

Biblical Perspectives on Social Justice and Equality (TMM1721)

Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination
of Modules: None

Aims: To enable students to understand some biblical conceptions of social justice and equality.

To enable students to make connections between biblical texts and current thinking on social justice and equality. This may make particular reference to one or more fields such as Community Development thinking.

To encourage students to explore what it means to work for social justice and equality by:

Celebrating the strengths, skills and assets in communities

Acknowledging and challenging inequalities, injustices and imbalances of power

Promoting human and civil rights and responsibilities

Content: This module offers:

An overview of biblical thinking on the themes of social justice and equality.

A recognition of the various approaches of contemporary biblical scholarship to the themes of social justice and equality, including particular engagement with socio-political reading of the texts.

An in-depth engagement with particular biblical texts.

An exploration of some contemporary thinking on social justice and equality, and the connections to be made with biblical texts.

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

Subject Specific Knowledge [SSK 1]

Discuss intelligently diverse Old and New Testament texts addressing issues of social justice and equality, and relate them to church and community contexts.

Demonstrate a knowledge of principles of social justice and equality and some concepts, methods and skills associated with reading the Bible with socio-political awareness.

Subject Specific Skills [SSS 1]

Identify the context and genre of selected biblical texts addressing issues of social justice and equality, and comment intelligently on their significance and use for Christian disciples engaging with communities in a contemporary context.

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'

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

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