: Oxford University Press, 2010).  
*Material religion: the journal of objects, art and belief*, Berg publisher [electronic resource TCD library]

Module Name	Advanced Topics in Systematic Theology
Module Code	<b>REU44043</b>
Module status	Core - Optional
ECTS weighting	10
Semester taught	Semester B
Pre-requisites & co-requisites	none
Student Workload	22 x 1-hour lectures/seminars; 8 hours project research; 100 hours of independent study
Module Coordinator	Prof. Siobhan Garrigan
Teaching staff	Prof. Siobhan Garrigan
Module Learning Aims	
Module Learning Outcomes	<p>On successful completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• Display an appreciation of selected texts from the Christian tradition, both ancient and modern.</li> <li>• Read, value and critique selected primary texts and authors.</li> <li>• Communicate with confidence, both orally and written, critical knowledge of primary texts and authors.</li> </ul>
Module Content	<p>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</p>

	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
	Essay			100%	
Reassessment Requirements					
Indicative reading list (4-5 titles max.)	<p><b>Indicative Bibliography:</b></p> <p>Bonhoeffer D., <i>The Cost of Discipleship</i>. Touchstone, 1995</p> <p>Congar, Y., <i>True and False Reform in the Church</i>. Translated and Introduction by Paul Philibert, (Collegeville: Liturgical Press, 2011)</p> <p>Johnson, E. A., <i>Ask the Beasts. Darwin and the God of Love</i>. Bloomsbury, 2014</p> <p>O'Rourke, B., (trans), <i>Augustine, Confessions</i>. (London: Darton, Longman and Todd: 2013).</p> <p>Wilkinson, J., <i>Egeria's Travels</i> Aris &amp; Phillips, 1999</p>				

Module Title	Imagining the Old Testament: The Interpretation of the Hebrew Bible in the Arts
Module Code	<b>REU44133</b>
Module status	Core – Optional; Approved
ECTS weighting	10
Semester taught	Semester B
Pre-requisites & co-requisites	None
Student Workload	22 x 1-hour lectures
Module Coordinator	Prof. David Shepherd

Teaching staff	Prof. David Shepherd				
Module Learning Aims	This module offers students the opportunity to explore how Old Testament stories, characters and themes have been represented in the visual, literary, theatrical and cinematic arts down through the centuries and right up to the present day.				
Module Learning Outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate critical understanding of how artistic interpretations of the Old Testament relate to the biblical text</li> <li>2. Evaluate the influence of aesthetic trends and specific artistic influences on artistic representations of the Old Testament</li> <li>3. Analyze how religious contexts and institutions and socio-economic factors shape interpretations of the Old Testament in the Arts.</li> <li>4. Recognise how intermediality shapes the interpretation of the Old Testament in the Arts.</li> <li>5. Reflect critically on scholarly discussion of the artistic interpretation of the Old Testament and express their own opinions briefly.</li> <li>6. Write an essay which reflects critical engagement with both the biblical and secondary literature.</li> </ol>				
Module Content	Through a combination of lectures and seminars, students will be exposed to and encouraged to engage with specific works of art including paintings, plays, poetry, fictional adaptations, moving pictures, always with a view to considering not merely how the biblical tradition has been interpreted but why it has been interpreted in the way it has. Attention will be paid to aesthetic trends, specific artistic influences, religious and ecclesial contexts and socio-economic factors as we grapple with the complex phenomenon of the reception of the Hebrew Bible/Old Testament in these works. Traditions which may be analysed include Cain and Abel, Moses and the Exodus and/or David, Saul and Solomon.				
Teaching and Learning Format	Interactive lectures and seminar discussions.				
Module Assessment Components	Assessment Component	Assessment Description	LO Addressed	% of total	Week due
	Weekly Critical Reflections	1,500 words	1-5	35%	1-12
	Essay	3,000 words	1-6	65%	12
Indicative reading list (4-5 titles max.)	<p>Britt, Brian, <i>Rewriting Moses: The Narrative Eclipse of the Text</i>. JSOT Supps 402. (London: T&amp;T Clark, 2004).</p> <p>Byron, John, <i>Cain and Abel in Text and Tradition: Jewish and Christian Interpretations of the First Sibling Rivalry</i>. Themes in Biblical Narrative. (Leiden: E.J. Brill, 2011).</p>				

Heard, Christopher, *Genesis 1-21 Through the Centuries*. Blackwell Bible Commentaries. (Oxford: Wiley, 2016).

Kugel, James, *Traditions of the Bible: A Guide to the Bible as it Was at the Start of the Common Era* (Cambridge, Mass.: Harvard University Press, 1999).

Linafelt, T. Claudia V. Camp and Timothy Beal, *The Fate of King David: The Past and Present of a Biblical Icon*. LHOTS 500. (London: T&T Clark, 2010).

Shepherd, David, *The Bible on Silent Film: Spectacle, Scripture and Story in the Early Cinema* (Cambridge: Cambridge University Press, 2013).

Samuel, G. / Johnston, J., *Religion and the Subtle Body in Asia and the West* (London & New York: Routledge, 2013).

Vásquez Manuel A., *More Than Belief* (Oxford: Oxford University Press, 2010).

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