

Who is Jesus? (TMM1641)

Module Level:	4
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To deepen students' understanding of Jesus through consideration of historical and contemporary perspectives on him.</p> <p>To give students an introduction to theological thinking, and excite in them a passion for this, through considering perspectives on Jesus.</p> <p>To show students how particular Christian theologies exist within their historical, social and cultural contexts.</p> <p>To encourage students to begin to integrate critical thinking about doctrine and history into their own spiritual formation and ministerial development.</p>
Content:	<p>Aspects of the life of Jesus and the depiction of Jesus in the gospels.</p> <p>A range of theological perspectives on Jesus, historical (including those of the creeds) and contemporary, their contexts and development.</p> <p>Consideration of issues of theological method in articulating a contemporary theological perspective on Jesus.</p>
Learning Outcomes:	<p>By the end of this module students will be able to:</p> <p>Subject Knowledge [SSK 2]</p> <p>Investigate and describe competently several perspectives on Jesus, historical and contemporary, including aspects of their context and their development.</p> <p>Articulate some methodological issues in giving an adequate contemporary theological account of Jesus.</p> <p>Subject Skills [SSS 3]</p> <p>Relate theological perspectives on Jesus to experience and</p>

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.