

Introduction to Jewish-Christian Relations (TMM1257)

Module Level: 4

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To give students an understanding of the contemporary movement in Christian–Jewish dialogue.
- To examine the actual and potential impact of that dialogue upon Christian self-understanding, ministry and mission.
- To develop an understanding and appreciation for the study of Jewish-Christian relations through history and theology.

Content:

- An introductory overview of contemporary Judaism.
- An overview of the history of Jewish-Christian relations as seen through the lens of contemporary Christian-Jewish dialogue.
- An exploration of the potential impact of Christian-Jewish dialogue on Christian self-understandings, including biblical and theological interpretation.
- The significance of the Holocaust/Shoah to contemporary Jewish and Christian self-understandings, and also Zionism, the land and the State of Israel.

Learning Outcomes: By the end of this module students will be able to:

Subject knowledge [SSK 3]

Demonstrate a broad understanding of the contemporary movement in Jewish-Christian relations in the context of contemporary Judaism.

Articulate the significance of Christian-Jewish dialogue for Christian self-understanding, ministry and mission, and the questions to which this gives rise.

Subject Skills [SSS 1]

Recognise and evaluate how Christian-Jewish dialogue affects interpretations of biblical texts and Christian theological understanding.

Key Skills [KS 2, 3]

Engage in dialogue and communication in difference, evaluating the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.