

Introduction to Black Theology (TMM1657)

Module Level:	4
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To provide students with an introduction to the development of Black Theology in its various contexts</p> <p>To challenge ways of doing theology that exclude the context and experience of Black people</p> <p>To facilitate students' critical, theological reflection on intersectional identities: race, ethnicity, gender, class, sexuality.</p> <p>To encourage students to integrate critical thinking about Black Theology into their own faith and practice</p>
Content:	<p>An introduction to the development of Black Theology in various contexts, such as USA, UK, African and the Caribbean</p> <p>Methodologies, engagement with other disciplines and approaches to, for example, the Bible, Christian doctrine, spirituality and discipleship through the lens of Black Theology</p> <p>Exploration of how Black Theology can help students reflect critically on their own identity, faith and practice.</p>
Learning Outcomes:	By the end of this module students will be able to:

Subject Knowledge [SSK 2, 3]

Identify and describe competently key themes within Black Theology and its development

Discuss knowledgeably how Black Theology impacts identity, faith and practice

Subject Skills [SSS 3]

Reflect on experience and practice, including their own, in light of Black Theology

Key Skills [KS 1, 2, 3, 4]

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

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness and about their own beliefs, commitments and prejudices.

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

Recognise key issues in their own personal and professional development.

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: Students will be expected to demonstrate engagement with the subject matter and the learning outcomes throughout the module by suitable formative assessments that encourage integrative and reflective skills.

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.