

MODULE CODE: HPPD7006
TITLE: Christianity: Texts and Traditions
DATED: 13/07/2017

LEVEL: 7
CREDITS: 30

JACS CODE: V627

AIM(S)

- To provide a critical overview of the formation, transmission and interpretation of the New Testament writings.
- To apply traditional and contemporary critical hermeneutical principles to a range of selected texts from Christian texts and traditions.
- To examine the major themes of Christian theology in their historical and religio-cultural contexts, and their impact on interfaith encounters.
- To evaluate the role of Christian texts, movements and theological approaches in interfaith dialogue.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- offer an informed and critical account of the main themes and characteristics of the New Testament (especially the Gospels, the letters of Paul, and the Book of Revelation);
- evaluate the usefulness and relevance of a range of interpretative tools and strategies in illuminating the meaning of Christian texts and traditions, particularly with reference to interfaith engagement;
- assess the contribution of key theologians and movements in the development of Christian theology, including theological approaches to interfaith dialogue;
- analyse hermeneutical approaches to Christian texts and traditions in interfaith dialogue.

INDICATIVE CONTENT

- The nature and purpose of the four canonical Gospels, the Book of Acts, the letters of Paul, and the Book of Revelation.
- The historical, political and cultural contexts that led to the formation of the New Testament writings, as well as the reception of the Jewish Scriptures in the New Testament.
- Critical methods and approaches to the study of Christian texts and traditions.
- Central Christian doctrines, as set out in the Nicene Creed and the Chalcedonian Definition, together with the principal tenets that characterize the main Christian denominations.
- Important epochs in Church history, including Early Christianity, the age of Constantine, the Reformation, and the Enlightenment.

- Examination of the distinctive features of Christianity (e.g. its concept of a Church, its creedal doctrines, its central rites) and those aspects (e.g., ethics, social influence, spirituality) which invite comparison with other faiths.
- The diversity of Christianity in a variety of contextual settings and how this impacts on interfaith dialogue and engagement.
- The contribution of Christian texts and traditions to Jewish-Christian dialogue and interfaith relations more broadly defined.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300 hours	100%

ASSESSMENT

Assessment Component 1 – 40%

Coursework: Textual Analysis (3000 words).

Example of the type of question or task that could be used:

Present a critical analysis of John 8 from an interfaith perspective.

Assessment Component 2 – 60%

Coursework: Essay (4500 words).

Example of the type of question or task that could be used:

Evaluate the opportunities for and challenges to interfaith dialogue posed by the reception of the Jewish Scriptures in the Christian Scriptures.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No

If yes please provide brief details (no more than 100 words):

The module contributes to the sustainability agenda in its broadest sense by encouraging students to think about the skills they require to solve their academic questions. These are transferable skills which assist in nurturing critical and creative thinking. As such the module is focused on meeting the immediate academic needs of the students while also equipping them to think critically and solve problems in an unknown future. These include skills which relate specifically to issues associated with interfaith and intra-faith dialogues, which are built through a process of analysis and reflection, including during the assessment process for this module, along with in-seminar discussions.

READING LIST

Module Code	HPPD7006	
Module Title	Christianity: Texts and Traditions	
Classification	Reading List entry	Electronic*
Essential	Crossley, James, <i>Reading the New Testament: Contemporary Approaches</i> (London: Routledge, 2010).	☐
Essential	Higton, Mike, <i>SCM Core Text: Christian Doctrine</i> (London: SCM, 2008).	☐
Essential	Ludlow, M., <i>The Early Church</i> (London: I.B. Tauris, 2009).	☐
Essential	Migliore, Daniel, <i>Faith Seeking Understanding: An Introduction to Christian Theology</i> (2 nd edition; Grand Rapids: Eerdmans, 2004).	☐
Essential	Moyise, Steve, <i>Evoking Scripture: Seeing the Old Testament in the New</i> (London: T&T Clark, 2008).	☐
Essential	Race, Alan and Paul Hedges, <i>Christian Approaches to Other Faiths</i> (London: SCM, 2008).	☐
Recommended	Adams, Edward, <i>Parallel Lives of Jesus: A Guide to the Four Gospels</i> (Louisville: Westminster John Knox Press, 2011).	☐
Recommended	Barnes, Michael, <i>Theology and the Dialogue of Religions</i> (Cambridge: Cambridge University Press, 2002).	☐
Recommended	Barnes, M., <i>Interreligious Learning: Dialogue, Spirituality and the Christian Imagination</i> (Cambridge: CUP, 2012).	☐
Recommended	Barton, John, <i>The Oxford Bible Commentary</i> (Oxford: Oxford University Press, 2001).	☐
Recommended	Boxall, Ian, <i>SCM Study Guide: The Books of the New Testament</i> (London: SCM, 2007).	☐
Recommended	Boxall, Ian, <i>SCM Study Guide: New Testament Interpretation</i> (London: SCM, 2007).	☐
Recommended	Brockman, D.R. and R.L.F. Habito (eds.), <i>The Gospel among Religions: Christian Ministry, Theology and Spirituality in a Multifaith World</i> (Maryknoll: Orbis, 2010).	☐
Recommended	Cornille, Catherine., <i>The Im-Possibility of Interreligious Dialogue</i> (New York: Crossroad, 2008).	☐
Recommended	Cornille, Catherine (ed.), <i>The Wiley-Blackwell Companion to Interreligious Dialogue</i> (Chichester: Wiley-Blackwell, 2013).	☐
Recommended	Crisp, O. and F. Sanders (eds.), <i>Christology: Ancient and Modern</i> (Grand Rapids: Zondervan, 2013).	☐
Recommended	Davis, Ellen F. and Richard B. Hays (eds.), <i>The Art of Reading Scripture</i> (Grand Rapids: Eerdmans, 2003).	☐
Recommended	Hall, R., M. Rae and S. Holmes, <i>Christian Doctrine: A Reader</i> (London: SCM, 2010).	☐
Recommended	Lanzetta, B.J., <i>The Other Side of Nothingness: Towards a Theology of Radical Openness</i> (New York: State University of New York Press, 2001).	☐

Recommended	Levine, Amy-Jill and Mark Z. Brettler (eds.), <i>The Jewish Annotated New Testament</i> (Oxford: Oxford University Press, 2011).	☐
Recommended	Lodahl, M., <i>Claiming Abraham: Reading the Bible and the Qur'an Side by Side</i> (Grand Rapids: Brazos, 2010).	☐
Recommended	MacCulloch, D, <i>A History of Christianity</i> (London Allen Lane, 2009).	☐
Recommended	Miles, Margaret, <i>The Word Made Flesh: A History of Christian Thought</i> (Oxford: Blackwell, 2005).	☐
Recommended	Noll, M., <i>Turning Points: Decisive Moments in the History of Christianity</i> (3 rd ed.; Grand Rapids: Baker, 2012).	☐
Recommended	Reinhartz, Adele, <i>Befriending the Beloved Disciple: A Jewish Reading of the Gospel of John</i> (London: Continuum, 2002).	☐
Recommended	Rogerson, John and Judith M. Lieu (eds.), <i>The Oxford Handbook of Biblical Studies</i> (Oxford: Oxford University Press, 2006).	☐
Recommended	Rowland, Christopher, <i>Christian Origins</i> (2 nd edition; London: SPCK, 2007).	☐