



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Religion

B.A. Moderatorship in

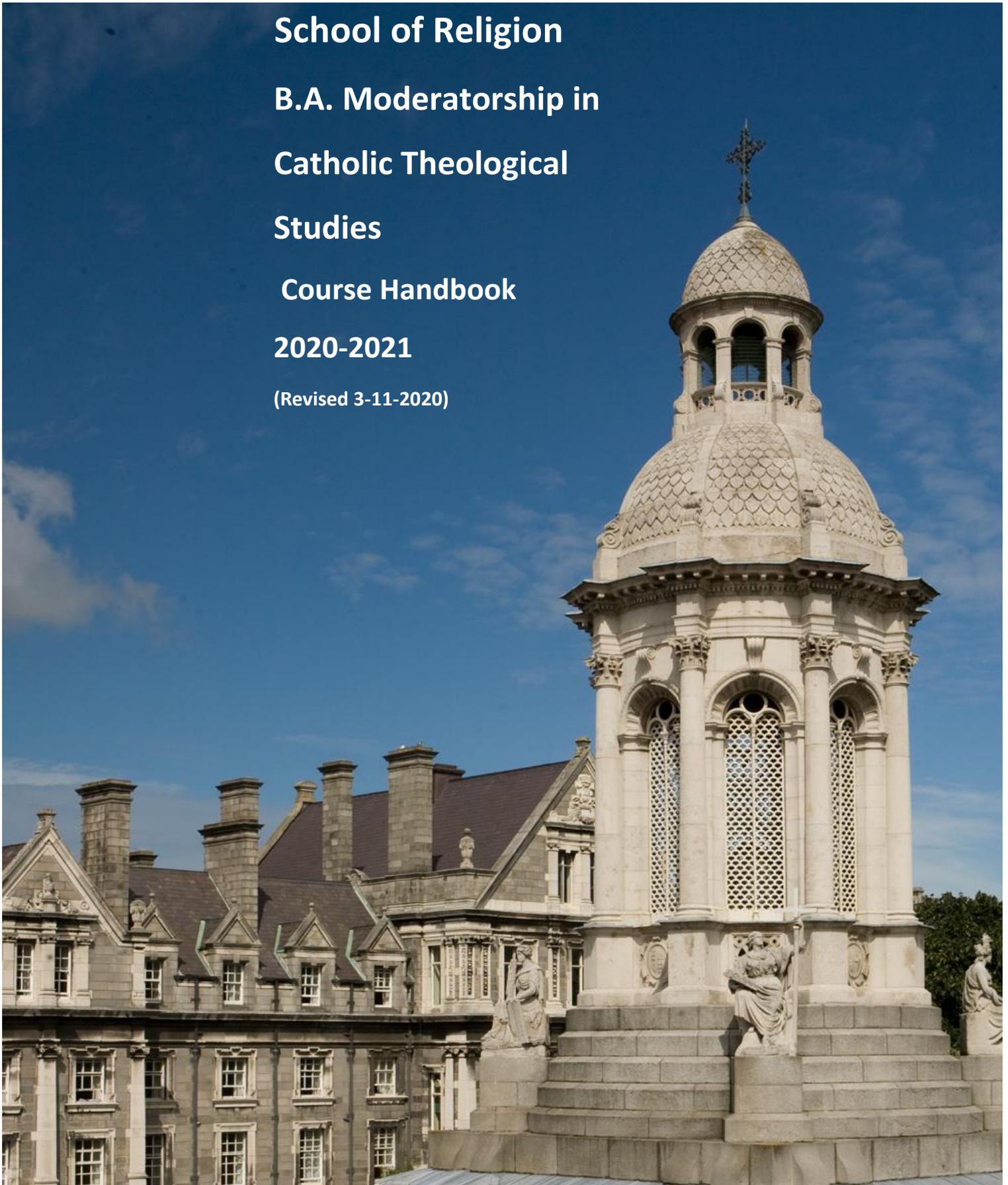
Catholic Theological

Studies

Course Handbook

2020-2021

(Revised 3-11-2020)



SCHOOL OF RELIGION

TRINITY COLLEGE DUBLIN

Introduction

Welcome to the School of Religion where we continue a tradition of scholarship that goes back to the very foundation of Trinity College Dublin.

The School of Religion is one of the twelve Schools that comprise Trinity College's Faculty of Arts, Humanities and Social Sciences. It brings together biblical studies, theology, ethics, theory of religion, and international conflict and peace studies as independent but related disciplinary fields.

The School's undergraduate and postgraduate courses explore encounters between religions and cultures from their roots in antiquity to the present day. They investigate the intellectual and institutional resources developed in historical and current interactions and conflicts and apply them to the challenges and the opportunities societies face in an age of globalisation.

This is the final year of the final intake to the four-year Catholic Theological Studies degree (both Single Honors and TSM) and please see the School of Religion BA Religion Handbook started in 2017/18. Some modules in the degree are offered by colleagues from the Department of Near and Middle Eastern Studies (NMES), which is part of the School of Languages, Literatures, and Cultural Studies. For contacts and further information, please visit [the College website](#).

The School has a strong commitment to community engagement and is home to two exceptional academic entities: the [Loyola Institute](#) and the [Irish School of Ecumenics](#), which has a campus in Belfast as well as in Dublin.

This Handbook supplements and synthesizes the regulations that are contained in the University *Calendar*, and in any disparity between *Calendar* and Handbook, the *Calendar's* provisions apply. On Orientation Day, academic and administrative staff will be available to explain most of these requirements, and to answer any queries that you may have about procedures and regulations.

An electronic copy of this Handbook will be available on the School of Religion / Programme website with copies available via [the Virtual Learning Environment \(VLE\)](#). A hard copy of this handbook in large print is available in the School Office. Alternative formats of the Handbook available on request.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

There may be some modification during the year to the procedures and regulations outlined below and these will be brought to your attention as they arise.

Please note:

Please familiarize yourself with College's regulations for undergraduate students. This is available in Undergraduate Studies - [Part II](#) of the *Calendar*.

Your @tcd.ie email account is the **only** e-mail address used for official College business. Please consult this email account regularly.

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TEACHING AND LEARNING

1. Coursework Requirements

The Honours B.A. degree is known as a Moderatorship. Within the Institute, a degree course in Catholic Theological Studies is offered as a single honors programme.

A Two-Subject Moderatorship (TSM) is also on offer. This is a joint honors, undergraduate arts degree course, with honors degrees being awarded in both subjects. With the TSM programme, you may combine the study of Catholic Theological Studies with either: Italian, Philosophy, History or Early or Modern Irish.

Both the Single Honours and TSM degree in Catholic Theological Studies are recognised by the Department of Education and Science as leading to qualifications for the purpose of admission to the Register for Intermediate (Secondary) School Teachers. Please note: holding a degree in Catholic Theological Studies *alone* does not qualify you to teach Religious Education. A further qualification in Education must be obtained. For more information please consult The Teaching Council of Ireland's webpage, available at:

<http://www.teachingcouncil.ie/en/>

The Department of Education and Science has specified the following courses as obligatory for students who want to teach Religious Education as one of their subjects in Secondary School (these topics are covered as part of our degree course):

- Sacred Texts including the Bible
- Christianity – origins and contemporary Experience
- World Religions
- Secular Belief Systems
- Ethics
- Systematic Theology and Philosophy of Religion

Course Overview

Theology is a fascinating and vital subject that challenges those who study it to think critically about God, human existence, the world we live in, and the role of religion in our lives. The Moderatorship in Catholic Theological Studies is designed to provide students with knowledge of the Catholic theological, intellectual and cultural tradition, and the critical issues that arise in the study of its origins, formative periods, and foundational documents. Students will be provided with the skills and ethical understanding to participate in current debates about the place of the Catholic intellectual tradition in a globalized world.

Course Content

In the first year the student is introduced to the variety of disciplines that make up Catholic Theological Studies. These include, amongst others, Biblical studies (Hebrew Bible/Old Testament and the New Testament), theological ethics and liturgical theology. There are introductions to the different academic approaches to the Study of Religion and to Philosophy. In the second and third year the student engages in a progressively deeper study of the subject matter of the main theological disciplines. A study of the cultural and historical expressions of Catholic Christianity is a significant theme of the curriculum. The possibility of language studies in Latin, Greek or Hebrew is offered. In the fourth year the student is provided with options for the study of advanced topics in these disciplines and is given appropriate guidance in writing a research dissertation.

Modules

Senior Sophister

Students take modules to the value of 60 credits comprising of four taught modules (10 credits each) and a research dissertation of 15,000 words (20 credits).

The following modules are compulsory (which reflect the Research interests of staff in the following thematic areas):

- Imagining Moses/Exodus in the Arts (Advanced Topics in Scripture and Exegesis) (10 credits)
- Advanced topics in Systematic Theology (10 credits)
- Advanced topics in Theological Ethics (10 credits)

(b) Students also choose one module from those offered by World Religions and Theology (WRT) as set out in the course handbook of WRT.

Please note module offerings may vary from year to year. - **Module Descriptions are available in Appendix A**

2. Coursework Assessment

2.1 General Information

[School of Religion](#) courses rely on a continuous assessment and Examinations system, based on a mixture of written assignments and lecture/seminar attendance and examinations which take place at the end of each semester (Michaelmas & Hilary Term).

2.2 The Role of External Examiners

Your examinations, essays and dissertation are assessed, first in the School of Religion and then by the university's External Examiners. Essays pass or fail on the final judgement of the External Examiners, not on the opinion of the teaching staff, although this counts in the final decision. External Examiners meet in late May following the end of the academic year to monitor assessment procedures and outcomes in all modules and in the dissertation. Final marks are awarded at this Court of Examiners. Final responsibility for the standard of an essay rests with the student.

2.3 Internal Examiners

The internal examiner of your assessment (typically the module co-ordinator, or lecturer for the topic) will provide you with a report on your work together with the grade that will be proposed to the Court of Examiners. If your mark is on the threshold between Pass and Fail, or between Distinction and less than 70, then your essay will be marked by a second internal examiner. Your essay report and mark will be communicated to you.

3. Examination Conventions

In order to rise with their year, students must pass the annual examination. The following conventions apply in the determination of results. Students wishing to discuss their examination results should consult in the first instance their Head of Year.

The School applies the conventions of the TSM harmonised regulations also to the exams of Single Honor students. They are found in the [College Calendar](#).

4. Absence Policy/Regulations for Attendance

Attendance is required at all lectures, seminars and tutorials unless you are specifically exempted (off books). If you are unable to attend a lecture for any reason, you must let your lecturer know, either in person or by sending a note or email to the lecturer. Unexplained and/or unwarranted non-attendance at more than six lectures per module in any term will result in your performance being deemed non-satisfactory for that term. Being returned as non-satisfactory for two terms puts you at risk of being barred from exams in accordance with normal university regulations.

Undergraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, the medical certificate should be given to the Executive Officer of the School, Ms. Jane Welch, who will contact the Head of Year, within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available from student tutors.

Course participants who fail to meet deadlines and who have not been granted an extension will be notified that no further work will be accepted from them and that their assessment will be based on work already submitted.

Summaries for missed classes: The School requires students who have missed six or more lectures to hand in a one-page summary of the main points of each module taught in the first four weeks from the articles and the PowerPoints available on Blackboard, as evidence that they have caught up with what they have missed. Students have to attend every class from then on until the end of term. If they fail to do so, they are asked to hand in a one-page summary of each week's classes for each week missed in addition. For those with a doctor's note, the deadline is extended, but the work has to be handed in at a date before the end of the teaching term to make them able to take the exams. The normal essay assignment has to be completed by the class deadline.

5. Marking Criteria - EXAMINATIONS

5.1 Examination Results

| | |
|-------------------------------|-----------------|
| First Class | I = over 70% |
| Second Class, First Division | II.1 = 60 - 69% |
| Second Class, Second Division | II.2 = 50 - 59% |
| Third Class | III = 40 - 49% |

| | |
|------|------------------|
| Fail | |
| | F1 30 - 39% |
| | F2 less than 30% |

The characteristics of work achieving these grades are as follows:

| Classification | Description |
|----------------------------|---|
| First (70-100%) | <p>Indicates that the work is of excellent standard. The question/thesis will be addressed fully and clearly in a sustained and coherent argument. The work will show a wide range of relevant sources, which provide relevant support for the argument. The work will also show originality and an ability to integrate a wide range of material.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Exceptionally/highly well-structured and informed • Demonstrates striking personal insight and originality <p>Understanding:</p> <ul style="list-style-type: none"> • Thorough or even authoritative based upon wide reading • Comprehensive understanding of relevant material • High degree of precision • Independent and critical judgment <p>Structure:</p> <ul style="list-style-type: none"> • Excellent focus and structure • Highly developed presentation and writing style |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Precision in use of style guidelines • Contributes to a highly persuasive line of reasoning <p>Sources & Research:</p> <ul style="list-style-type: none"> • Extensive use of sources and engaged with high degree of insight • Exceptionally effective use of evidence to support argument |
| <p>Upper Second (60-69%)</p> <p>II.1</p> | <p>Indicates a clear understanding of the subject, a clear and relevant answer to the question, and shows a wider range of sources. The argument is coherent and logical, and there will be few, if any, errors.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Good understanding providing an answer informed by wide reading • Reflects clarity of thought • Demonstrates personal insight and originality <p>Understanding:</p> <ul style="list-style-type: none"> • Evidence of independent and critical judgment • Discussion provides original insights • Good understanding of relevant material • Analytical and not only descriptive <p>Structure:</p> <ul style="list-style-type: none"> • Well-structured and focused • Clear and fluent writing style • Compelling argument <p>Sources & Research:</p> <ul style="list-style-type: none"> • Good range of sources used and applied • Effective use of evidence to support argument |
| <p>Lower Second (50-59%)</p> <p>II.2</p> | <p>Indicates a familiarity with the subject, and shows evidence of somewhat wider reading than work awarded a lower grade. There may be some errors in the work, but it presents some relevant ideas and examples.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Sound understanding • Limited analysis |

| | |
|--|---|
| | <p>Understanding:</p> <ul style="list-style-type: none"> • Generally sound understanding or relevant material but limited range of depth • More descriptive than analytical <p>Structure:</p> <ul style="list-style-type: none"> • Generally clear presentation but weak in structure and development of argument <p>Sources & Research:</p> <ul style="list-style-type: none"> • Limited use of sources • Attempts to support argument with relevant literature • Occasionally awkward and unconvincing |
| <p>Third Class (40-49%)</p> <p>III</p> | <p>Indicates an attempt to answer the question. The work may omit key details, or lack support for the arguments presented, but includes some relevant details. Work awarded this grade typically draws on a narrow range of sources, and may be based solely on lecture notes.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Understanding is basic • Analysis is limited <p>Understanding:</p> <ul style="list-style-type: none"> • Reflects a general knowledge but little detail • Analytical thought is minimally demonstrated <p>Structure:</p> <ul style="list-style-type: none"> • Adequate presentation but unclear and disorganised <p>Sources & Research:</p> <ul style="list-style-type: none"> • Coverage of basic material is sparse • Support of argument with relevant evidence is unsuccessful |
| | <p>A minimum of 40% must be achieved for a pass</p> |

| | |
|--------------------------------------|--|
| <p>F1 (30-39%)</p> | <p>Indicates that the work does not answer the question set, and/or contains minimal relevant information. The work may also be unstructured and incoherent.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Incomplete and/or inaccurate work • Unsystematic <p>Understanding:</p> <ul style="list-style-type: none"> • Poor understanding • Significant inaccuracies • Little to no analysis • Lack of clarity <p>Structure:</p> <ul style="list-style-type: none"> • Argument is disorganized • General lack of coherency • Fails to meet length requirement • Poor use of style guidelines <p>Sources & Research:</p> <ul style="list-style-type: none"> • Minimal or inappropriate use of sources • Evidence is not provided to support argument |
| <p>F2 (0-29%)</p> | <p>Indicates the work has completely misunderstood the question, or has made no attempt to use relevant material.</p> <p>Overall:</p> <ul style="list-style-type: none"> • Incomplete and/or inaccurate work • Unsystematic <p>Understanding:</p> <ul style="list-style-type: none"> • Little or no knowledge demonstrated • Little or no analysis • Inaccurate and/or unclear <p>Structure:</p> <ul style="list-style-type: none"> • Disorganised and unclear |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Incoherent answer or none discernable • Unacceptably brief <p>Sources & Research:</p> <ul style="list-style-type: none"> • Inappropriate and/or inaccurate use of sources/literature • Poor or no use of evidence to support argument |
|--|--|

5.2 Description of ECTS

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

5.3 QQI-NFQ Level

Under the [QQI-NFQ](#), the Irish National Framework of Qualifications, the undergraduate degree is a Level 8 qualification. For the full list of Modules with ECTS weighting, Learning Outcomes and a clear statement on graduate attributes that are achieved within the programme/learning outcomes please see 'Full module descriptors' starting from page 37.

All registered staff and students automatically have accounts in Blackboard.

If you are not enrolled in your modules check with your School Office to ensure you are timetabled for the modules. All data in Blackboard is based on the College timetabling systems and information taken from your student record on my.tcd.ie. Blackboard requires an active TCD computer account for access. For more information on access and enrolment issues visit the IT Services VLE [web page](#).

5.4 College Scholarships and Conventions

Scholars are elected annually in various subjects on the result of an examination held in January. In one of the most colourful events of the academic year, the names of those elected are formally announced by the Provost from the steps of the Examination Hall on the Monday of Trinity Week.

Scholars are entitled to free Commons (meals in the dining hall) and free rooms in College. They also receive an allowance and are exempt from paying fees.

Candidates must give notice of their intention to take the scholarship examination on the prescribed form. For specific dates and information, please visit this [link](#).

The traditional time to sit the scholarship examination is in the Senior Fresh Year. The objective of the foundation scholarship examinations is to identify students who, at a level of evaluation appropriate to the Senior Fresh year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; to demonstrate rigorous and informed critical thought; and, in appropriate disciplines, to demonstrate a highly-developed ability to solve problems and apply knowledge. As such, the types of questions found in the scholarship examination differ from those found in the annual examinations. The format of the exams is available from the Calendar and further information is available from a full-time staff member, currently Prof. A. Grieser?. A meeting will be called for SF students interested at the beginning of Michaelmas Term.

Candidates are examined in two papers: one three-hour paper and one 1.5-hour paper (the general paper). The three-hour paper accounts for 70 per cent of the total subject mark and the 1.5-hour paper accounts for 30 per cent of the total subject mark. The details may change for 2020-21 to reflect changes in the programme architecture.

5.5 Timetable

Your timetable will be available in your student portal at <https://my.tcd.ie/>. It is also available on the relevant undergraduate course page on the website: <https://www.tcd.ie/religion/>

6. Presenting and Submitting Your Work

6.1 Writing Essays

Learning to write clear, succinct, and well-structured essays is an important part of your education. You should also learn to adhere to the prescribed word-limit. A lecturer may penalise your work if it is too short and may refuse to read material greatly beyond the word limit. Essays will be assessed on the basis of content, logical structure, spelling, grammar and presentation. All essays must be typed or word-processed.

6.2 Referencing

As you write your essays and/or dissertation, you will frequently refer to other people's work and will sometimes quote passages word for word. In this way you show that you are engaging carefully with the material you are reading. When in your essay you quote somebody or refer to something that they have said, you are required to acknowledge your source. This acknowledgement may take the form of either footnotes or endnotes. Footnotes appear at the bottom of each page. Endnotes appear together at the end of your essay. You must also include a bibliography at the end of your essay listing all the works that you have consulted, including internet sites. Please adhere to the Chicago Manual of Style.

Referring to the Bible

We recommend that you use either the RSV or the NRSV version of the Bible. Students taking the language courses will find the RSV more useful since it is a more literal translation than the NRSV.

When referring to the Bible, you do not need to use footnotes or endnotes. Biblical references normally go in brackets in the body of your text. You should use the abbreviations of Biblical books as found in the RSV and

NRSV translations. The punctuation of Biblical references should be as follows. The Book of Genesis, chapter 1, verse 1 should be written as 'Gen. 1:1'. If you wish to refer to a passage of several verses, then write, for example, 'Gen. 1:1-5'.

Foot/Endnotes

With the exception of Biblical references, all other acknowledgements should take the form of either footnotes or endnotes.

Notes of either kind should take the following form:

For books

Full Name, *Title of book* (Place of publication: publisher, year), particular page number(s) referred to.

Examples:

Damien Keown, *Buddhism: A very short introduction* (Oxford: Oxford University Press, 2000), p. 67.

For articles in books

Full Name, "Title of article", in Name of Book Editor, ed., *Title of Book* (Place of publication: publisher, year), particular page number(s) referred to.

Example:

Paul Ricœur, "Hope as a Structure of Philosophical Systems", in Mark I. Wallace, ed., *Figuring the Sacred* (Minneapolis: Fortress, 1995), pp. 203-216.

For articles in journals

First name Surname, "Title of article", *Title of Journal*, volume number, issue number (year of publication) particular page number(s) referred to.

Example:

Christian Wiese, "Counterhistory, the 'religion of the future' and the emancipation of Jewish studies: the conflict between the 'Wissenschaft des Judentums' and liberal Protestantism, 1900 to 1933", *Jewish Studies Quarterly* 7, 4 (2000) p. 369.

You only need to give full information in the very first reference to a document. Thereafter you may abbreviate thus:

⁴Wiese, "Counterhistory", p. 83.

Bibliography

At the end of your essay you will be expected to list the books that you have consulted in a 'bibliography'. This list should be in **alphabetical order** of surname.

Noting or listing an internet resource

In a foot/endnote

First Name Surname of Author or Webmaster/Webmistress (if known), "Title of text", *heading of page*, full URL (date last accessed).

Sutherland, Liam T.: "A Brief Re-Examination of the Concept of Belief in the Study of Religion", The Religious Studies Project, <http://www.religiousstudiesproject.com/2013/05/15/a-brief-re-examination-of-the-concept-of-belief-in-the-study-of-religion-by-liam-t-sutherland/> (last accessed 23 September 2013).

In a bibliography

Surname, First Name of Author or Webmaster/Webmistress (if known). "Title of text", *heading of page*, full URL (date last accessed).

Example:

Sutherland, Liam T.: "A Brief Re-Examination of the Concept of Belief in the Study of Religion", The Religious StudiesProject, <http://www.religiousstudiesproject.com/2013/05/15/a-brief-re-examination-of-the-concept-of-belief-in-the-study-of-religion-by-liam-t-sutherland/> (last accessed 23 September 2013).

NB: Unless using an internet source *specifically allowed by the course lecturer*, use of internet sites is not permissible as bibliographical material.

For more detailed instructions and examples on how to quote, please refer to the Chicago Manual of Style Citation Quick Guide:

http://www.chicagomanualofstyle.org/tools_citationguide.html

6.3 Essay Submission

Essays are to be submitted electronically and in hard copy, according to the lecturer's requirements, by the date and time stated on the essay assignment. The essay should include detailed references (either in-text, or endnotes, or footnotes) and a bibliography laid out in alphabetical order. Your pages should be A4 size, numbered, and your typing double-spaced. Correct spelling (consistently either English or American), grammar and clear presentation are essential.

All hard copy essays must be submitted to the School Undergraduate Office (Room G8) by noon on the specified date. Every essay must include the appropriate cover-sheet and delivered into the School Undergraduate Office. The cover-sheet includes a Declaration concerning plagiarism, so all cover-sheets must be signed. Copies of cover-sheets can be downloaded on the [webpage](#).

An electronic copy must also be submitted by the deadline through TurnItIn via the College VLE (Blackboard) using your Trinity IT account username and password. If you are unclear as to how to do this please talk to your lecturer.

If you hand your essay in after the due date without an extension, it will still be accepted up to one week late with a loss of 10% of whatever mark is awarded. It will not be accepted after the lapse of one week. If you require an extension, contact your college tutor who will need to liaise with your head of year. Remember that if you do not hand in your essays you also risk being returned as non-satisfactory for courses. If this happens over two terms, the School may ask for you to be barred from taking the examinations. Remember also that since the essays count towards your final mark your grades will suffer if you fail to submit them.

6.4 Returning Essays

Lecturers will make arrangements with students to return essays and give feedback. It is College policy that feedback to undergraduates is given within 20 working days. If, in exceptional circumstances, this is not possible, an alternative timing will be agreed upon with the students by the individual lecturer.

6.5 Essay Extensions

Essay extensions are granted by your Head of Year and only in cases of medical or personal emergencies.

6.6 skills 4 study (Help with writing your essay).

TCD's Local Homepage, under "For Students" in the right hand margin, you will find a link to "[skills4study](#)". This service provides instruction for students who require guidance and further education when writing academic essays. Taking the essay writing classes offered by College is an excellent investment for all students.

6.7 Dissertation - Senior Sophister Dissertations

Senior Sophister students take four modules – two in each half-year or semester chosen from the modules on offer in that year. In addition, they also write a **dissertation** of 15,000 words in length.

The subject of the dissertation should be discussed with the potential supervisor before or in Semester B of the Junior Sophister year. Once a topic is agreed upon, a dissertation proposal should be drawn up comprising - a title, a provisional chapter structure and an indicative Bibliography of 3-5 titles. The dissertation proposal should be submitted to the Head of JS year by the end of the first week of April. In consultation with the supervisor in the Loyola Institute, the proposal will be agreed, and the students informed by the end of April.

Supervision: writing and researching your dissertation

Students meet with their supervisor for approximately five tutorial sessions during the course of work on their dissertation. The role of the supervisor is to give general guidance and direction to structuring and organising research and students should not anticipate that supervisors act as a type editor. For feedback on dissertations plan to have drafts of chapters to your supervisor well in advance of the final submission deadline.

Length of your dissertation

The dissertation should not exceed 15,000 words in length inclusive of footnotes. A key part of writing a dissertation is learning to present an argument precisely and succinctly. On the other hand, if you produce a dissertation that is significantly below 15,000 words, you may be penalised on the ground that you have invested insufficient time and effort in it.

Submitting your dissertation

Due date. Dissertations are to be submitted to the Programme Executive Officer, by Wednesday ~~14th March,~~ **7th April, 2021 by 12 noon**

Covering page. The cover page of the dissertation should include the following:

Main Title
Subtitle
Student's name
Senior Sophister Dissertation presented to
The Loyola Institute
Trinity College Dublin

Supervisor: Supervisor's name

Date:

On the first page you should make and sign the following declaration:

“I [Name] hereby declare that this dissertation is entirely my own work.”

Binding. Two soft-bound copies of the dissertation are to be submitted, one to be sent to the external examiner, the other for the supervisor and internal examiner.

7. Research Ethics

Trinity College Dublin and the School of Religion’s research community takes great care to ensure that our research activities follow best ethical practice in their design, content and conduct. Staff and students are required to follow College policies, maintain appropriate ethical standards in their research, and adhere to current data protection policies such as the General Data Protection Regulation (GDPR). Visit [Research Ethics](#) on the School website for details of procedures, forms and deadlines.

To review the College’s full “Policy on Good Research Practice”, follow this [link](#).

8. Plagiarism

Whenever you draw on another person's work, you are required to acknowledge your source. Failure to do so exposes you to the accusation of passing off someone else’s work as your own. This is called ‘plagiarism’. The University [Calendar](#) states that this is "a major offence, and subject to the disciplinary procedures of the University". As your essays count towards your final mark, plagiarism in your essays is considered the equivalent of cheating in an examination, a major offence for which you may be expelled.

Plagiarism results from either deliberately using the work of another without proper acknowledgement, or from lack of care in acknowledgements. All quotations and paraphrases of other people's work must be properly referenced to avoid the charge of plagiarism. This includes the work of other students and internet sites. If you use another student's essay notes without acknowledgement, both you and the author of the notes might be charged with plagiarism. To properly reference material taken from an internet site, you should give the full URL of the page.

In order to support students in understanding what plagiarism is and how you can avoid it, the University has created an [online central repository](#) to consolidate all information and resources on plagiarism. The central

repository is being hosted by the Library and is located at <http://tcd-ie.libguides.com/plagiarism>. It is very important that you familiarise yourself with this information.

In addition you **MUST** complete the online tutorial 'Ready, Steady, Write'. This will give you guidance on how to avoid plagiarism. In addition, every time you submit an assessment it must be accompanied by a Cover Sheet which includes the following declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the [University Calendar, Part II](#) for the current year.

I have also completed the Online Tutorial on avoiding plagiarism '[Ready, Steady, Write](#)'.

We ask you therefore to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at https://www.tcd.ie/library/support/plagiarism/story_html5.html. You should also familiarize yourself with the 2018-19 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <https://tcd-ie.libguides.com/plagiarism/ready-steady-write>. **Completing the tutorial is compulsory for all students.**
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your Course-Co-ordinator or your Lecturer if you are unsure about any aspect of plagiarism.

9. Undergraduate Appeals Process

The Appeals Process is outlined in the Trinity College Calendar, Part 11, Undergraduate. All appeals should be heard first at School level. The grounds for appeal against the decision of Undergraduate Course Committees is outlined in the UG *Calendar* Part B. [General Regulations](#).

GENERAL INFORMATION

1. College Disability Service

The School of Religion welcomes applications from prospective students with disabilities, and endeavors to assist all students to realise their potential by offering a range of supports that include reasonable accommodations.

The [Disability Service](#) in Trinity College Dublin provides advice and support to students who disclose their disability prior to entry and whilst studying in College. Students with disabilities are encouraged to attend the College Open Day – usually in late November of the year preceding entry, or to contact the Disability Service to arrange a visit. We also encourage students with disabilities to register with the Disability Service, in order to seek supports and facilitate participation in their course, at the beginning of the academic year. Students who do not disclose a disability cannot avail of reasonable accommodations and cannot claim that they have been discriminated against (on grounds of disability), if they have not disclosed a disability. For further information, or to discuss the supports that are available please contact the Disability Service at disab@tcd.ie or visit <https://www.tcd.ie/disability/>

2. Links to University Policies

[UG Student Learning Development](#)

[Student Complaints](#)

[Dignity and Respect Policy](#)

[Data protection](#)

3. Student Support Services

There is a range of services to turn to for advice and support should you need there at any stage of your studies. The main services are outlined below, and you will receive more information on what the various services provide at orientation. For a general list of all Student Support Services, visit the website: <https://www.tcd.ie/students/supports-services/> or download the leaflet here: [Student Support Services](#) booklet.

Student-facing module:

We thought we should bring the following student-facing module '[Learning to Learn Online in Trinity](#)' to your attention. The pedagogically-led module has been developed to prepare and support students in Trinity (both undergraduate and postgraduate) with the transition to hybrid learning at Trinity this academic year.

Registered students can self-enrol on Blackboard for the module.

The module is structured thematically across four blocks and three of these are now available.

Block 1. Getting Started for Learning Online

Block 2. Working Together Online

Block 3. Creating your Study Routine

Block 4. Preparing for Assessments

3.1 Undergraduate Advisory Service

The [Undergraduate Advisory Service](#) is a unique and confidential service available to all registered students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

3.2 Tutors

Trinity College is the only university in Ireland to operate what is known as the tutorial system. All registered undergraduate students are allocated a Tutor when starting in College. Your Tutor is a member of the academic staff who is appointed to look after the general welfare and developments of all students in his/her care. You can contact your tutor about anything and they will either offer advice or will be in a position to refer you to a more appropriate colleague in college. Details of your tutor can be found on your [TCD Portal](#). You should ensure that you meet with your Tutor at the beginning of the year to introduce yourself.

3.3 Mature Student Supports

The [Mature Student Office](#) in Trinity College is part of the **[Trinity Access Programmes \(TAP\)](#)**. They are located in Goldsmith Hall, right beside Pearse Street Dart Station. The Mature Student Office provides advice and support to both prospective and current undergraduate mature students. They are always interested in meeting prospective students and are happy to provide information to mature student groups in Colleges of Further Education or other organisations.

3.4 S2S (Student 2 Student)

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Freshers' Week and they'll make sure you know other people in your course before your classes even start. They will keep in regular touch with you throughout your first year and invite you to events on and off campus. They'll also give you useful information about your course and what to look out for. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you. S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

<http://student2student.tcd.ie>, E-mail: student2student@tcd.ie, Phone: + 353 1 896 2438

3.5 Heads of Year

The Loyola Institute also appoints a Year Head for each year. This person, who is a member of the School's staff, monitors your progress and is available for consultation should you have any difficulties with your studies.

SS Dr. Michael Kirwan

3.6 Academic Staff

The teaching style of our institute is interactive. You are welcome to ask questions in class and to take part in discussions.

The lecturers in the institute are all approachable people who welcome the opportunity to meet their students.

The times at which lecturers are available to students in their offices will be communicated by the lecturer.

Do not allow problems with a course or with your studies in general to build up. Go to see your Head of Year, and meet with your College Tutor. Remember too that confidential help with personal problems is available for all students through the Student Counselling Service.

3.7 Staff - Student Meetings

The lecturers are all approachable people who welcome the opportunity to meet their students. The times at which lecturers are available to students in their offices are posted on the School notice board and on each lecturer's door. If these times clash with your other class times, simply make an appointment with the lecturer for another time.

3.8 Student Union (TCDSU)

The [Students' Union](#) is run for students by students. They represent you at college level. As a student of Trinity College, you are automatically a member of TCDSU. Remember – they work for you, so if you think they should be focusing on a particular issue, get in touch.

The Students' Union is a vital resource for Trinity students. It is the place to go if you have a problem in College - it has information on accommodation, jobs, campaigns, as well as information pertaining to education and welfare. The website also contains contact details for each Sabbatical Officer.

3.9 Student Representatives

Student representatives are available for each year of the undergraduate course for Single Honor and TSM students. Year Heads offer the opportunity for students to talk about the curriculum, the degree, and matters of particular concern to the student body. If you have an issue that you would like to raise, tell the appropriate student representative about it. On the School of Religion Executive Committee, the student convenor elected for 2020/2021

4. Resources

4.1 Books and the Library

Experience shows that students who adopt a good routine of personal reading and study throughout the year are the ones who succeed. Reliance on class notes alone is not adequate for the standard expected in an honors degree programme.

You are expected to buy a certain number of books. You will need a Bible; the School recommends that you use the RSV or NRSV version. Before deciding what books to buy, ask your course lecturers for advice. For most of your reading, however, you will be using the College Library. Apart from lectures, the library is arguably the most important resource within College for Arts students.

4.2 Computer Facilities

It is in your interest to learn to type as soon as possible and to familiarise yourself with the computer facilities available to you in College.

Computers available to undergraduate students can be found at the following locations:

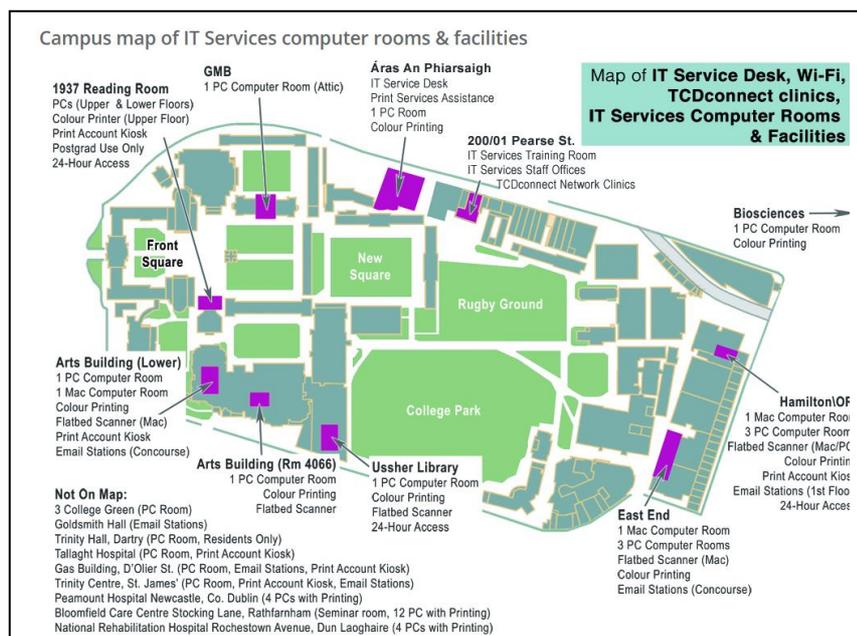
- Arts Building, lower ground floor, Beckett Rooms 1 and 2
- Áras an Phiarsaigh, beside the Players Theatre
- 201 Pearse Street (PCs only), to the right of Áras an Phiarsaigh
- "The Arches", under the railway line in the northeast corner of College
- The Hamilton Building, at the Westland Row end of College

When you register, you will be given a login ID and a password, both of which you will need to access the College computers. You will also be given, free of charge, an e-mail account. Brief starter courses in computer use will be offered during the week of registration.

Every student will also be provided with personal file storage. This means that you can save material on the College network. You can then access this material on any computer in any of the above locations. Anything you save on your personal file storage can be opened only with your password.

Any problems you have with computers should be brought to the attention of the College's Information Systems Services (IS Services). Their help desk is

in Áras an Phiarsaigh and they can be reached by phone at Ext. 2000 or at 8962000 if you are phoning from outside College). An IS Services Handbook is available from the Help Desk.



4.3 Data Protection

Trinity College Dublin uses personal data relating to students for a variety of purposes. They are careful to comply with relevant obligations under data protection laws and have prepared this [short guide](#) to ensure you understand how they obtain, use and disclose student data in the course of performing University functions and services. The guidance note is intended to supplement the University's.

4.4 Public Lectures

The Loyola Institute has a lively tradition of public lectures, which are frequently delivered by distinguished international scholars. Attendance at these lectures is free of charge to all students of Trinity College, who are strongly encouraged to take advantage of them.

4.5 The Weingreen Museum

The Weingreen Museum of Biblical Antiquities is named in honour of its founder Professor Jacob Weingreen. It received its present title in 1977 in recognition of Professor Weingreen's contribution to the creation of the museum. Professor Weingreen was Erasmus Smith's Professor of Hebrew at Trinity College Dublin between 1939 and 1979. He excavated in the Near East and maintained contact with archaeologists who donated pieces to the Museum. Professor Weingreen was the author of the Hebrew grammar textbook that is still recognized as the standard teaching work on the subject.

The museum's collection consists of pottery and other artefacts from the ancient Near East: items from ancient Israel, Egypt and Babylon, Greek and Roman coins, Roman lamps, for example. The museum exists to further scholarly research and teaching. Visiting scholars, school parties, and members of the public, are welcome to visit, by appointment, during teaching term. The Weingreen Museum is located on the 5th Level of the Arts Building, in Room 5036. Applications should be made in writing to the Curator of the Weingreen Museum, Dr Zuleika Rodgers.

5. Careers

Link to careers office <https://www.tcd.ie/Careers>

Students can make an appointment with a Careers Advisor through [MyCareer](#). To avail of this service please login to MyCareer with your Trinity student name and password, update your profile and you can then book an appointment.

The School of Religion Careers Advisor, is Ms [Orlaith Tunney](#), e-mail: tunneyo@tcd.ie.

6. Clubs and Societies

It is not all about study – we hope you will enjoy your time outside the classroom too and participate in university life as fully as possible.

You can find a list of clubs and societies on the main College [website](#)

[Clubs and Societies](#)

[Sports Centre](#)

7. Study Abroad / International Study

16.1 Visiting Students at Trinity

Visiting students attending modules for JF, SF, and JS years are assessed in one of two ways: (1) identical to the assessment structure of non-visiting students; or (2) in a manner agreed by the individual lecture.

7.2 Trinity students abroad: Erasmus and International Exchanges

Students can apply for the international exchanges that Trinity offers on a competitive basis to spend their JS year at a University in Canada, the US, Australia or Asia. Students undertaking an approved exchange are normally expected to achieve a minimum grade of second class (first division) in the Senior Fresh annual examination for an exchange. Students who are required to take supplemental assessments may participate in the exchange at the discretion of the Institute.

The University of Glasgow, Scotland

Our School is linked with the Faculty of Divinity and the [Department of Theology and Religious Studies](#) at the University of Glasgow, one of Scotland's oldest medieval universities.

The Catholic University of Leuven, Belgium

Our School has established both a student exchange and a teaching exchange with the [Faculty of Catholic Theology](#) in Leuven. This represents a genuine opportunity for our students. It allows students to travel to the Continent and experience a different climate of studying theology without having to master a foreign language—the lectures are conducted in English. Moreover, the Faculty of Theology in Leuven has a long-established, worldwide reputation. Major theologians from Erasmus to Gutiérrez have studied or worked there. The international English-language programmes of Theology attract students from all over the world. The Faculty employs almost 40 full-time members of staff, covering all major aspects of the theological and exegetical fields. The theology library is one of the finest in Europe, subscribing to more than 1,000 journals, with more than one million books on theology. Leuven itself is a beautiful medieval town in the heart of Europe. For further information, see: <http://www.theo.kuleuven.ac.be/en/d>.

The Loyola Institute has also initiated an Erasmus Agreement with the Faculty of Theology at the Nicolaus Copernicus University in Toruń, Poland. Staff exchange has taken place. Student exchange is also possible. Students can apply for the international exchanges that Trinity offers on a competitive basis to spend their JS year at a University in Canada, the US, Australia or Asia.

8. [Graduation](#)

Following the Court of Examiners, the University's decision to award a degree must be processed and ratified at different committee levels, and you should not expect to be commenced within at least two months of a Court decision. All queries about your Commencement, following the Court of Examiners, must be addressed to the Academic Registry. Remember that TCD will contact you at the home address that you provided at registration. Any change of address must be notified to TCD on completion of the course. Please note: you may not graduate until all outstanding fees and charges (including library charges) have been paid.

9. Feedback and Evaluation

Much of this Handbook is taken up with rules and procedural requirements. This is unavoidable if we are to ensure that the School of Religion courses are well-structured and that the degree you obtain is of real value. But the experience of undergraduates study should be richer than the mere passing of assessment requirements, and the School of Religion encourages you to participate in our continuing efforts to improve our procedures as the year advances and to make an evaluation of your experience at the end. Your suggestions on every aspect of the programme will be invited throughout the year.

At the end of each semester, you will be asked to complete an assessment of each of the modules that you have undertaken. The information that you supply is invaluable to staff in the further development of the School of Religion.

You may also be asked to take part in an online survey conducted by the Faculty of Arts, Humanities and Social Sciences. Please note that in any official survey you will remain anonymous, and your assessment of your experience in the School of Religion – whether positive, negative or both – is fed into a structured assessment of teaching and learning.

Of course, you do not have to wait for these formal assessments to take place: staff are available at regular office hours (posted on their office doors at the start of the year) and they welcome your concerns and suggestions. Your class will also elect a class representative, who will be able to articulate your concerns through the appropriate channels.

10. Emergency Procedure

In the event of an emergency, **dial Security Services on extension 1999**. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

11. Health and Safety

Health, Safety and Welfare at work are of crucial importance throughout Trinity College and the School of Religion is committed to upholding the College's Health, Safety and Welfare policies.

The School also recognises and will ensure compliance with the requirements of the Safety, Health and Welfare at Work Act 2005; associated legislation made under the Act, and the College Safety Statement and College Policies and Codes of Practice documents. The Act requires that precautions are taken, as far as is reasonably practicable, to avoid endangering oneself or others by our actions / activities. All reasonable steps will be taken to ensure that the health, safety and welfare of all persons – be they staff, students or others – will not be put at risk. A copy of the School Health and Safety Statement is available from the School Office.

It is our collective responsibility to keep up-to-date with the latest COVID secure measures introduced by Government and any advice issued as a result.

Please refer to the relevant legislation, guidance and advice available on the College COVID-19 website (<http://www.tcd.ie/about/coronavirus>) and the Health and Safety Authority www.hsa.ie.

12. Key Dates - Academic Year 2020-2021

The academic year is divided into two semesters. Each semester is of 12 weeks' duration. Week 7 in each semester is designated as Reading Week.

Semester A (Michaelmas Term): Begins Monday the 5th of October 2020 and concludes Friday the 18th of December 2020. Study / Review Week begins Monday the 9th of November 2020. Revision Week begins Monday the 4th of January 2021.

Semester B (Hilary Term): Begins Monday the 1st February 2021 and concludes Friday the 23rd of April 2021. Study / Review Week begins Monday the 15th of March 2021. Revision Week begins Monday the 3rd May 2021.

Key dates for the course are posted on the relevant course page on the website:

<https://www.tcd.ie/religion/>. Submission deadlines for coursework will be provided by your module coordinator and can be found in the syllabus.

12.1 Key Contacts

Head of School – Siobhan Garrigan

garrigs@tcd.ie

+353 (0)1 896 4794

School Manager – Aideen Woods:

aidwoods@tcd.ie +353 (0)1 896 4778

Director of Teaching and Learning - Undergraduate – Jacob Erickson

lhogan2@tcd.ie

+353 (0) 1896 4796

Full-time Staff Members

Dr Cornelius J. Casey (Associate Director):

Email: cocasey@tcd.ie; Ext.4789

Dr Jacob Erickson (Assistant Professor of Theological Ethics)

Email: erickson@tcd.ie; Ext 4797

Prof. Siobhán Garrigan (Loyola Chair in Catholic Theology/Head of School, School of Religion)

Email: garrigs@tcd.ie; Ext.4794

Dr Michael Kirwan (Director of the Loyola Institute/Assistant Professor of Systematic Theology):

Email: kirwanjm@tcd.ie; Ext.4791

Dr David Shepherd (Assistant Professor of Hebrew Bible):

Email: shepherd@tcd.ie; Ext.4796

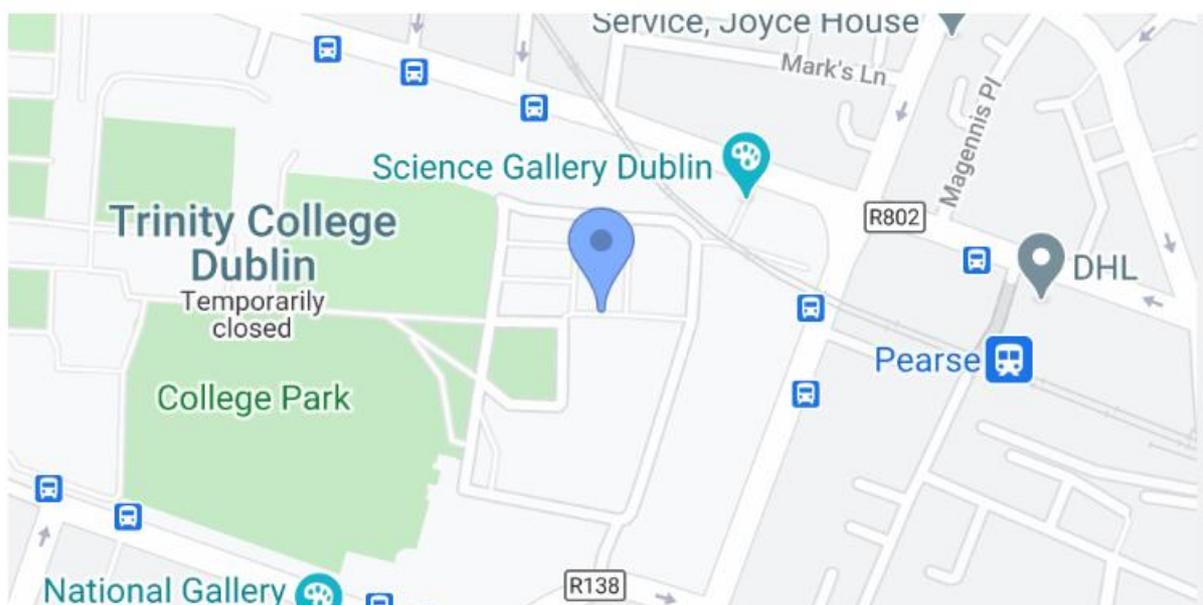
Administration: Jane Welch, Executive Officer, Email: jwelch@tcd.ie; Ext.1297

[View our Dublin location and get driving/walking directions here.](#)

Please see the following [link](#) to [Academic](#) and Professional / [Administrative](#) staff within the School.

12.2 Key Locations and Opening Hours

The School of Religion is located in the ISE/Loyola Building, East camp. All academic staff have their offices in the building, and the School Office is also located there on the Ground Floor, Room G0.08.



[View on campus map](#)

Opening Hours

ISE-LI building: Access will be swipe card only and will be restricted to normal office hours. Currently a standard 9.00 a.m. – 5.30 p.m. working day i.e. Monday - Thursday is planned and 9.00 a.m. – 5.00 p.m. (each Friday). The School will remain open on Monday and Thursday evenings until 9.30 p.m. to accommodate the delivery of the School's Dublin based Evening Postgraduate programmes. Any changes to the opening and closing times will be notified by e-mail.

Please note students are not permitted to remain in the building outside normal office hours unless attending a lecture, seminar or event which has been scheduled by a staff member.

MODULE DESCRIPTORS

Optional Modules:

IV Senior Sophister

Advanced Topics in Scripture and Exegesis (The Hebrew Bible and its Afterlives) (Michaelmas Term)

| | |
|------------------|--|
| Theme: | Exploring Scripture and Exegesis//Biblical Studies |
| ECTS: | 5 |
| Module Code: | REU44133 |
| Contact Hours | 22 Hours |
| Mode of Delivery | Reading and discussion in a seminar setting |
| Lecturer: | Dr David Shepherd |

Module Description

The student will be introduced to a reading of texts from the Hebrew Bible and the afterlives of these texts within and beyond the biblical tradition. Critical scrutiny of the reception and interpretation of selected texts from antiquity to the present, in a diversity of religious traditions and in various media (including the visual and performing arts) will seek to illuminate how and why biblical traditions have been and continue to be reflected and refracted in various ways. Texts to be analysed may include Genesis 1-4, Exodus traditions relating to Moses, and/or those relating to the David cycle.

Indicative Bibliography:

- Britt, Brian, *Rewriting Moses: The Narrative Eclipse of the Text*. JSOT Supps 402. (London: T&T Clark, 2004).
Byron, John, *Cain and Abel in Text and Tradition: Jewish and Christian Interpretations of the First Sibling Rivalry*. Themes in Biblical Narrative. Leiden: E.J. Brill, 2011).
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). [In TCD Library]

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

- Demonstrate critical understanding of how artistic interpretations of the Old Testament relate to the biblical text
- Evaluate the influence of aesthetic trends and specific artistic influences on artistic representations of the Old Testament
- Analyze how religious contexts and institutions and socio-economic factors shape interpretations of the Old Testament in the Arts.
- Understand how intermediality shapes the interpretation of the Old Testament in the Arts.
- Reflect critically on scholarly discussion of the artistic interpretation of the Old Testament and express their own opinions briefly.
- Write an essay which reflects critical engagement with both the biblical and secondary literature.

Methods of Assessment and Student Workload:

Weekly critical reflections (totalling 1500 words) (35%) and essay (3000 words)
Advanced Topics in Systematic Theology (Michaelmas Term)

| | |
|------------------|---|
| Theme: | (Exploring) Systematic Theology |
| ECTS: | 10 |
| Module Code: | REU44043 |
| Contact Hours | 22 |
| Mode of Delivery | Reading and discussion in a seminar setting |
| Lecturer: | Dr Katie Dunne |

Module Description:

This is an advanced reading course in selected texts from the Christian tradition that have been, and remain, influential to theology. There will be careful critical and in-depth reading of selected texts. While the chief focus is on the reading and discussion of primary texts there will also be a complementary engagement with selected secondary commentary texts. In preparation for each lecture/seminar the student will have to read assigned texts and be prepared to participate in class discussion and critique.

Indicative Bibliography:

Bonhoeffer D., *The Cost of Discipleship*. Touchstone, 1995

Congar, Y., *True and False Reform in the Church*. Translated and Introduction by Paul Philibert, (Collegeville: Liturgical Press, 2011)

Johnson, E. A., *Ask the Beasts. Darwin and the God of Love*. Bloomsbury, 2014 O'Rourke, B., (trans), *Augustine, Confessions*. (London: Darton, Longman and Todd: 2013).

Wilkinson, J., *Egeria's Travels* Aris & Phillips, 1999

Learning Outcomes:

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

- Display an appreciation of selected texts from the Christian tradition, both ancient and modern.
- Read, value and critique selected primary texts and authors.
- Communicate with confidence, both orally and written, critical knowledge of primary texts and authors.

Methods of Assessment and Student Workload:

Continuous assessment – Essay (100%).

Advanced Topics in Theological Ethics: (Hilary Term)

| | |
|------------------|-------------------------------|
| Theme: | (Exploring) Systematic Ethics |
| ECTS: | 10 |
| Module Code: | REU44044 |
| Contact Hours | 22 Hours |
| Mode of Delivery | Lectures |
| Lecturer: | Jacob.J. Erickson |

Module Description:

Pope Francis's 2015 encyclical letter *Laudato Si': On Care for our Common Home* 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.

Indicative Bibliography:

Jenkins, W., *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity* (Georgetown University Press, 2013).

McDonagh, S., *On Care for our Common Home Laudato si'* (Maryknoll, NY: Orbis Press, 2016).

McFarland-Taylor, Sarah. *Green Sisters: A Spiritual Ecology* (Cambridge, MA: Harvard University Press, 2003).

Moe-Lobeda, C., *Resisting Structural Evil: Love as Ecological-Economic Vocation* (Minneapolis, MN: Fortress Press, 2013).

Squarzoni, P., *Climate Changed: A Personal Journey Through the Science* (New York: Abrams ComicArts, 2014).

Learning Outcomes:

- To articulate major features in the contemporary scientific understanding of global warming.
- To articulate and evaluate some key features in the field of religion and ecology.
- To evaluate the how ecological ethics theologically responds to global warming.
- Articulate your own theological response to global warming in conversation.

Methods of Assessment and Student Workload:

Continuous assessment.

***For other optional choices please refer to the relevant handbook as below:**

HE = Religions & Theology Module

https://www.tcd.ie/Religions_Theology/assets/pdf/Handbook%202015-16.pdf

EM = Irish School of Ecumenics

<https://www.tcd.ie/ise/postgraduate/>

NM = Near and Middle Eastern Studies: Introduction to Hebrew <https://www.tcd.ie/nmes/undergraduate/>

CL = Classics module

<https://www.tcd.ie/Classics/assets/pdf/ug/ClassicsUndergraduateHandbook2015-16.pdf>

****For module descriptors for other years please refer to the website:**

<http://www.tcd.ie/loyola-institute/undergraduate/>