

Who is Jesus? (TMM1641)

Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To deepen students' understanding of Jesus through consideration of historical and contemporary perspectives on him.

To give students an introduction to theological thinking, and excite in them a passion for this, through considering perspectives on Jesus.

To show students how particular Christian theologies exist within their historical, social and cultural contexts.

To encourage students to begin to integrate critical thinking about doctrine and history into their own spiritual formation and ministerial development.

Content:

Aspects of the life of Jesus and the depiction of Jesus in the gospels.

A range of theological perspectives on Jesus, historical (including those of the creeds) and contemporary, their contexts and development.

Consideration of issues of theological method in articulating a contemporary theological perspective on Jesus.

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

Subject Knowledge [SSK 2]

Investigate and describe competently several perspectives on Jesus, historical and contemporary, including aspects of their context and their development.

Articulate some methodological issues in giving an adequate contemporary theological account of Jesus.

Subject Skills [SSS 3]

Relate theological perspectives on Jesus to experience and

practice in the context of discipleship, mission and ministry, and communicate this accurately.

Key Skills [KS 1, 2, 3]

Identify, gather and evaluate source materials for a specific purpose.

Evaluate 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.