

The Bible and Christian Faith (TMM3851)

Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To enable students to understand and engage critically with a variety of hermeneutical approaches to the Bible.

To enable students to relate the Bible to a range of situations in the church and world.

To help students embrace a readiness to respond to specific biblical interpretations with both sympathy and critical discernment.

Content:

The study of a number of hermeneutical approaches to the Bible, ranging from those concerned with the world behind the text (historical criticism), those oriented to the world of the text (literary approaches), and those that recognize the influence of the world in front of the text (the role of readers).

Exploration of how the Bible (both Old and New Testaments) can be related to the contemporary world.

Learning Outcomes:

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

Subject Specific Knowledge [BA SSK 1, 2, 4] [Graduate Cert SSK 1, 2] [Graduate Dip SSK 2]

Discuss, informed by the methodologies and findings of current research and scholarship, a range of hermeneutical approaches to the Bible.

Give a critical, coherent and detailed account of a range of approaches to relating the Bible to the Christian faith and to contemporary situations, engaging with the questions and issues that this raises.

Subject Specific Skills [SSS 1, 3] [Graduate Cert/ Dip SSS 2]

Apply and critically evaluate different approaches to relating the Bible to the Christian faith.

Exercise sound judgment in using the Bible in reflection on complex situations in the church and world, communicating with relevance, rigour, creativity and sensitivity.

Key Skills [BA/ Graduate Cert/Dip KS 1, 2]

Identify, gather, analyse and critically evaluate textual source materials, including material from primary sources and scholarly research, and communicate their findings with clarity and fairness.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices.

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| 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. |