

Intersectional Theologies: Identities, Power and Praxis (TMM3931)

Module Level:	6
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM3837 Intersectional Theologies

Aims: To enable students to explore concepts of intersectionality and engage with intersectional theories from a range of disciplines.

To provide students with the opportunity to critically evaluate a range of intersectional theologies from a diversity of global contexts.

To help students develop intersectional theological frameworks that can be an effective analytical tool for discipleship, ministry and mission.

Content: This interdisciplinary module will place theology in dialogue with intersectional theories from other disciplines such as social sciences, historical studies, literature, and art.

It will explore the development of theologies that take account of complex identities (such as ethnicity, gender, sexuality and class), contexts, social structures and dynamics of power.

While attending to initial theories of intersectionality that have emerged from a range of global contexts, and subsequent theological reflections, this module seeks to explore and develop intersectional theologies appropriate to contemporary UK contexts.

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

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

Give a coherent and detailed account of two or more issues in intersectional theologies.

Critically assess the impact of intersectionality on theology.

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

Critically evaluate the contribution of intersectional theologies to Christian discipleship, mission and ministry.

Apply an intersectional theological framework to their own Christian beliefs and faith practices, and those of others.

Key Skills [BA KS 1, 2, 4] [Graduate Cert KS 1, 2, 3 / Grad Dip KS 1, 2, 4]

Identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, 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.

Take responsibility for 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:	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.