



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor

23.02.2016

### GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Intermediate Hebrew 1
Unit Code	210
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

### EXTERNAL FACING COURSE UNIT OVERVIEW

The students are introduced to further aspects of Hebrew grammar in the order in which they appear in the chosen passages and in the grammar book used. The passages selected will normally include Jonah.

### COURSE UNIT OVERVIEW

The students are introduced to further aspects of Hebrew grammar in the order in which they appear in the chosen passages and in the grammar book used. The passages selected will normally include Jonah.

### AIMS

To introduce further aspects of Hebrew grammar and enable students to use this grammatical knowledge for reading and translating a selection of biblical Hebrew texts.

### LEARNING OUTCOMES

#### Knowledge and Understanding

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

- Demonstrate a developed knowledge of Hebrew grammar

#### Intellectual Skills

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

- Engage in a detailed study of selected OT texts in Hebrew
- Discuss specific interpretive issues arising from those texts

#### Practical Skills

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

- Give evidence of broadened and developed translation and exegetical skills in interpreting OT texts

## Transferable Skills and Personal Qualities

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

- Prioritise learning tasks and plan their work independently
- Work independently and in small groups

## Employability Skills

Students will be able to demonstrate to future employers an ability to apply themselves to the discipline of language study and translation work.

## SYLLABUS

For example:

1-4: Jonah 1-4

5-7: 1 Samuel 16 and 24

8-9: Jeremiah 36

10: Daniel 1

11: revision

## TEACHING AND LEARNING METHODS

Interactive lectures and small group work

Unit materials will be available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• Two class tests</li></ul>	¾ hour each	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An unseen examination</li></ul>	2 hours	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	110 Basic Hebrew
Co-requisite units	n/a

## RECOMMENDED READING

Commentaries on the biblical books studied, plus:

Davidson, B., *The Analytical Hebrew and Chaldee Lexicon* (Peabody: Hendrickson, 2000)

Landes, G.M., *Building your Biblical Hebrew Vocabulary* (Atlanta: SBL, 2001)

Ross, Alan P., *Introducing Biblical Hebrew* (Grand Rapids: Baker, 2001)

Walker-Jones, Arthur, *Hebrew for Biblical Interpretation* (Atlanta: SBL, 2003)

**SCHEDULED ACTIVITY HOURS**

22 contact hours

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Pentateuch</b>
Unit Code	211 (Distance learning version 8211)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltan Schwab
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

This unit provides students with resources for engaging in a literary and theological exploration of the Pentateuch. The focus is upon exegetical and theological issues with particular attention to specific passages. Students are introduced to important themes concerning God and his dealings with the world and humankind in creation, judgment, covenant and redemption. Opportunities are provided to consider the present day application of the text.

**COURSE UNIT OVERVIEW**

This unit provides students with resources for engaging in a literary and theological exploration of the Pentateuch. The focus is upon exegetical and theological issues with particular attention to specific passages. Students are introduced to important themes concerning God and his dealings with the world and humankind in creation, judgment, covenant and redemption. Opportunities are provided to consider the present day application of the text.

**AIMS**

To enable students to engage in a literary and theological exploration of the Pentateuch and to consider its contribution to the rest of Scripture.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Display a broad knowledge of the literary contents of the Pentateuch
- Understand the theological significance of the Pentateuch

**Intellectual Skills**

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

- Analyse and evaluate some of the major themes of the Pentateuch
- Use appropriate critical skills to identify and assess the Pentateuch's content

## Practical Skills

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

- Make informed choices when selecting information from a variety of sources
- Interpret selected texts with critical integrity, using commentaries and other secondary sources
- Demonstrate skills in biblical exegesis

## Transferable Skills and Personal Qualities

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

- Assess other people's views on texts and theological ideas
- Structure and communicate their ideas effectively

## Employability Skills

Students will consolidate skills such as reading texts appropriately, managing and evaluating information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

## SYLLABUS

Lecture 1: Introduction, date and authorship of the Pentateuch

Lectures 2-3: How to interpret creation stories?

Lecture 4: The rest of Genesis

Lecture 5: Exodus (historicity, Tabernacle and Sabbath)

Lecture 6-7: Leviticus (nature of 'law,' types of sacrifices, dietary laws)

Lecture 8: Numbers ('an unusual book,' Balaam: how to ask good questions?)

Lecture 9-10: Deuteronomy (monotheism and violence; humility and remembering)

Lecture 11: Summary (Shema, principles of reading the Pentateuch well)

## TEACHING AND LEARNING METHODS

211: Interactive lectures

8211: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 211: An essay plan	500 words	n/a
• 8211: An essay plan	500 words	n/a
<b>Summative:</b>		
• 211: An essay	2500 words	100%
• 8211: An essay <i>and a learning journal*</i>	2500 words	100% Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (211 only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

### General Introductory works and lexicons

- Alexander, T Desmond, *From Paradise to Promised Land: An Introduction to the Pentateuch* (Carlisle: Paternoster, 2002)
- Alexander, T. Desmond & David W. Baker (eds), *Dictionary of the Old Testament: Pentateuch* (Leicester: IVP, 2003)
- Hamilton, Victor P., *Handbook on the Pentateuch*, 2nd edn (Grand Rapids: Baker, 2005)
- Kaminsky, Joel S., Joel N. Lohr, Mark Reasoner, *The Abingdon Introduction to the Bible, Understanding Jewish and Christian Scriptures* (Nashville: Abingdon Press, 2014)
- Wenham, Gordon J., *Exploring the OT: Vol 1, The Pentateuch* (London: SPCK, 2003)

### Archaeology and ancient Near Eastern background

- Dever, William G., *Who Were the Early Israelites and Where Did They Come From?* (Grand Rapids, Michigan: Eerdmans, 2003)
- Hallo, W. W. (ed.), *The Context of Scripture* (Leiden & Boston: Brill, 2003)
- Hays, Christopher B., *Hidden Riches, A Sourcebook for the Comparative Study of the Hebrew Bible and Ancient Near East* (Louisville, Kentucky: Westminster John Knox Press, 2014)
- Hoffmeier, James K., Alan R. Millard, Gary A. Rendsburg (eds.), *Did I Not Bring Israel Out of Egypt? Biblical, Archaeological, and Egyptological Perspectives on the Exodus Narrative* (Winona Lake: Eisenbrauns, 2016)

### Teaching and theology of the Pentateuch

- Clines, David J.A., *The Theme of the Pentateuch*, 2nd edn (Sheffield: SAP, 1997)
- Fretheim, Terence E., *The Pentateuch* (Nashville: Abingdon, 1996)
- Keel, Othmar and Silvia Schroer, *Creation, Biblical Theologies in the Context of the Ancient Near East* (Winona Lake, Indiana: Eisenbrauns, 2015)
- Lalleman, Hetty, *Celebrating the Law? The Relevance of Old Testament Ethics* (Carlisle: Paternoster, 2004, 2nd edn 2016)
- McConville, J. Gordon, *Grace in the End: A Study in Deuteronomistic Theology* (Carlisle: Paternoster, 1993)
- Moberly, R. W. L., *The Theology of the Book of Genesis* (Cambridge: Cambridge University Press, 2009)
- Sailhamer, J.H., *The Pentateuch as Narrative: A Biblical-Theological Commentary* (Grand Rapids: Zondervan, 1992)
- Walton, John H., *The Lost World of Adam and Eve, Genesis 2-3 and the Human Origins Debate* (Downers Grove, Illinois: IVP, 2015)
- Wright, Christopher J.H., *Old Testament Ethics for the People of God* (Leicester: IVP, 2004)

## SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

## PLACEMENT HOURS

n/a
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**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)
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**ADDITIONAL NOTES**

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**APPROVAL**

Date approved by UGC	
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Valid from Date (Publishing Date)	
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School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Pentateuch in Hebrew</b>
Unit Code	212
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltan Schwab
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The students are introduced to further aspects of Hebrew grammar in the order in which they appear in the chosen passages and in the grammar book used. The passages are chosen from different parts of the Pentateuch and/or the Former Prophets.

**COURSE UNIT OVERVIEW**

The students are introduced to further aspects of Hebrew grammar in the order in which they appear in the chosen passages and in the grammar book used. The passages are chosen from different parts of the Pentateuch and/or the Former Prophets.

**AIMS**

To introduce further aspects of Hebrew grammar and to enable students to use this grammatical knowledge for reading and translating biblical Hebrew texts.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Demonstrate that they have developed their knowledge of Hebrew grammar

**Intellectual Skills**

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

- Engage in a detailed study of selected texts from the Pentateuch and/or the Former Prophets in Hebrew
- Discuss specific interpretive issues arising from those texts

**Practical Skills**

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

- Give evidence of broadened and developed translation and exegetical skills in interpreting OT texts

## Transferable Skills and Personal Qualities

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

- Prioritise learning tasks and plan their work independently
- Work independently and in small groups

## Employability Skills

Students will be able to demonstrate to future employers an ability to apply themselves to the discipline of language study and translation work.

## SYLLABUS

1. Revision of Qal, Gen. 3:1-5
2. Niphal perfect and imperfect, Gen. 3:6-13
3. Rest of Niphal, Gen. 3:14-21
4. Revision of Qal and Niphal, Gen. 3:22-24
5. Piel perfect and imperfect, Gen. 12:1-9
6. Rest of Piel, Ex. 3:1-9
7. Revision of Qal, Niphal, Piel, Ex. 3:10-17
8. Pual, Lev. 16:1-2, 6-10
9. Revision of Qal, Niphal, Piel, Pual, Lev. 16:20-22, 29-31
10. Hiphil perfect and imperfect, Deut. 6:1-9
11. Rest of Hiphil, Masoretic signs, Masora parva and Masora magna, Critical apparatus, reading of a text chosen by students

## TEACHING AND LEARNING METHODS

Interactive lectures and small group work

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• Two class tests</li></ul>	45 minutes each	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An unseen examination</li></ul>	2 hours	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	110 Basic Hebrew
Co-requisite units	n/a

**RECOMMENDED READING**

Commentaries on the biblical books studied, plus:  
Brown, Francis, S. R. Driver, Charles A. Briggs, *The Brown-Driver-Briggs Hebrew and English Lexicon* (Peabody, Massachusetts: Hendrickson, 2003)  
Koehler, Ludwig and Walter Baumgartner, *The Hebrew and Aramaic Lexicon of the Old Testament* (Leiden: Brill, 1994)  
Ross, Alan P., *Introducing Biblical Hebrew* (Grand Rapids: Baker, 2001)  
Walker-Jones, Arthur, *Hebrew for Biblical Interpretation* (Atlanta: SBL, 2003)

**SCHEDULED ACTIVITY HOURS**

22 contact hours

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Old Testament Writings in Hebrew</b>
Unit Code	213
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

Students continue their studies in Hebrew grammar and work together on the translation and grammatical analysis of selected passages. In addition a variety of commentaries is consulted and critically assessed.

**COURSE UNIT OVERVIEW**

Students continue their studies in Hebrew grammar and work together on the translation and grammatical analysis of selected passages. In addition a variety of commentaries is consulted and critically assessed.

**AIMS**

In addition to what students learn in unit 214 OT Writings in English - which students of the present unit have to audit - students choosing the Hebrew option will have an opportunity to learn further aspects of Hebrew grammar and develop their competency in the reading and translation of a selection of texts chosen from the Old Testament Writings.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Understand the rudiments of Hebrew poetry

**Intellectual Skills**

By the end of this students will be able to:

- Engage in a detailed study of selected texts from the Psalms and the further Writings in Hebrew
- Discuss specific interpretive issues arising from those texts

## Practical Skills

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

- Show increased skills in the translation, grammatical analysis and exegesis of the Hebrew Bible

## Transferable Skills and Personal Qualities

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

- Prioritise learning tasks and plan their work independently
- Work independently and in small groups

## Employability Skills

Students will be able to demonstrate to future employers an ability to apply themselves to the discipline of language study and translation work.

## SYLLABUS

For example

- Psalm 1
- Psalm 19
- Selected verses from Psalm 119
- Psalm 25
- Proverbs 3

## TEACHING AND LEARNING METHODS

Interactive lectures and small group work

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• Two class tests</li></ul>	45 minutes each	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An unseen examination</li></ul>	2 hours	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	110 Basic Hebrew or equivalent and 212 Pentateuch in Hebrew
Co-requisite units	n/a

**RECOMMENDED READING**

Brown, F., S.R. Driver and C.A. Briggs, *Hebrew and English Lexicon of the OT* (Oxford: OUP, 1907 or later)  
Bullock, C. Hassell, *An Introduction to the Old Testament Poetic Books* (Chicago: Moody Press, 1988)  
Davidson, B., *The Analytical Hebrew and Chaldee Lexicon* (London: Bagster & Sons, 1978)  
Futato, Mark D., *Interpreting the Psalms: An Exegetical Handbook* (Grand Rapids: Kregel, 2007)  
Ross, Alan P., *Introducing Biblical Hebrew* (Grand Rapids: Baker Academic, 2001)  
VanGemeren, William A. (ed.), *New International Dictionary of OT Theology and Exegesis*, 5 vols (Carlisle/Grand Rapids: Paternoster/Eerdmans, 1997)  
Walker-Jones, Arthur, *Hebrew for Biblical Interpretation* (Atlanta: SBL, 2003)

**SCHEDULED ACTIVITY HOURS**

22 contact hours

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor

23.02.2016

### GENERAL INFORMATION

Credit Rating	10
Course Unit Title	<b>Old Testament Writings</b>
Unit Code	214 (8214 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

### EXTERNAL FACING COURSE UNIT OVERVIEW

Students are first introduced to the Psalms - their origins, use in Israelite worship, structure, exegesis and contemporary application. Attention is paid to the characteristics of Hebrew poetry. An overview of the OT Wisdom tradition is then given and particular attention is paid to two wisdom books. The place of OT wisdom literature within the church is addressed. Throughout, exegetical skills are developed.

### COURSE UNIT OVERVIEW

Students are first introduced to the Psalms - their origins, use in Israelite worship, structure, exegesis and contemporary application. Attention is paid to the characteristics of Hebrew poetry. An overview of the OT Wisdom tradition is then given and particular attention is paid to two wisdom books. The place of OT wisdom literature within the church is addressed. Throughout, exegetical skills are developed.

### AIMS

To introduce students to the *Ketuvim* group of OT books, with emphasis on the Psalms, and to consider various approaches to the interpretation of this part of Old Testament literature.

### LEARNING OUTCOMES

#### Knowledge and Understanding

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

- Identify the main characteristics of Hebrew poetry
- Describe the major themes and features of OT wisdom literature

#### Intellectual Skills

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

- Critically assess the role of the Writings in the Bible and in Christianity
- Evaluate different approaches to the interpretation of the Psalms

## Practical Skills

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

- Demonstrate increased exegetical skills
- Apply passages from the Writings in the context of the Church and the world

## Transferable Skills and Personal Qualities

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

- Assess other people's views on the texts under consideration
- Structure and communicate their ideas effectively

## Employability Skills

Students will consolidate skills such as reading texts appropriately, managing and evaluating information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

## SYLLABUS

- Introduction to the Psalms:
- History of research
- Hebrew poetry (parallelism etc)
- Exegesis of a Psalm of revenge: Psalm 58
- The Psalms and the New Testament
- Introduction to the Wisdom literature
- Job
- Ecclesiastes / *Qohelet*

## TEACHING AND LEARNING METHODS

214: Interactive lectures  
8214: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 214: An essay plan	500 words	n/a
• 8214: An essay plan	500 words	n/a
<b>Summative:</b>		
• 214: An essay	2500 words	100%
• 8214: An essay and a learning journal*	2500 words	100% Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (214 only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Ballard, H.W., and Tucker W.D., <i>An Introduction to Wisdom Literature and the Psalms. FS Marvin E. Tate</i> (Macon GA: Mercer University Press, 2000)
Bartholomew, Craig G., and Ryan P. O'Dowd, <i>Old Testament Wisdom Literature: A Theological Introduction</i> (Downers Grove: IVP Academic/Nottingham: Apollos, 2011)
Bullock, C. Hassell, <i>Encountering the Book of Psalms</i> (Grand Rapids: Baker, 2001)
Crenshaw, J.L., <i>OT Wisdom: An Introduction</i> (Louisville: Westminster John Knox, 1998)
Futato, M., <i>Interpreting the Psalms: An Exegetical Handbook</i> (Grand Rapids: Kregel, 2007)
Holladay, William L., <i>The Psalms through Three Thousand Years</i> (Philadelphia: Fortress, 1993)
Johnston, Philip S., and David G. Firth, <i>Interpreting the Psalms: Issues and Approaches</i> (Leicester: Apollos, 2005)
McCann, J.C., <i>A Theological Introduction to the Book of Psalms</i> (Nashville: Abingdon, 1993)
Murphy, Ronald E., <i>The Tree of Life: An Exploration of the Biblical Wisdom Literature</i> (New York: Doubleday, 1992)
Murphy, Ronald E., <i>The Gift of the Psalms</i> (Peabody: Hendrickson, 2000)
Sheriffs, D., <i>The Friendship of the Lord: An Old Testament Spirituality</i> (Carlisle: Paternoster, 1996)

## SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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## PLACEMENT HOURS

n/a
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## INDEPENDENT STUDY HOURS

78 (100 for distance learning version)
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## ADDITIONAL NOTES

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## APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>A Synoptic Gospel in Greek</b>
Unit Code	220
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Antony D. Rich or Dr Stephen I. Wright
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit includes translation, grammatical analysis and exegesis of selected chapters. Normally the Gospel of Luke is studied. Students prepare passages each week for translation and discussion in class, alongside revision and development of their knowledge of vocabulary and grammar.

**COURSE UNIT OVERVIEW**

The unit includes translation, grammatical analysis and exegesis of selected chapters. Normally the Gospel of Luke is studied. Students prepare passages each week for translation and discussion in class, alongside revision and development of their knowledge of vocabulary and grammar.

**AIMS**

To enable students to gain insights into one of the Synoptic Gospels – normally Luke – through study of the Greek text.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Demonstrate developed skills in understanding the vocabulary, syntax and grammar of the Greek New Testament

**Intellectual Skills**

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

- Offer exegetical analysis of passages from (normally) Luke showing how a knowledge of the Greek has influenced their understanding
- Translate portions of the text of (normally) Luke with sensitivity to the nuances and difficulties of the original

## Practical Skills

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

- Apply the understanding and skills gained to the wider context and themes of Luke.

## Transferable Skills and Personal Qualities

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

- Work independently and prioritise tasks

## Employability Skills

Graduates of this course will have demonstrable skills in focused study of specific tasks, through the discipline skills of language learning and translation.

## SYLLABUS

1. Introduction to Luke's gospel. Translation and exploration of Luke 1:1-7
2. Luke 1:67-80
3. Luke 4:1-13
4. Luke 8:1-15
5. Luke 9:43b-56
6. Luke 10:30-37
7. Luke 16:19-31
8. Luke 19:1-10
9. Luke 22:39-53
10. Luke 23:32-47
11. Luke 24:36-49

## TEACHING AND LEARNING METHODS

Interactive lecture and small group tasks

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• A class test including translation and grammatical questions</li></ul>	1 hour	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An unseen examination including translation, exegesis and grammatical questions</li></ul>	2 hours	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	120 New Testament Greek or equivalent
Co-requisite units	n/a

## RECOMMENDED READING

### **The Gospel of Luke**

Fitzmyer, Joseph A., *The Gospel according to Luke*. Anchor Bible, 2 vols (New York: Doubleday, 1981, 1985)

Green, Joel B., *The Gospel of Luke* NICNT (Grand Rapids: Eerdmans, 1997)

Green, Joel B., *Methods for Luke (Methods of Biblical Interpretation)*; Cambridge: CUP, 2010)

Johnson, Luke Timothy, *The Gospel of Luke*. Sacra pagina (Collegeville: Liturgical Press, 1991)

Marshall, I. Howard, *The Gospel of Luke: A commentary on the Greek text* NIGTC (Exeter: Paternoster, 1978)

Nolland, John, *Luke*. Word BC Vol. 35A-C (Waco: Word, 1989-1994)

### **Intermediate Greek**

Black, D.A., *It's still Greek to me. An easy-to-understand guide to intermediate Greek* (Grand Rapids: Baker, 1998)

Duff, Jeremy, *The elements of New Testament Greek* 3rd edn (Cambridge: Cambridge Univ. Press 2005)

Metzger, Bruce M., *Lexical aids for students of New Testament Greek* (5th edn, Edinburgh: T&T Clark, 1990)

Van Voorst, Robert E., *Building your New Testament Greek vocabulary* (Atlanta: Scholars Press, 1999)

Wallace, Daniel B., *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1996)

Zerwick, M., and M. Grosvenor, *A Grammatical Analysis of the Greek NT* (Rome: Pontifical Bible Institute, 5th edn 1996)

## SCHEDULED ACTIVITY HOURS

22 contact hours

## PLACEMENT HOURS

n/a

## INDEPENDENT STUDY HOURS

78 hours

## ADDITIONAL NOTES

## APPROVAL

Date approved by UGC

Valid from Date (Publishing Date)





The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	<b>10</b>
Course Unit Title	<b>A Pauline Letter in Greek</b>
Unit Code	222
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Stephen I. Wright
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit includes translation, grammatical analysis and exegesis of selected chapters. Normally Romans will be studied. Students prepare passages each week for translation and discussion in class, alongside revision and development of their knowledge of vocabulary and grammar.

**COURSE UNIT OVERVIEW**

The unit includes translation, grammatical analysis and exegesis of selected chapters. Normally Romans will be studied. Students prepare passages each week for translation and discussion in class, alongside revision and development of their knowledge of vocabulary and grammar.

**AIMS**

To enable students to gain insights into one of Paul's major letters – Romans – through study of the Greek text.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Demonstrate developed skills in understanding the vocabulary and grammar of the Greek New Testament

**Intellectual Skills**

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

- Offer exegesis of passages from Romans showing how a knowledge of the Greek has influenced their understanding

## Practical Skills

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

- Translate portions of the text of Romans with sensitivity to the nuances and difficulties of the original
- Relate translation and analysis of the Greek text to preaching

## Transferable Skills and Personal Qualities

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

- Apply analysis of language and text to one's first and other languages

## Employability Skills

The ability to identify nuances between languages in order to communicate concepts clearly is a highly developed skill desired in multiple contexts of employment.

## SYLLABUS

1. Romans 1:1-7; the definite article
2. 15:14-29; expressing purpose and result
3. 1:16-27; the use of the genitive case
4. 2:12-24; the use of participles (1)
5. 3:21-31; the use of participles (2)
6. 5:12-22; the imperative mood and the future tense
7. 6:12-23; anything on request
8. 7:14-25; the aorist tense
9. 8:18-30; anything on request
10. 11:25-36; conditional sentences  
13:1-14

## TEACHING AND LEARNING METHODS

Interactive lectures and small group work

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• A class test including translation, exegesis and grammatical questions</li></ul>	1 hour	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An unseen examination including translation, exegesis and grammatical questions</li></ul>	2 hours	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	120 New Testament Greek or equivalent
Co-requisite units	223 A Pauline Letter in English (audit only)

## RECOMMENDED READING

### Paul

- Horrell, David, *An Introduction to the Study of Paul*, 3<sup>rd</sup> edn (London: Bloomsbury T & T Clark, 2015)
- Sanders, E.P., *Paul*, Past Masters Series (Oxford: OUP, 1991)
- Wenham, David, *Paul and Jesus: The true story* (London: SPCK, 2002)
- Westerholm, Stephen, *Understanding Paul: The early Christian Worldview of the Letter to the Romans* (Grand Rapids: Baker, 2004)
- Wright, N T., *Paul: Fresh Perspectives* (London: SPCK, 2005)
- Ziesler, John, *Pauline Christianity*, 2nd ed. (Oxford: OUP, 1990)

### Romans

- Cranfield, C.E.B., *Romans*, International Critical Commentary, 2 vols (Edinburgh: T. & T. Clark, 1979)
- Dunn, James D.G., *Romans*, Word Biblical Commentary, 2 vols (Dallas: Word, 1988)
- Fitzmyer, Joseph A., *Romans*, Anchor Bible (London: Geoffrey Chapman, 1993)
- Moo, Douglas J., *Romans*, New International Commentary on the New Testament (Grand Rapids: Eerdmans, 1996)
- Morgan, Robert, *Romans* (Sheffield: Sheffield Academic Press, 1995)
- Wedderburn, A.J.M., *The Reasons for Romans* (Edinburgh: T. & T. Clark, 1988)
- Wright, N.T., *Romans in The New Interpreter's Bible*, ed. by L.E. Keck, vol. X (Nashville: Abingdon, 2002) 395-770
- Ziesler, John, *Romans* (London: SCM, 1989)

### Intermediate Greek

- Black, David A., *It's still Greek to me. An easy-to-understand guide to intermediate Greek* (Grand Rapids: Baker, 1998)
- Duff, Jeremy, *The elements of New Testament Greek*, 3rd edn (Cambridge: Cambridge Univ. Press 2005)
- Metzger, Bruce M., *Lexical Aids for Students of New Testament Greek*, 5th edn (Edinburgh: T & T Clark, 1990)
- Van Voorst, Robert E., *Building your New Testament Greek Vocabulary* (Atlanta: Scholars Press, 1999)
- Wallace, Daniel B., *Greek Grammar Beyond the Basics* (Grand Rapids: Zondervan, 1996)
- Zerwick, M., and M. Grosvenor, *A Grammatical Analysis of the Greek NT*, 5th edn (Rome: Pontifical Bible Institute, 1996)

## SCHEDULED ACTIVITY HOURS

22 contact hours

## PLACEMENT HOURS

n/a

**INDEPENDENT STUDY HOURS**

78 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>A Pauline Letter in English</b>
Unit Code	223 (8223 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Stephen I. Wright / Rev Simon M. Jones
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

Students consider the destination, structure and purpose of the letter alongside a study of its major themes and exegesis of selected passages. The letter chosen will normally be Romans but may be 1 Corinthians.

**COURSE UNIT OVERVIEW**

Students consider the destination, structure and purpose of the letter alongside a study of its major themes and exegesis of selected passages. The letter chosen will normally be Romans but may be 1 Corinthians.

**AIMS**

To enable students to understand and interpret one of Paul's major letters.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Explain the structure and major themes of the letter
- Formulate a critically informed opinion of its purpose and audience

**Intellectual Skills**

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

- Identify and analyse the particular theological emphases of the text and its contribution to our knowledge of Paul and his ministry
- Demonstrate developed exegetical skills through working on the text

**Practical Skills**

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

- Explain the possible implications of the letter's themes for today's church
- Interpret an ancient text with sensitivity to its genre, occasion and worldview

## Transferable Skills and Personal Qualities

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

- Assess other people's views on the texts under consideration
- Structure and communicate their ideas effectively

## Employability Skills

Students will consolidate skills such as interpreting texts appropriately, giving attention to detail, managing and evaluating information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

## SYLLABUS

### ROMANS

- 1: introduction to and overview of the Letter
- 2: The history of Christianity in Rome; Romans 16
- 3: The new perspective on Paul; overview of 1:16-32
- 4: Romans 2:1 - 3:20; how Paul uses the Old Testament
- 5: Romans 4; the righteousness of God and the faith of Jesus Christ
- 6: Romans 5; the apocalyptic mindset
- 7: Romans 6; Paul retelling the history of Israel
- 8: Romans 7; the place of the Law and the 'I' of v7-25
- 9: Romans 8:11-17; the role of the Spirit in the life of the believer
- 10: Romans 9-11
- 11: Romans 12-15, focussing on 12 and 13:1-7

### 1 CORINTHIANS

- 1: Introduction to the unit: Corinth, the Church and 1 Corinthians
- 2: Divisions and the gospel of the cross
- 3: Divisions and the role of Christian leaders
- 4: Immorality
- 5: Marriage and divorce
- 6: Idolatry
- 7: On not exercising rights
- 8: Christian gatherings
- 9: Concerning spiritual gifts
- 10: The resurrection
- 11: The resurrection body
- 12: The end and the beginning

## TEACHING AND LEARNING METHODS

- 223: Interactive lectures  
8223: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 223: An essay plan	500 words	n/a
• 8223: An essay plan	500 words	n/a
<b>Summative:</b>		
• 223: An essay	2500 words	100%
• 8223: An essay and a learning journal*	2500 words	100% Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (223 only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

### APPLICABLE TO BOTH LETTERS

- Bassler, Jouette M., *Navigating Paul: An Introduction to Key Theological Concepts* (Louisville: Westminster John Knox, 2007)
- Brondos, David A., *Paul on the Cross: Reconstructing the Apostle's story of redemption* (Minneapolis: Fortress Press, 2006)
- Malherbe, Abraham J., *Social Aspects of Early Christianity*, 2nd edn (Minneapolis: Fortress, 1993)
- Dunn, James D.G., *The New Perspective on Paul*, rev. edn (Grand Rapids: Eerdmans, 2008)
- Hawthorne, Gerald F. and Ralph P. Martin, eds, *Dictionary of Paul and his Letters* (Downers Grove and Leicester: IVP, 1993)
- Wright, N.T., *Paul: Fresh Perspectives* (London: SPCK, 2005)

### ROMANS

- Donfried, Karl P., ed., *The Romans Debate*, 2nd edn (Edinburgh: T&T Clark, 1991)
- Grieb, A. Katherine, *The Story of Romans: A Narrative Defense of God's Righteousness* (Louisville: Westminster John Knox, 2002)
- Kruse, Colin G., *Paul's Letter to the Romans*, Pillar New Testament Commentary (Grand Rapids: Eerdmans; Nottingham: Apollos, 2012)
- Moo, Douglas J., *Encountering the Book of Romans: A Theological Survey* (Grand Rapids: Baker, 2002)
- Morgan, Robert, *Romans* (Sheffield: Sheffield Academic Press, 1995)
- Oakes, Peter, *Reading Romans in Pompeii: Paul's Letter at Ground Level* (Minneapolis / London: Fortress / SPCK, 2009)
- Sumney, Jerry L., *Reading Paul's Letter to the Romans* (Atlanta: SBL 2012)
- Wedderburn, Alexander J.M., *The Reasons for Romans* (Edinburgh: T&T Clark, 1988)
- Westerholm, Stephen, *Understanding Paul: The early Christian Worldview of the Letter to the Romans* (Grand Rapids: Baker, 2004)
- Wright, N.T., 'The Letter to the Romans' in Leander E. Keck, ed., *The New Interpreter's Bible*, vol. X (Nashville: Abingdon, 2002), 395-770

### 1 CORINTHIANS

Bailey, Kenneth E., *Paul Through Mediterranean Eyes: Cultural Studies in 1 Corinthians* (London: SPCK, 2011)

Ciampa, Roy E. and Brian S. Rosner, *The First Letter to the Corinthians*, Pillar New Testament Commentary (Nottingham: Apollos, 2010)

Dunn, J.D.G., *1 Corinthians* (Sheffield: Sheffield Academic Press, 1995)

Fee, Gordon D., *The First Epistle to the Corinthians*, New International Commentary on the New Testament (Grand Rapids: Eerdmans, 1987)

Hays, Richard B., *First Corinthians, Interpretation: A Bible Commentary for Teaching and Preaching* (Louisville: Westminster John Knox, 1997)

Malcolm, Matthew R., *The World of 1 Corinthians: An Exegetical Source Book of Literary and Visual Backgrounds* (Milton Keynes: Paternoster, 2012)

Murphy-O'Connor, Jerome, *Keys to First Corinthians : Revisiting the Major Issues* (Oxford: Oxford University Press, 2009)

Thiselton, Anthony C., *First Corinthians: A Shorter Exegetical and Pastoral Commentary* (Grand Rapids: Eerdmans, 2006)

Witherington, Ben, *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians* (Carlisle: Paternoster, 1995)

**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Acts and Hebrews</b>
Unit Code	224 (8224 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Pieter J. Lalleman
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit begins with a brief overview of the apostolic era and a discussion of introductory issues relating to both texts such as authorship, date, audience, and purpose. Some attention is paid to the parting of the ways of Jews and Christians. With respect to Hebrews its Christology is highlighted, with respect to Acts the issue of 'the Paul of the epistles and the Paul of Acts' is discussed. Throughout the unit selected passages are interpreted in an interactive process.

**COURSE UNIT OVERVIEW**

The unit begins with a brief overview of the apostolic era and a discussion of introductory issues relating to both texts such as authorship, date, audience, and purpose. Some attention is paid to the parting of the ways of Jews and Christians. With respect to Hebrews its Christology is highlighted, with respect to Acts the issue of 'the Paul of the epistles and the Paul of Acts' is discussed. Throughout the unit selected passages are interpreted in an interactive process.

**AIMS**

To enable students to understand and apply some key books of the NT.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Comprehend the main features of the apostolic era
- Understand the structure, themes and main contents of Acts and Hebrews

**Intellectual Skills**

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

- Discuss introductory issues relating to these books
- Analyse and interpret biblical content more proficiently

## Practical Skills

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

- Expound biblical passages with confidence
- Explain the relevance of the NT books studied for today's church

## Transferable Skills and Personal Qualities

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

- Demonstrate developed exegetical skills
- Assess other people's views on the texts under consideration
- Structure and communicate their ideas effectively

## Employability Skills

Students will consolidate skills such as coming to terms with new knowledge and its implications, interpreting texts appropriately, giving attention to detail, managing and evaluating information, organizing and presenting their ideas. These skills are vital to a range of employment contexts.

## SYLLABUS

1. Why Acts and Hebrews together? Introduction to Acts
  2. The Holy Spirit, tongues and prophecy
  3. The end of Acts and the position of the Jews
  4. Christians and the Roman empire
  5. Paulinism and theology in Acts
  6. The use of the OT in Acts
  7. Using Acts today; the community of goods
  8. The structure of Hebrews
  9. Hebrews' use of the OT
  10. Audience and purpose of Hebrews
- The atonement in Hebrews

## TEACHING AND LEARNING METHODS

224: Interactive lectures

8224: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 224: An essay plan	500 words	n/a
• 8224: An essay plan	500 words	n/a
<b>Summative:</b>		
• 224: An essay	2500 words	100%
• 8224: An essay and a learning journal*	2500 words	100%

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (224 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as a free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Commentaries on Acts by F.F. Bruce (NICNT), Darrell L. Bock (Baker), Ajith Fernando (NIVAC), Luke Timothy Johnson (Sacra pagina), I. Howard Marshall (Tyndale). D.G. Peterson (Pillar) and Ben Witherington III

Commentaries on Hebrews by F.F. Bruce (NICNT), Paul Ellingworth (NIGTC), George H. Guthrie (NIVAC), Donald A. Hagner (NIBC), Craig R. Koester (Anchor) and William L. Lane (Word)

Green, Chris, *The word of His grace: A guide to teaching and preaching from Acts* (Leicester: IVP, 2005)

Hagner, Donald A., *Encountering the Book of Hebrews* (Grand Rapids: Baker, 2002)

Lincoln, Andrew T., *Hebrews* (London: T & T Clark, 2006)

Lindars, Barnabas, *The Theology of the Letter to the Hebrews. New Testament Theology* (Cambridge: CUP, 1991)

Martin, Ralph P., and Peter H. Davids (eds), *Dictionary of the Later New Testament and its Developments* (Leicester: IVP, 1997)

## SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

## PLACEMENT HOURS

n/a

## INDEPENDENT STUDY HOURS

78 (100 for distance learning version)

## ADDITIONAL NOTES

## APPROVAL

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>The Doctrine of the Church and the Ethics of Distinctiveness</b>
Unit Code	232 (8232 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier / Rev. David K. McLachlan
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit begins with a critical survey of the ways in which the Church has been identified and defined - often in contrast to the scriptural concepts of 'the world' and 'the Kingdom of God' - within a variety of ecclesiological traditions. Students are encouraged to reflect on their own experience of Church life in response to these definitions. Particular attention is given to Baptist and Anabaptist understandings of the Church and its relationship with society. Notions of religious freedom also will be explored particularly with reference to the plurality of contemporary Western society.

**COURSE UNIT OVERVIEW**

The unit begins with a critical survey of the ways in which the Church has been identified and defined - often in contrast to the scriptural concepts of 'the world' and 'the Kingdom of God' - within a variety of ecclesiological traditions. Students are encouraged to reflect on their own experience of Church life in response to these definitions. Particular attention is given to Baptist and Anabaptist understandings of the Church and its relationship with society. Notions of religious freedom also will be explored particularly with reference to the plurality of contemporary Western society.

**AIMS**

This unit seeks to continue an exploration of the doctrinal and ethical significance of the Church's creed by a sustained consideration of the doctrine of the Church, with special reference to different conceptions of the Church's role within society.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Understand, describe and evaluate some of the consistent ways in which the Church has been defined, following Scripture, in relationship to biblical conceptions of 'the world' and 'the Kingdom of God'

## Intellectual Skills

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

- Apply critical skills by means of comparison and contrast to enduring debates and differences within the church

## Practical Skills

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

- Apply their theological learning critically and constructively to their pastoral practice with particular reference to Church leadership and education

## Transferable Skills and Personal Qualities

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

- Offer leadership to a community based on critically considered intellectual foundations and exhibit a mature approach to leadership in the context of differing opinions

## Employability Skills

Offering competent and strategic leadership within the context of Christian Church and education, as well as mature leadership within any organisation in which differing opinions are expressed, are skills relevant in many employment contexts.

## SYLLABUS

1. On this Rock: Biblical and theological foundations for the Church
2. Genesis and genius: Types, traditions and Baptist origins
3. The gathering Church: A community of disciples
4. The baptism of disciples: The nature of Christian initiation
5. The feast of life: Communion and body politics
6. A kingdom of priests: The government of the congregation
7. The children of the Church: People of promise
8. Ministers and members: Ordination and enabling
9. Relating and resourcing: The communion of churches
10. The separation of Church and state: Dissent, religious freedom and tolerance
11. The free state: Understanding the social and political order
12. Paradigms for engagement: The shape of the future

## TEACHING AND LEARNING METHODS

232: Interactive lectures

8232: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 232: An essay plan	500 words	n/a
• 8232: An essay plan	500 words	n/a
<b>Summative:</b>		
• 232: An essay	2500 words	100%
• 8232: An essay and a learning journal*	2500 words	100%

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the

compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (232 only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Augustine, *The City of God* (Grand Rapids: Eerdmans, 1956) pp. 1-511

Avis, Paul, ed., *The Christian Church: An introduction to the major traditions* (London: SPCK, 2002)

Freeman, Curtis, *Contesting Catholicity: Theology for Other Baptists* ((Waco: Baylor University Press, 2014)

Harper B., and P.L. Metzger, *Exploring Ecclesiology: An evangelical and ecumenical Introduction* (Grand Rapids: Brazos, 2009)

Harvey, B., *Can These Bones Live? A catholic Baptist engagement with ecclesiology, hermeneutics and social theory* (Grand Rapids: Brazos, 2008)

Haymes, Brian, Ruth Gouldbourne and Anthony R. Cross, *On Being the Church* (Carlisle: Paternoster, 2008)

Holmes, Stephen R., 'The radical ecclesiology of Nigel Wright' in Pieter J Lalleman (ed.), *Challenging to change: dialogues with a radical Baptist theologian* (London: Spurgeon's College, 2009) 117-128

O'Donovan, Oliver, *The Desire of the Nations: Rediscovering the roots of political theology* (Cambridge: Cambridge University Press, 1996)

Volf, Miroslav, *After our Likeness: The Church as the Image of the Trinity* (Grand Rapids: Eerdmans, 1998)

Wright, Nigel G., *Free Church, Free State: The positive Baptist vision* (Carlisle: Paternoster, 2005)

Wright, Nigel G., *Disavowing Constantine* (Carlisle: Paternoster Press 2000)

## SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

## PLACEMENT HOURS

n/a

## INDEPENDENT STUDY HOURS

78 (100 for distance learning version)

## ADDITIONAL NOTES

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**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Early Church History</b>
Unit Code	233 (8233 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Antony D. Rich
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit begins with an overview of the first five centuries of Christianity. In subsequent sessions, the developing mission, worship and ministry of the early church are covered in detail. Attention is given to the theological, social, political and cultural factors which influenced religious developments. The relationship between tradition and the rule of faith is evaluated. The Christian response to Gnosticism is considered, as are other ways the church defined and defended the gospel. The persecution of the church and the reasons why this persecution was ultimately unsuccessful are evaluated. Important movements within the life of the church which receive attention include Montanism and Donatism. The unit includes sessions on developments which took place after the 'conversion' of Constantine in 312, with a particular focus on Monasticism and the churches of the Middle East, Africa and Asia. Throughout the unit, students are encouraged to discuss the contemporary implications and relevance of the history being studied.

**COURSE UNIT OVERVIEW**

The unit begins with an overview of the first five centuries of Christianity. In subsequent sessions, the developing mission, worship and ministry of the early church are covered in detail. Attention is given to the theological, social, political and cultural factors which influenced religious developments. The relationship between tradition and the rule of faith is evaluated. The Christian response to Gnosticism is considered, as are other ways the church defined and defended the gospel. The persecution of the church and the reasons why this persecution was ultimately unsuccessful are evaluated. Important movements within the life of the church which receive attention include Montanism and Donatism. The unit includes sessions on developments which took place after the 'conversion' of Constantine in 312, with a particular focus on Monasticism and the churches of the Middle East, Africa and Asia. Throughout the unit, students are encouraged to discuss the contemporary implications and relevance of the history being studied.

**AIMS**

To consider major features of the wider life and mission of the early church and to reflect

on contemporary issues in the light of these historical developments.

## LEARNING OUTCOMES

### Knowledge and Understanding

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

- Display knowledge of the life and development of Christianity in the first five centuries and beyond
- reflect on significant practices in the life of the early church

### Intellectual Skills

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

- Understand how theological, social, political and cultural factors influenced religious movements

### Practical Skills

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

- Analyse primary and secondary sources and communicate this analysis effectively

### Transferable Skills and Personal Qualities

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

- Locate, analyse and utilise information

### Employability Skills

Graduates of this unit will be able to offer leadership within a Christian context in a way that is informed by the lessons of the past and alert to the challenges of the present

## SYLLABUS

1. Introduction: 'Why Church History?'; overview
2. The spread of the early church in the first three centuries
3. Persecution and the theology of martyrdom
4. The development of a rule of faith; the canon of scripture; the ways the church coped with Gnosticism
5. Patterns of worship and ministry
6. Montanism
7. The theology and practice of Baptism
8. Constantine: conversion, his role, the growth of Christendom
9. Monasticism (including Athanasius' *Life of Antony*)
10. 'The Lost History of Christianity': The church in the Middle East, Africa and Asia after Constantine (Part 1)
11. 'The Lost History of Christianity' (Part 2)

## TEACHING AND LEARNING METHODS

233: Interactive lectures

8233: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 233: A quiz in class	n/a	n/a
• 8233: An online quiz	n/a	n/a
<b>Summative:</b>		
• 233: An essay	2500 words	100%
• 8233: An essay and a learning journal*	2500 words	100% Pass/fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

<ul style="list-style-type: none"> <li>• Oral feedback in class</li> <li>• Written feedback on formative and summative written submissions within 15 working days</li> </ul>
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## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

<p><i>The Apostolic Fathers</i>, ed. by Michael W. Holmes (Leicester: IVP, 1989)</p> <p>Bray, Gerald, <i>Creeeds, Councils and Christ</i> (new edn.; Fearn: Christian Focus, 1997)</p> <p>Frend, W.H.C., <i>The Early Church</i> (London: Hodder and Stoughton, 1991)</p> <p>Harvey, Susan Ashbrook and David G. Hunter, <i>The Oxford Handbook of Early Christian Studies</i> (Oxford: Oxford University Press, 2008) &lt;<a href="http://dx.doi.org/10.1093/oxfordhb/9780199271566.001.0001">http://dx.doi.org/10.1093/oxfordhb/9780199271566.001.0001</a>&gt;</p> <p>Hazlett, Ian (ed.), <i>Early Christianity: Origins and Evolution to AD 600</i> (London: SPCK, 1991)</p> <p>Hinson, E. Glenn, <i>The Early Church</i> (Nashville: Abingdon, 1996)</p> <p>Jenkins, Philip, <i>The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa and Asia - and How it Died</i> (Oxford: Lion, 2009)</p> <p>Lenski, Noel, <i>The Cambridge Companion to the Age of Constantine</i> (Cambridge: Cambridge University Press, 2005) &lt;<a href="http://dx.doi.org/10.1017/CCOL0521818389">http://dx.doi.org/10.1017/CCOL0521818389</a>&gt;</p> <p>Noll, Mark A., <i>Turning Points: Decisive Moments in the History of Christianity</i> (Leicester: IVP, 1997) chs. 1-4</p> <p>Stevenson, James (ed.), <i>A New Eusebius</i> (London: SPCK, 1987)</p> <p>Stevenson, James, <i>Creeeds, Councils and Controversies</i> (London: SPCK, 1989)</p> <p>Torrance, Alexis, <i>Repentance in Late Antiquity: Eastern Asceticism and the Framing of the Christian Life C.400-650 Ce</i> (Oxford: Oxford University Press, 2012) &lt;<a href="http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199665365.001.001/acprof-9780199665365">http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199665365.001.001/acprof-9780199665365</a>&gt;</p> <p>Wedderburn, A.J.M., <i>A History of the First Christians</i> (Edinburgh: T. &amp; T. Clark, 2004)</p>
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**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES****APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)

**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Incarnation and Atonement</b>
Unit Code	234 (8234 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Professor Philip J. McCormack / Rev. David K. McLachlan
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit traces the historical development and differing theological articulations of the person and work of Christ. Theories and metaphors of atonement are compared and contrasted and their significance for a Christian understanding of humanity will be explored. This includes an exploration of issues of justice and differing responses to the problem of human suffering. The unit concludes with a sustained examination of the doctrine of resurrection and a consideration of the scope of final salvation by exploring the doctrine of election.

**COURSE UNIT OVERVIEW**

The unit traces the historical development and differing theological articulations of the person and work of Christ. Theories and metaphors of atonement are compared and contrasted and their significance for a Christian understanding of humanity will be explored. This includes an exploration of issues of justice and differing responses to the problem of human suffering. The unit concludes with a sustained examination of the doctrine of resurrection and a consideration of the scope of final salvation by exploring the doctrine of election.

**AIMS**

To explore the Christian doctrine of Christ and the distinctively Christian understanding of salvation. The pastoral and ethical implications of these doctrines will be explored.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Articulate and evaluate the manner in which the person and work of Christ has been expressed within the tradition of the Church

## Intellectual Skills

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

- Reflect theologically on the significance of Christology and Atonement for the nature of humanity

## Practical Skills

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

- Apply key methods and concepts of historical, theological and ethical analysis

## Transferable Skills and Personal Qualities

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

- Apply the content of the unit to the construction of teaching material and pastoral resources for use in ministry

## Employability Skills

The skills gained in this unit will enable graduates to demonstrate an awareness of the relationship between belief and ethics in such a way as to facilitate a personal and practical contribution to key ethical debates within society

## SYLLABUS

1. Introduction to the person and work of Christ
  2. Incarnation and atonement: the theology of Athanasius
  3. Chalcedon and beyond: one person, two natures
  4. The Priesthood of Christ
  5. The Cross as satisfaction: Anselm's 'Cur Deus Homo'
  6. The Cross as penalty; Calvin, P.T. Forsyth and the recent atonement debate
  7. Atonement as redemption and reconciliation: T.F Torrance
  8. The cross and the problem of suffering; Moltmann and 'The Crucified God'
  9. Righteousness and rights
  10. Resurrection and the moral life
- The scope of salvation: the doctrine of election – Calvinism, Arminianism and Barth

## TEACHING AND LEARNING METHODS

234: Interactive lectures  
8234: Distance Learning  
Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 234: A class test	45 minutes	n/a
• 8234: An online test	45 minutes	n/a
<b>Summative:</b>		
• 234: A written project	2500 words	100%
• 234: An essay	2500 words	100%
• 8234: <i>and a learning journal*</i>		Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has

been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

### FEEDBACK METHODS

- Oral feedback in class (234 Only)
- Written feedback on formative and summative written submissions within 15 working days

### REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Core Unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

### RECOMMENDED READING

Anselm, *Cur Deus Homo* in *The Library of Christian Classics X*  
Athanasius, *On the Incarnation* (London: Mowbray, 1953)  
Barth, Karl, *Church Dogmatics* (Edinburgh: T & T Clark, 1956-1975) IV 1, 157-357  
Fiddes, Paul S., *Past Event and Present Salvation: The Christian Idea of Atonement* (London: Darton Longman and Todd, 1989)  
Goldingay, John (ed.), *Atonement Today* (London: SPCK, 1995)  
Gunton, Colin E., *The Actuality of Atonement* (Edinburgh: T & T Clark, 1988)  
McGrath, Alister E. (ed.), *The Christian Theology Reader* (Oxford: Blackwell, 2001<sup>2</sup>)  
Moltmann, Jürgen, *The Crucified God* (London: SCM, 1974)  
Owen, John, *The Death of Death in the Death of Christ* in *The Works of John Owen*, ed. W.H. Goold (London: Banner of Truth, 1967) vol. X, 140-421  
Smail, Tom, *Once and for All* (London: Darton Longman and Todd, 1998)  
Torrance, Thomas F., *Atonement* (Milton Keynes: Paternoster, 2009)  
White, Vernon, *Atonement and Incarnation: An essay in universalism and particularity* (Cambridge: Cambridge University Press, 1991)

### SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)

### PLACEMENT HOURS

n/a

### INDEPENDENT STUDY HOURS

78 (100 for distance learning version)

### ADDITIONAL NOTES

### APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Ethics 2</b>
Unit Code	235 (8235 for distance learning delivery)
Unit Level	2
Contact Hours	22 (n/a for distance learning delivery)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit builds upon the level 4 unit by applying the lessons learned to specific matters of classical and contemporary debate. Topics covered include war and peace, wealth and poverty, life and death, human personhood, and environmental ethics. Students are encouraged to apply a distinctive Christian approach by critically engaging in debate with alternative perspectives; this is encouraged through class debate and written ethical reflection.

**COURSE UNIT OVERVIEW**

The unit builds upon the level 4 unit by applying the lessons learned to specific matters of classical and contemporary debate. Topics covered include war and peace, wealth and poverty, life and death, human personhood, and environmental ethics. Students are encouraged to apply a distinctive Christian approach by critically engaging in debate with alternative perspectives; this is encouraged through class debate and written ethical reflection.

**AIMS**

To critically engage with classical and contemporary debates in the field of ethics, bringing the foundations laid in unit 134 Ethics 1 to bear on an analysis of these contested areas.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Demonstrate an ability to apply a distinctive Christian ethical perspective to contemporary social and ethical problems
- Engage in constructive debate with those who hold differing views on matters of ethics

**Intellectual Skills**

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

- Critically engage with differing perspectives on matters of ethical debate

## Practical Skills

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

- Apply key methods and concepts of theological and ethical analysis
- Articulate a distinctive ethical perspective in the context of theological reflection

## Transferable Skills and Personal Qualities

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

- Make and defend their own ethical decisions

## Employability Skills

Graduates of this unit will be able to offer guidance and leadership on matters of professional ethical conduct in the contemporary world

## SYLLABUS

T.B.C.

## TEACHING AND LEARNING METHODS

235: Interactive lectures

8235: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 235: An essay plan	500 words	n/a
• 8235: An essay plan	500 words	n/a
<b>Summative:</b>		
• 235: A written essay or ethical reflection	2500 words	100%
• 8235: An essay <i>and a learning journal*</i>	2500 words	100% Pass/fail*
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

- Oral feedback in class (235 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

<p>Banner, M., <i>Christian ethics and Contemporary Moral Problems</i> (Cambridge: Cambridge University Press, 1999)</p> <p>Colwell, John E., <i>Living the Christian Story</i> (Edinburgh: T&amp;T Clark, 2001)</p> <p>Cronin, Kieran, <i>Rights and Christian Ethics</i> (Cambridge: Cambridge Univ. Press, 1992)</p> <p>Gill, R. (ed.), <i>The Cambridge Companion to Christian Ethics</i> (Cambridge: Cambridge Univ. Press, 2001)</p> <p>Gorringe, Timothy J., <i>God's Just Vengeance. Crime, violence and the rhetoric of salvation</i> (Cambridge: Cambridge University Press, 1996)</p> <p>Hauerwas, Stanley, and S. Wells (eds.), <i>The Blackwell Companion to Christian Ethics</i> (Oxford: Blackwell, 2006).</p> <p>Hays, Richard B., <i>The Moral Vision of the New Testament</i> (Edinburgh, T&amp;T Clark, 1996)</p> <p>MacIntyre, A., <i>After Virtue. A study in moral theory</i>. 2nd edn (London: Duckworth, 1985)</p> <p>Thatcher, A. (ed.), <i>Celebrating Christian Marriage</i> (Edinburgh: T. &amp; T. Clark, 2001)</p> <p>Wells, S., and B. Quash, <i>Introducing Christian Ethics</i> (Oxford: Wiley-Blackwell, 2010)</p> <p>Wells, S., <i>Christian Ethics. An introductory reader</i> (Oxford: Wiley- Blackwell, 2010)</p>
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## SCHEDULED ACTIVITY HOURS

22 contact hours (n/a for distance learning version)
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## PLACEMENT HOURS

n/a
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## INDEPENDENT STUDY HOURS

78 (100 for distance learning version)
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## ADDITIONAL NOTES

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## APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Reformation Church History</b>
Unit Code	240 (8240 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit begins by considering the background issues and examines the way in which the Reformation had links with Renaissance humanism. Students give particular attention to the major streams of the European Protestant Reformation. They also study the Catholic Reformation and the Radical Reformers. The unit moves on to evaluate developments in England in the sixteenth and seventeenth centuries. Students examine the emergence of Puritanism (in England and Scotland), Separatism and the Free Church tradition. Study of the relationship between spirituality, mission and society in the seventeenth and early eighteenth centuries in Europe lays the foundation for an understanding of more recent church history.

**COURSE UNIT OVERVIEW**

The unit begins by considering the background issues and examines the way in which the Reformation had links with Renaissance humanism. Students give particular attention to the major streams of the European Protestant Reformation. They also study the Catholic Reformation and the Radical Reformers. The unit moves on to evaluate developments in England in the sixteenth and seventeenth centuries. Students examine the emergence of Puritanism (in England and Scotland), Separatism and the Free Church tradition. Study of the relationship between spirituality, mission and society in the seventeenth and early eighteenth centuries in Europe lays the foundation for an understanding of more recent church history.

**AIMS**

To develop a critical understanding of the major themes and episodes in church history during the period of the Reformation in Europe, and to reflect on contemporary issues in the light of these.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Describe important developments in Christianity in the Reformation period

## Intellectual Skills

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

- Understand and explain how theological, political, social and cultural factors influenced developments

## Practical Skills

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

- Apply key methods and concepts of historical and theological analysis
- Reflect upon a range of primary historical data, as well as evaluating the arguments of secondary sources

## Transferable Skills and Personal Qualities

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

- Make critical judgements with regard to differing interpretations of historical events and developments

## Employability Skills

Graduates will be able to offer leadership within a Christian context in a way that is informed by the lessons of the past and alert to the challenges of the present

## SYLLABUS

1. Backgrounds to the Reformation: the fifteenth century western church; renaissance; humanism; Erasmus
  2. Martin Luther and the rise of Protestantism
  3. Huldrych Zwingli and the Reformation in Zurich
  4. John Calvin and the Reformation in Geneva; the Lord's Supper in Protestant thought and practice
  5. The Radical Reformation: Swiss and Dutch Anabaptists; Menno Simons
  6. The Roman Catholic 'counter Reformation'; approaches to biblical interpretation in sixteenth-century western Europe
  7. The Henrician Reformation; John Knox and the Reformation in Scotland
  8. The English 'reformations' in the reigns of Edward VI, Mary and Elizabeth; Bible translation work
  9. Religion in the reign of James I (James VI of Scotland) and Charles I; Puritanism as a movement of spirituality
  10. More on Puritanism: Matthew Henry's *Method of Prayer*; religion in Europe in the seventeenth century; Pietism
- The eighteenth-century Evangelical Revival: John Wesley and George Whitefield

## TEACHING AND LEARNING METHODS

240: Interactive lectures

8240: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 240 A class test	45 minutes	n/a
• 8240: An online test	45 minutes	n/a
<b>Summative:</b>		
• 240: An essay	2500 words	100%
• 8240: An essay and a learning journal*	2500 words	100%
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

<ul style="list-style-type: none"> <li>Oral feedback in class (240 Only)</li> <li>Written feedback on formative and summative written submissions within 15 working days</li> </ul>
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## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

<p>Bebbington, David W., <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i> (London: Routledge, 1995)</p> <p><i>The Cambridge Companion to Puritanism</i>, ed. by Coffey, John and Paul C. H. Lim. (Cambridge Companions to Religion. [E-book] Cambridge: Cambridge University Press, 2008) <a href="http://dx.doi.org/10.1017/CCOL9780521860888">http://dx.doi.org/10.1017/CCOL9780521860888</a></p> <p><i>The Cambridge Companion to Reformation Theology</i>, ed. by Bagchi, David and David C. Steinmetz (Cambridge Companions to Religion. [E-book] Cambridge: Cambridge University Press, 2004) <a href="http://dx.doi.org/10.1017/CCOL0521772249">http://dx.doi.org/10.1017/CCOL0521772249</a></p> <p>Collinson, Patrick, <i>The Reformation</i> (London: Weidenfeld and Nicolson, 2003)</p> <p><i>Documents of the English Reformation</i>, ed. by Bray, Gerald (Cambridge: J. Clarke, 1994)</p> <p>George, Timothy, <i>Theology of the Reformers</i> (Leicester: Apollos, 1988)</p> <p>Lindberg, Carter, <i>The European Reformations</i>, 2nd edn (Chichester: Wiley-Blackwell, 2010)</p> <p>MacCulloch, Diarmaid, <i>Reformation</i> (London: Penguin Books, 2005)</p> <p>McGrath, Alister, <i>Christianity's Dangerous Idea: The Protestant Revolution – A History From the Sixteenth Century to The Twenty-First</i> (New York: Harper Collins, 2007)</p> <p>McGrath, Alister, <i>Reformation Thought</i> (Oxford: Blackwell, 1993 [and various other editions])</p> <p>Noll, Mark A., <i>The Rise of Evangelicalism</i> (Leicester: IVP, 2004)</p> <p>Reeves, Michael, <i>The Unquenchable Flame</i> (Leicester: IVP, 2009)</p>
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**SCHEDULED ACTIVITY HOURS**

22 contact hours (N/A for distance learning version)

**PLACEMENT HOURS**

N/A

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES****APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Pioneer Ministry</b>
Unit Code	255
Unit Level	2
Contact Hours	22
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev Simon M. Jones
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit explores the theory and practice of cross-cultural evangelism, contemporary models of church planting and the development of innovative expressions of Christian community and discipleship. The place of entrepreneurial skills, urban ministry and the development of collaborative partnerships and their implications receive special attention. Biblical and theological reflection on these issues is an integral part of this unit.

**COURSE UNIT OVERVIEW**

The unit explores the theory and practice of cross-cultural evangelism, contemporary models of church planting and the development of innovative expressions of Christian community and discipleship. The place of entrepreneurial skills, urban ministry and the development of collaborative partnerships and their implications receive special attention. Biblical and theological reflection on these issues is an integral part of this unit.

**AIMS**

To introduce participants to the dynamics of pioneering ministry in contemporary culture through cross-cultural evangelism, church-planting and developing innovative expressions of Christian community and discipleship.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Specify an appropriate rationale for planting new churches - summarising contemporary models of church planting and the characteristics of effective church planters
- Summarise the missiological and ecclesiological issues raised by and pertinent to the practice of pioneering ministry

## Intellectual Skills

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

- Analyse the significance of potential collaborative partnerships and evaluate their implications for a pioneering initiative

## Practical Skills

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

- Communicate clearly and effectively the dynamics of cross-cultural evangelism

## Transferable Skills and Personal Qualities

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

- Explain the importance of entrepreneurial skills in pioneering situations

## Employability Skills

The skills of innovation and entrepreneurship are encouraged in this unit across the full range of expressions of contemporary Christian mission

## SYLLABUS

1. Church planting movements and models
2. Pioneer ministry as missional entrepreneurship
3. Pioneer ministry and establishing ecclesial communities
4. Pioneer ministry and evangelism
5. Pioneer ministry and social service
6. Pioneer ministry and community activism
7. Pioneer ministry and collaborative partnerships
8. Pioneers and sustainability
9. Pioneers and settlers - roles and relationships in contemporary mission
10. Pioneers and settlers - roles and relationships in contemporary mission
11. Pioneers and the future

## TEACHING AND LEARNING METHODS

Interactive lectures

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> An essay or project plan	500 words	n/a
<b>Summative:</b> An essay or project	2500 words	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Appleton, Joanne, & Evert Van De Poll, (eds.), <i>Church Planting in Europe</i> (Eugene: Wipf & Stock, 2015)
Baker, Jonny & Cathy Ross, <i>The Pioneer Gift: explorations in mission</i> (Norwich: Canterbury Press, 2014)
Dreier, Mary Sue Dehmlow (ed.), <i>Created and Led by the Spirit: planting missional congregations</i> (Grand Rapids: William B Eerdmans Publishing Co, 2013)
Goodhew, David et al, <i>Fresh! An Introduction to Fresh Expressions of Church and Pioneer Ministry</i> (London: SCM, 2012)
Male, Dave, <i>Pioneers 4 Life</i> (Abingdon: BRF, 2011)
Moyagh, Michael, <i>Church For Every Context</i> (London: SCM, 2012)
Murray, Stuart, <i>Planting Churches</i> (Milton Keynes: Paternoster, 2008)
Nelstrop, Louise & Martyn Percy (eds.), <i>Evaluating Fresh Expressions</i> (Norwich: Canterbury, 2008)
Ott, Craig, & Gene Wilson, <i>Global Church Planting</i> (Grand Rapids: Baker, 2011)
Patrick, Darrin, <i>Church Planter</i> (Wheaton: Crossway, 2010)
Walker, John, <i>Testing Fresh Expressions: Identity and Transformation</i> (Farnham: Ashgate, 2014)

## SCHEDULED ACTIVITY HOURS

22 contact hours
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## PLACEMENT HOURS

n/a
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## INDEPENDENT STUDY HOURS

78 hours
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## ADDITIONAL NOTES

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## APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

15.08.2017

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Evangelism and the Local Church</b>
Unit Code	256
Unit Level	2
Contact Hours	22 hours
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev Seidel Abel Boanerges
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

This unit presents a theological foundation for evangelism, with particular reference to the development of contextually appropriate evangelistic strategies. As part of this a variety of evangelistic approaches and programmes are explored and evaluated. The content of the Gospel message; motives for engaging in evangelism; the call and ministry of an evangelist; and the place of apologetics in twenty-first century evangelism also form an integral part of the unit.

**COURSE UNIT OVERVIEW**

This unit presents a theological foundation for evangelism, with particular reference to the development of contextually appropriate evangelistic strategies. As part of this a variety of evangelistic approaches and programmes are explored and evaluated. The content of the Gospel message; motives for engaging in evangelism; the call and ministry of an evangelist; and the place of apologetics in twenty-first century evangelism also form an integral part of the unit.

**AIMS**

To introduce students to the theory and practice of evangelism in the context of the local church, and to cultivate skills in developing and deploying an appropriate evangelistic strategy.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Summarise the range and substance of contemporary evangelistic practice in Britain

**Intellectual Skills**

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

- Evaluate the theological and practical strengths and weaknesses of a variety of evangelistic approaches and programmes

## Practical Skills

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

- Develop an evangelistic strategy that is appropriate to a given local church context

## Transferable Skills and Personal Qualities

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

- Locate, analyse and utilise information
- Work together collaboratively in groups

## Employability Skills

The unit develops students' ability to analyse context and existing strategies in the light of biblical and theological understanding to develop context specific approaches to proselytising that stand ethical scrutiny

## SYLLABUS

1. What is Evangelism?
2. Why do Evangelism?
3. Damascus Road or Emmaus Road: Becoming a Christian in C21
4. Contemporary Evangelistic Practice: Five Broad Approaches and Ethical Practice
5. Strategies for Evangelism 1 - Generational Profiling: The Baby-Boomers
6. Strategies for Evangelism 2 - Strategies in Pre-evangelism; a student led workshop
7. Strategies for Evangelism 3 - A Black-majority/Pentecostal Church Approach
8. Strategies for Evangelism 4 - Training in personal evangelism; a student led workshop
9. Strategies for Evangelism 5 - Street Evangelism
10. Strategies for Evangelism 6 - Programmes in Process Evangelism; a student led workshop
11. Mosaic Evangelism: The Challenge to Reach All

## TEACHING AND LEARNING METHODS

Interactive lectures and student led workshops

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• A group presentation in class</li></ul>	15 minutes	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• An essay</li></ul>	2500 words	100%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
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Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	150 Introduction to Mission
Co-requisite units	n/a

### RECOMMENDED READING

Adeney, Frances S., *Graceful Evangelism* (Grand Rapids: Baker, 2010)  
 Bliese, Richard H. & Craig Van Gelder, *The Evangelizing Church* (Minneapolis: Augsburg, 2005)  
 Booker, Mike & Mark Ireland, *Evangelism – which way now?* (London: Ch Ho Publ, 2003)  
 Brueggemann, Walter, *Biblical Perspectives on Evangelism* (Nashville: Abingdon, 1993)  
 Chilcote, Paul C. & Lacey C. Warner, *The Study of Evangelism* (Grand Rapids: Eerdmans, 2008)  
 Croft, Steven J. L. et al, *Evangelism in a Spiritual Age* (London: Church House Publishing, 2005)  
 Currin, Jim, *Sharing Faith the Jesus Way* (Abingdon: BRF, 2011)  
 Hollinghurst, Steve, *Mission Shaped Evangelism* (Norwich: Canterbury, 2010)  
 Standing, Roger, *Mosaic Evangelism* (Cambridge: Grove, 2013)  
 Thiessen, Elmer John, *The Ethics of Evangelism* (Downers Grove: IVP, 2011)

### SCHEDULED ACTIVITY HOURS

22 contact hours

### PLACEMENT HOURS

n/a

### INDEPENDENT STUDY HOURS

78 hours

### ADDITIONAL NOTES

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### APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Evangelism and Pioneer Ministry in Context 1</b>
Unit Code	257
Unit Level	2
Contact Hours	3
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Seidel Abel Boanerges
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

Students choose, with the approval of the tutor, a topic that will further their growth in and understanding of either evangelism or pioneer ministry. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

**COURSE UNIT OVERVIEW**

Students choose, with the approval of the tutor, a topic that will further their growth in and understanding of either evangelism or pioneer ministry. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

**AIMS**

To enable students to engage with individualized learning that is specific to their specialism in ministry.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Show the ability to collect, analyse and evaluate appropriate data at an appropriate level

**Intellectual Skills**

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

- Provide evidence that they have conducted their own research into an agreed topic within their own specialism

## Practical Skills

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

- Research a specified topic, analyse the results of the research and draw evaluative conclusions in a clear and coherent manner

## Transferable Skills and Personal Qualities

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

- Present a coherent, extended piece of work

## Employability Skills

Independent working that is research based, task focussed and outcomes driven in the area of study

## SYLLABUS

n/a

## TEACHING AND LEARNING METHODS

Independent study

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• A project plan</li></ul>	500 words	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• A project, presented in appropriate medium and format</li></ul>	2500 words	100%

## FEEDBACK METHODS

- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

n/a

**SCHEDULED ACTIVITY HOURS**

3 contact hours

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

97 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

29.11.2017

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Contemporary Homiletics</b>
Unit Code	260 (8260 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Seidel Abel Boanerges
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit considers some current criticisms of preaching and explores theological bases for this form of communication. Students consider some recent developments in biblical hermeneutics and explore their implications for the preacher. They reflect on current thinking about sermon structure, including narrative structures, in order to identify strategies that are suitable for dealing with different genres of biblical material on a range of preaching occasions. Through watching, listening to and studying examples of sermons, students are exposed to a variety of styles of preaching. They are enabled to develop skills of sermon evaluation that help them grow in their own effectiveness as preachers. They reflect critically upon their experience in order to develop a general approach to preaching and communication that respects the Christian tradition, their own gifts and the range of possible hearers.

**COURSE UNIT OVERVIEW**

The unit considers some current criticisms of preaching and explores theological bases for this form of communication. Students consider some recent developments in biblical hermeneutics and explore their implications for the preacher. They reflect on current thinking about sermon structure, including narrative structures, in order to identify strategies that are suitable for dealing with different genres of biblical material on a range of preaching occasions. Through watching, listening to and studying examples of sermons, students are exposed to a variety of styles of preaching. They are enabled to develop skills of sermon evaluation that help them grow in their own effectiveness as preachers. They reflect critically upon their experience in order to develop a general approach to preaching and communication that respects the Christian tradition, their own gifts and the range of possible hearers.

**AIMS**

To develop skills in integrating insights from biblical studies and homiletics which contribute to effective biblical preaching in the contemporary context.

## LEARNING OUTCOMES

### Knowledge and Understanding

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

- Identify and evaluate recent approaches to homiletics

### Intellectual Skills

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

- Interpret biblical texts with hermeneutical sensitivity and to identify their potential for preaching

### Practical Skills

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

- Preach sermons that reflect a considered approach to the Bible, their hearers, their context and their own gifts

### Transferable Skills and Personal Qualities

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

- Understanding some dynamics of communication that transcend the discipline of homiletics

### Employability Skills

Graduates develop skills which enable them to listen critically to the communication of others with a view to offering constructive feedback

## SYLLABUS

1. Why bother with preaching?
2. Mediated Preaching
3. Preaching and the Bible
4. Preachers and their audiences
5. Narrative Preaching
6. Homiletic old and new
7. Exploring different sermon structures
8. Forming congregations theologically through preaching
- 9-11: Sermon workshops: each student preaches a sermon followed by peer feedback and tutor assessment

## TEACHING AND LEARNING METHODS

260: Interactive lectures; sermons held in seminar groups

8260: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

	Length	Weighting within unit
<b>Formative:</b>		
• 260: Group work task	n/a	n/a
• 8260: Presentation	Notional 500 words	n/a
<b>Summative:</b>		
• 260: An sermon preached in class	10 minutes	50%
• 260: A reflective commentary	1500 words	50%
• 8260: A recorded sermon or an alternative assessment	10 minutes	50%
• 8260: A reflective commentary and a learning journal*	1500 words	50%
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

- Oral feedback in class (260 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

- Day, David, et al., *A Reader on Preaching: Making Connections* (Aldershot: Ashgate, 2005)
- Goldingay, John, *Models for Interpretation of Scripture* (Carlisle: Paternoster, 1995)
- Greidanus, Sidney P., *The Modern Preacher and the Ancient Text* (Leicester: IVP, 1988)
- LaRue, Cleophus J., *The Heart of Black Preaching* (Louisville: Westminster John Knox Press, 2000)
- Long, Thomas G., *The Witness of Preaching*, 2nd edn (Louisville: Westminster John Knox, 2005)
- Lowry, Eugene L., *The Homiletical Plot*, rev. edn (Louisville: Westminster John Knox, 2001)
- Mitchell, H.H., *Black Preaching: The recovery of a powerful art* (Nashville: Abingdon, 1991)
- Quicke, Michael J., *360 Degree Preaching: Hearing Speaking and Living the Word* (Carlisle: Paternoster, 2003)
- Standing, Roger, *Finding the Plot: Preaching in a Narrative Style* (Carlisle: Paternoster, 2004)
- Stevenson, Geoffrey (ed.), *The Future of Preaching* (London: SCM, 2010)
- Stevenson, Geoffrey, and Stephen I. Wright, *Preaching with Humanity: A Practical Guide for Today's Church* (London: Church House Publishing, 2008)
- Stevenson, Peter, *Preaching*, SCM Study Guide (London: SCM P., 2017)
- Wright, Stephen I., *Alive to the Word: A Practical Theology of Preaching for the Whole*

Church (London: SCM, 2010)

**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

29.11.2017

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Pastoral Care and Counsel</b>
Unit Code	261
Unit Level	2
Contact Hours	22
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Dotha N. Blackwood / Dr Martin P. Stokley
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit examines the world of counselling and caring from both Christian and secular perspectives, evaluates models of Christian and secular counselling and assesses a Christian response. Key terms are defined and distinctions explored. Specific life problems are discussed including death, bereavement and grief, relationships, mental health issues, depression and suicide. An underlying theme is the quality of the caring relationship which is built and how the carer's growth in self-awareness affects this relationship. Listening skills are practised, in which the personal qualities and self-awareness of the students may be recognised and developed. Life stages, human needs, and the place of the Christian pastor and community as central to these stages is considered. The unit helps students to identify resources and support systems available for the pastoral carer. Questions about referral, self-care, pastoral groups, secular resources and supervision are raised.

**COURSE UNIT OVERVIEW**

The unit examines the world of counselling and caring from both Christian and secular perspectives, evaluates models of Christian and secular counselling and assesses a Christian response. Key terms are defined and distinctions explored. Specific life problems are discussed including death, bereavement and grief, relationships, mental health issues, depression and suicide. An underlying theme is the quality of the caring relationship which is built and how the carer's growth in self-awareness affects this relationship. Listening skills are practised, in which the personal qualities and self-awareness of the students may be recognised and developed. Life stages, human needs, and the place of the Christian pastor and community as central to these stages is considered. The unit helps students to identify resources and support systems available for the pastoral carer. Questions about referral, self-care, pastoral groups, secular resources and supervision are raised.

**AIMS**

To introduce and explore the basic concepts of personal pastoral care and counsel so as

to develop self-understanding and listening skills as applied by the Christian minister or pastoral worker in the local church or community setting.

## **LEARNING OUTCOMES**

### **Knowledge and Understanding**

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

- Outline significant aspects of counselling theory

### **Intellectual Skills**

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

- Explain the relevance of human development for pastoral ministry
- Evaluate some expressions of counselling and care in the wider community

### **Practical Skills**

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

- Introduce and operate responsible patterns of pastoral care and counsel in a local church
- Apply basic skills of structured personal conversation in pastoral care

### **Transferable Skills and Personal Qualities**

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

- Integrate theological understanding gained in other units with pastoral care and counsel
- Cooperate well in a group

### **Employability Skills**

Multifaceted problem solving skills and the capacity for listening and team work, as well as high ethical standards in personal and professional life, underpinned by a capacity for self-directed activity are skill gleaned in this unit. These are highly desirable qualities for many employment contexts.

## **SYLLABUS**

1. Pastoral Care and Counselling in Context
2. Introduction to Listening Skills
3. The importance of relationship: Carl Rogers and humanistic counselling
4. The importance of the past and the unconscious: Freud / Psychodynamic counselling
5. The importance of the life cycle: Human Development
6. The importance of learning and thinking: CBT
7. The importance of belief: Models of Christian Counselling
8. Mental Health
9. Depression, Suicide and Relationships
10. Death and Bereavement
11. Practicalities: Structures, Resources and Referral

## TEACHING AND LEARNING METHODS

Interactive lectures with small groups

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> Examination of case studies on the concepts and theories presented	n/a	n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>An essay</li><li>A reflective journal</li></ul>	2000 words 1000 words	75% 25%

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on summative written submissions within 15 working days

## FEEDBACK METHODS

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as a free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Goodliff, Paul, *Care in a confused climate* (London: DLT, 1998)  
Hough, M., *Counselling Skills and Theory*, 4th edn (London: Hodder, 2014)  
Jacobs, M., *Still Small Voice: An introduction to pastoral counselling* (London: SPCK, 1993)  
Jacobs, M., *The Presenting Past: The core of psychodynamic counselling and therapy counselling and therapy* (Buckingham: Open University Press, 2005)  
Johnson, E., ed., *Psychology and Christianity: Five Views*, 2nd edn (Downers Grove, Ill.: IVP Academic, 2010)  
Litchfield, K., *Tend my Flock* (Norwich: Canterbury Press, 2006)  
McLeod, J., *An Introduction to Counselling*, 4th edn (Maidenhead: Open University Press, 2009)  
Rose, J., *Psychology for Pastoral Contexts: A Handbook* (Norwich: Canterbury Press, 2013)  
Ross, A., *Counselling Skills for Church and Faith Community Workers* (Maidenhead: Open University Press, 2003)  
Watts, F., Nye, R., and Savage, S., *Psychology for Christian Ministry* (Abingdon: Routledge, 2002)

## SCHEDULED ACTIVITY HOURS

22 contact hours

**PLACEMENT HOURS**

N/A

**INDEPENDENT STUDY HOURS**

78 hours

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Leadership and Teamwork</b>
Unit Code	262 (8262 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Datha N. Blackwood
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

Students are introduced to the central place of leadership and human relationships in ministry and mission. Biblical and theological models of Christian leadership are explored, and contemporary secular theories of leadership are examined critically. The need for credibility in the leader is emphasised and leadership style is considered with a view to the students determining and working with understanding in their individual styles. The unit explores personal and corporate vision, working in groups and teams, managing change, corporate ethos and the running and chairing of meetings. The principles and skills are applied to the student's present and future ministry and mission. Practical exercises, role play and case studies are used to assess and develop leadership skills and teamwork ability.

**COURSE UNIT OVERVIEW**

Students are introduced to the central place of leadership and human relationships in ministry and mission. Biblical and theological models of Christian leadership are explored, and contemporary secular theories of leadership are examined critically. The need for credibility in the leader is emphasised and leadership style is considered with a view to the students determining and working with understanding in their individual styles. The unit explores personal and corporate vision, working in groups and teams, managing change, corporate ethos and the running and chairing of meetings. The principles and skills are applied to the student's present and future ministry and mission. Practical exercises, role play and case studies are used to assess and develop leadership skills and teamwork ability.

**AIMS**

To help students grasp the critical importance of effective leadership and good teamwork in the context of Christian mission and local church ministry and to develop and apply their own skills in these areas.

## LEARNING OUTCOMES

### Knowledge and Understanding

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

- Describe some relevant theories of leadership

### Intellectual Skills

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

- Integrate insights from biblical and theological studies with the task of pastoral and missional leadership
- Engage in theological reflection upon the practice of Christian leadership

### Practical Skills

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

- Reflect on their experiences as leaders and act accordingly

### Transferable Skills and Personal Qualities

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

- Identify and employ a preferred personal leadership style

### Employability Skills

Graduates of this unit will be able to offer leadership which is informed by a knowledge of theory, self-awareness and is committed to creative and flourishing teamwork

## SYLLABUS

1. Leadership and teamwork in context
2. Learning and leadership
3. Biblical leadership
4. Leadership theory
5. Teamwork exercise
6. Groups and teams
7. Credibility, authenticity and change
8. Leadership style
9. Conflict resolution and negotiation
10. The leader – personal issues
11. Meetings and chairing

## TEACHING AND LEARNING METHODS

262: Interactive lectures

8262: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 262: Group exercises	n/a	n/a
• 8262: Presentation	Notional 500 words	n/a
<b>Summative:</b>		
• 262: An essay	2500 words	100%
• 8262: An essay (on leadership)	1250 words	50%
An essay (on teamwork) and a learning journal*	1250 words	50%
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

- Oral feedback in class (262 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Adair, J., *Effective Leadership Masterclass*, (London: Pan, 1997)

Banks, R., and B. Ledbetter, *Reviewing Leadership* (Grand Rapids: Baker Academic, 2004)

Barker, A., *Making Meetings Work* (London: Industrial Society, 1993)

Belbin, R., *Management Teams - why they succeed or fail* (London: Butterworth Heinemann, 1981)

Cormack, D., *Team Spirit* (London: Marc, 1990)

Hybels, Bill, *Courageous Leadership* (Grand Rapids: Zondervan, 2002)

Ford, L., *Jesus the Transforming Leader* (London: Hodder & Stoughton, 1991)

Marshall, T., *Understanding Leadership: fresh perspectives on the essentials of New Testament leadership* (Chichester: Sovereign World, 1991)

Schein, E., *Organisational Culture and Leadership*, second ed. (New York: Jossey-Bass Wiley, 1997)

Stott, K., and A. Walker, *Teams, Teamwork & Team Building* (London: Prentice Hall, 1995)

Thomas, Viv, *Future Leader* (Carlisle: Paternoster, 1999)

Wright, W., *Mentoring* (Milton Keynes: Paternoster, 2006)

Wright, W., *Relational Leadership. A biblical model for leadership service* (Carlisle: Paternoster, 2000)

## SCHEDULED ACTIVITY HOURS

22 contact hours (N/A for distance learning version)

**PLACEMENT HOURS**

N/A
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**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)
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**ADDITIONAL NOTES**

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**APPROVAL**

Date approved by UGC	
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Valid from Date (Publishing Date)	
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**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

**GENERAL INFORMATION**

Course Unit title	<b>Spirituality 2</b>
Unit code	264 (8264 for distance learning version)
Credit rating	10
Level	5
Contact hours	24 (n/a for distance learning delivery)
Pre-requisite units	162 Spirituality
Co-requisite units	n/a
School responsible	Spurgeon's College with School of Arts, Languages and Cultures
Member of staff responsible	Rev Simon M. Jones / Dr Joshua T. Searle
ECT	5
Notional hours of learning	100

**BRIEF DESCRIPTION OF THE UNIT**

The unit builds on the introductory unit 162 Spirituality by considering some of the main streams of spirituality that have moulded the Christian church. Different spiritualities are considered such as evangelical spirituality, Pentecostal approaches, mystical and contemplative streams, Eastern Orthodox spirituality, Black spiritualities and Celtic traditions. Different streams and approaches are contrasted and critically evaluated, and the relationship between personality and spirituality is analysed. Extracts from primary texts from some of the different traditions are studied.

**AIMS**

To consider in detail some of the different traditions of Christian spirituality and their relevance to contemporary Christianity.

**INTENDED LEARNING OUTCOMES**

Category of outcome	By the end of this unit students should be able to:
Knowledge and understanding	<ul style="list-style-type: none"> <li>demonstrate an understanding of how spirituality has been practised in different traditions of the Christian church</li> </ul>
Intellectual skills	<ul style="list-style-type: none"> <li>evaluate the relevance of these different streams to the practice of Christianity in a variety of different contexts today</li> </ul>
Practical and transferable skills; personal qualities	<ul style="list-style-type: none"> <li>identify and implement approaches to Christian spirituality that will assist in their own spiritual growth</li> </ul>

## ASSESSMENT

Assessment task	Length	Weighting within unit
Formative:		
• 264: An essay plan	500 words	n/a
• 8264: An essay	1000 words	n/a
Summative:		
• 264: An essay	2500 words	100%
• 8264: An essay	2500 words	100%
A learning journal*		pass / fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FURTHER INFORMATION

Semester	
Available on which programme(s)?	BA in Theology

Content	t.b.a. (taught from 2016)
Teaching method	Interactive lectures
Additional eLearning content	Unit materials are available at Spurgeon's <i>Online</i> to support student learning
Feedback	Written feedback to students within 15 working days from submission
Date of approval (for office use)	
Information updated on	December 2014

## INDICATIVE READING

Collins K. J. (ed.), *Exploring Christian Spirituality* (Grand Rapids: Baker, 2000)  
 Julian of Norwich, *Revelations of Divine Love* (e.g. Harmondsworth: Penguin, 1966)  
 McGrath, Alister E., *Christian Spirituality* (Oxford: Blackwell, 1999)  
 Mursell, G., *English Spirituality*, 2 vols (London: SPCK, 2001)  
 Perrin, D.B., *Studying Christian Spirituality* (London: Routledge, 2007)  
 Randall, Ian M., *What a Friend we Have in Jesus: The Evangelical Tradition* (London: DLT, 2005)  
 Ranft, P., *Women and Spiritual Equality in Christian Tradition* (Basingstoke: MacMillan, 2000)  
 Sheldrake, Philip, *Spirituality and History* (London: SCM, 1991)  
 Sheldrake, Philip (ed.), *The New SCM Dictionary of Christian Spirituality* (London: SCM, 2004-5)  
 Ware, K., *The Orthodox Way* (New York: St Vladimir's Seminary, 2002)  
 Windeatt, B., *English Mystics of the Middle Ages* (Cambridge: CUP, 1994)



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Apologetics</b>
Unit Code	273 (Distance learning version 8273)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Seidel Abel Boanerges
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

This unit examines the meaning of apologetics and assesses its place in the ministry of individuals and local churches within the contemporary context. It explores apologetic approaches to some classic issues, such as the existence of God, the problem of evil, the resurrection and the relationship between science and faith. It examines the role of dialogue in evangelism, conversation with other faith traditions and non-religious ideologies, the relationship between persuasion and the freedom to choose and the importance of 'civility'. It asks whether apologetics is still relevant in a postmodern context and, if so, in what form.

**COURSE UNIT OVERVIEW**

This unit examines the meaning of apologetics and assesses its place in the ministry of individuals and local churches within the contemporary context. It explores apologetic approaches to some classic issues, such as the existence of God, the problem of evil, the resurrection and the relationship between science and faith. It examines the role of dialogue in evangelism, conversation with other faith traditions and non-religious ideologies, the relationship between persuasion and the freedom to choose and the importance of 'civility'. It asks whether apologetics is still relevant in a postmodern context and, if so, in what form.

**AIMS**

To equip students to identify objections to Christian faith within contemporary culture and to offer informed and intelligent responses to them.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Identify common objections and barriers to faith in contemporary culture and possible responses to them

## Intellectual Skills

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

- Draw creatively on Christian apologetic traditions to interact with alternative ideologies in contemporary contexts

## Practical Skills

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

- Construct coherent apologetic responses to a range of contemporary issues in a civil and informed manner

## Transferable Skills and Personal Qualities

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

- Locate, analyse and utilise relevant information

## Employability Skills

This unit develops students' skills to engage in public debate and discussion by constructing a coherent argument, listening carefully to the views of others and responding to them in a coherent and civil manner

## SYLLABUS

1. Apologetics and evangelism
2. Apologetics in contemporary context
3. Believing in God
4. The problem of evil
5. Science and faith: The Dawkins delusion
6. Group project: The historicity of Jesus
7. Group project: The resurrection of Jesus
8. Group project: Experience of God
9. Apologetics and the New Age
10. Christianity and modern myths
11. Civility and certainty

## TEACHING AND LEARNING METHODS

273: Interactive lectures and group work

8273: Distance learning

Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 273: An essay plan	500 words	n/a
• 8273: An essay plan	500 words	n/a
<b>Summative:</b>		
• 273: An essay	2500 words	100%
• 8273: An essay and a learning journal*	2500 words	100%
* Distance learning students are required to pass this element. So long as this element has		

been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (273 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Campbell-Jack, C., et al, *New Dictionary of Christian Apologetics* (Leicester: IVP, 2006)  
Cottingham, John, *Why Believe?* (London: Continuum, 2009)  
Craig, William Lane, *Reasonable Faith: Christian Truth and Apologetics* (Wheaton: Crossway, 2008)  
Fergusson, David, *Faith and its Critics: A conversation* (Oxford: Oxford University Press, 2009)  
Hart, David Bentley, *Atheist Delusions: The Christian revolution and its fashionable enemies* (New Haven and London: Yale University Press, 2009)  
Keller, Timothy J. *The Reason for God: Belief in an Age of Scepticism* (London: Hodder & Stoughton, 2008)  
McGrath, A., *Bridge Building: Communicating Christianity Effectively* (Leicester: IVP, 1992)  
McGrath, Alister E., *Mere Apologetics: How to Help Seekers and Skeptics Find Faith* (Grand Rapids: Baker, 2011)  
McGrath, A., and J. McGrath, *The Dawkins Delusion? Atheist Fundamentalism and the Denial of the Divine* (London: SPCK, 2007)  
Sampson, P.J., *Six Modern Myths Challenging Christian Faith* (Leicester: IVP, 2000)  
Sinkinson, C., *Confident Christianity: Conversations That Lead to the Cross* (Nottingham: IVP, 2012)  
Stackhouse, J.G., *Humble Apologetics: Defending the Faith Today* (Oxford: Oxford University Press, 2003)  
Taylor, James E., *Introducing Apologetics: Cultivating Christian commitment* (Grand Rapids: Baker Academic, 2006)  
Ward, Keith, *The Big Questions in Science and Religion* (Pennsylvania: Templeton Foundation Press, 2008)

## SCHEDULED ACTIVITY HOURS

22 contact hours (N/A for distance learning version)

## PLACEMENT HOURS

N/A

## INDEPENDENT STUDY HOURS

78 (100 for distance learning version)

**ADDITIONAL NOTES**

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**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Transforming Congregations</b>
Unit Code	274 (8274 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Simon M. Jones
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit explores the cycle of renewal and decline in Scripture and in church history, taking note of the characteristics of renewal movements. By exploring the dynamics of congregational life it identifies factors which make for the renewal of churches in spirituality, worship, order and mission and considers their application in today's context. In particular it focuses on the place of preaching, pastoral care and the sacraments as the means by which those in pastoral leadership may manage change and nurture healthy congregations. Students are enabled to apply a variety of tools of review to their own placements and contexts.

**COURSE UNIT OVERVIEW**

The unit explores the cycle of renewal and decline in Scripture and in church history, taking note of the characteristics of renewal movements. By exploring the dynamics of congregational life it identifies factors which make for the renewal of churches in spirituality, worship, order and mission and considers their application in today's context. In particular it focuses on the place of preaching, pastoral care and the sacraments as the means by which those in pastoral leadership may manage change and nurture healthy congregations. Students are enabled to apply a variety of tools of review to their own placements and contexts.

**AIMS**

To identify and explore the factors which contribute to the renewal of congregations in spirituality, order and mission and to equip participants to be agents of constructive change.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Give an informed account of the nature, content and purpose of congregational studies

## Intellectual Skills

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

- Evaluate critically recent approaches to the dynamics of congregational life

## Practical Skills

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

- Analyse contexts and show critical awareness of their impact on their ministries
- Appraise their own church contexts and propose appropriate and pastorally responsible strategies for their development

## Transferable Skills and Personal Qualities

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

- Demonstrate ability to use relevant information to engender change
- Identify challenges and obstacles to successful adaptation to new ideas

## Employability Skills

The ability to analyse, identify and engage in effective change management are skills developed within this unit, and are crucial in a variety of graduate employment contexts

## SYLLABUS

1. Congregational pathology and health
2. Natural church development
3. Building healthy churches
4. Purpose-driven churches
5. The nature of renewal movements
6. Vision and its realisation
7. Two case studies
8. Two case studies
9. Two case studies
10. The dynamics and ethics of change
11. Towards an agenda for renewal

## TEACHING AND LEARNING METHODS

274: Interactive lectures  
8274: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 274: Audit document plan	750 words	n/a
• 8274: Audit document plan	750 words	n/a
<b>Summative:</b>		
• 274: An audit and strategy document	2500 words	100%
• 8274: An essay or an audit and strategy document <i>and a learning journal*</i>	2500 words	100%
		Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (274 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

- Avis, P., *A Church Drawing Near; Spirituality and Mission in a Post-Christian Culture* (Edinburgh: T and T Clark, 2003)
- Beasley-Murray, P., *Transform your Church: 50 very practical steps* (Leicester: IVP, 2005)
- Beer, D., *50 Ways to Help your Church Grow* (Eastbourne: Kingsway, 2000)
- Croft, S., *Transforming Communities: Re-imagining the Church for the 21<sup>st</sup> Century* (London: DLT, 2002)\*\*
- Breen, Mike, *Leading Missional Communities* (Pawley's Island: 3 Dimension Ministries, 2013)
- Breen, Mike and Absolom, Alex, *Launching Missional Communities – a field guide* (Pawleys Island, SC: 3DM Publications, 2010)
- Cameron, H., Richter, P., Davies, D., and Ward, F., eds, *Studying Local Churches: A Handbook* (London: SCM Press, 2005)\*\*
- Cameron, Helen, *Resourcing Mission: Practical Skills for Changing Churches* (London: SCM, 2011)
- Dadswell, David, *Consultancy Skills for Mission and Ministry* (London: SCM, 2011)
- Finney, J. *Fading Splendour? A New Model of Renewal* (London: DLT, 2000)
- Guest, M., Tusting, K. and Woodhead, L., eds., *Congregational Studies in the UK* (Aldershot: Ashgate, 2004)\*\*
- Hocken, P., *The Strategy of the Spirit? Worldwide renewal and revival in the established Church and modern movements* (Guildford: Eagle, 1996)
- Hopewell, J. F.. *Congregation: Stories and Structures* (London: SCM, 1987)
- Hopkins, Bob and Breen, Mike, *Clusters: creative mid-sized missional communities* (Pawleys Island, SC: 3DM Publications, 2007)
- McNeal, Reggie, *Missional Communities: The Rise of the Post-Congregational Church* Jossey-Bass Leadership Network Series[55] [e-book] (San Francisco: Jossey-Bass, 2011)
- Percy, M. and Markham, I., *Why Liberal Churches are Growing* (London: Continuum, 2006)\*\*

Schwarz, C. A., *Natural Church Development: A Practical Guide to a New Approach* (Bedordh: BCGA, 1996)

Snyder, H., *Signs of the Spirit: How God Reshapes the Church* (Grand Rapids: Zondervan, 1989)

Snyder, H., *Liberating the Church: The Ecology of Church and Kingdom* (London: Marshalls, 1983)

Snyder, H., *The Community of the King* (Downers Grove; IVP, 1977)\*\*

Stackhouse, I., *The Gospel-Driven Church: Retrieving classical ministries for contemporary revivalism* (Carlisle: Paternoster, 2004)\*\*

Warren, Rick, *The Purpose Driven Church* (Grand Rapids: Zondervan, 1995)

Warren, R., *The Healthy Churches' Handbook* (London: Church House Press, 2004)\*\*

Wraight, H., and Wraight, P., *Back from the Brink: Stories of Churches which Refused to Die* (London: CRA, 2006)

Wright, N. G., *Challenge to Change: A Radical Agenda for Baptists* (Eastbourne: Kingsway, 1991)\*\*

**SCHEDULED ACTIVITY HOURS**

22 contact hours (N/A for distance learning version)

**PLACEMENT HOURS**

N/A

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Modern and Postmodern Philosophy</b>
Unit Code	276 (8276 for distance learning delivery)
Unit Level	2
Contact Hours	22 hours (n/a for distance learning delivery)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

This unit builds on unit 176 (Philosophy and Christian Worldview) and introduces some key themes in philosophy from the Enlightenment to the present day. There is a particular focus on the Western classical philosophical tradition. The unit will conclude with a consideration of postmodernity and how this movement impacts thinking about the Christian faith. Through critical interaction with intellectual ideas that have shaped contemporary culture, this unit challenges students to engage with philosophical ideas concerning godness, truth and beauty from a Christian point of departure.

**COURSE UNIT OVERVIEW**

This unit builds on unit 176 (Philosophy and Christian Worldview) and introduces some key themes in philosophy from the Enlightenment to the present day. There is a particular focus on the Western classical philosophical tradition. The unit will conclude with a consideration of postmodernity and how this movement impacts thinking about the Christian faith. Through critical interaction with intellectual ideas that have shaped contemporary culture, this unit challenges students to engage with philosophical ideas concerning godness, truth and beauty from a Christian point of departure.

**AIMS**

- To develop students' understanding of the subject and methods of philosophy
- To improve their skills in critical thinking
- To give students a basic understanding of the main developments in the Western philosophical tradition, so that they can critically interact with ideas that have shaped the contemporary world from an explicitly Christian perspective

## LEARNING OUTCOMES

### Knowledge and Understanding

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

- Understand some key terms and questions in philosophy from c.1650 to the present day
- Demonstrate an understanding of major movements in philosophy, such as empiricism, idealism, existentialism and postmodernism

### Intellectual Skills

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

- Develop a critical awareness of some of the fundamental questions of philosophy from the Enlightenment to the present day
- Formulate lucid Christian responses to some major philosophical developments since the Enlightenment

### Practical Skills

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

- Use IT and computer skills to effectively support research
- Critically interact with complex texts and extract relevant ideas and information
- Articulate a personal response to some philosophical positions

### Transferable Skills and Personal Qualities

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

- Integrate knowledge and understanding of philosophical concepts and apply these to a range of current ethical and political issues
- Recognise and understand nuances of argumentation in complex texts

### Employability Skills

The ability to engage in informed debate in a way which facilitates the understanding of differing world views as well as the skills to educate others to engage with nuances of argumentation in the context of contemporary world views, are invaluable in many employment contexts.

## SYLLABUS

1. The Enlightenment I
2. The Enlightenment II
3. The Romantic Movement I
4. The Romantic Movement II
5. Existentialism and Phenomenology
6. Marxism
7. Logical Positivism
8. Postmodern Philosophy I
9. Postmodern Philosophy II
10. Christian Faith and Postmodern Philosophy I
11. Christian Faith and Postmodern Philosophy II

## TEACHING AND LEARNING METHODS

276: Interactive lectures  
 8276: Distance learning  
 Unit materials are available at Spurgeon's *Online* to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b>		
• 276: An essay plan	500 words	n/a
• 8276: An essay plan	500 words	n/a
<b>Summative:</b>		
• 276: An essay	2500 words	100%
• 8276: An essay and a learning journal*	2500 words	100%
* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.		

## FEEDBACK METHODS

- Oral feedback in class (276 Only)
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

## RECOMMENDED READING

Caputo, John D., *The Prayers and Tears of Jacques Derrida: Religion without Religion* (Bloomington: Indiana University Press, 1997)  
 Clark, Kelly James, et al (eds), *101 Key Terms in Philosophy and Their Importance for Theology* (Louisville: Westminster John Knox, 2008)  
 Flynn, Thomas, *Existentialism: A Very Short Introduction* (Oxford: Oxford University Press, 2006)  
 Honderich, Ted, *The Oxford Companion to Philosophy* (Oxford: Oxford University Press, 1995)  
 Kee, Alistair, *The Masters of Suspicion: Feuerbach, Marx, Nietzsche, and Freud* (London: SCM, 2012)  
 Kenny, Anthony, *The Rise of Modern Philosophy* (Oxford: Oxford University Press, 2006)  
 Middleton, J. Richard, and Brian J. Walsh, *Truth is Stranger Than It Used To Be: Biblical*

*Faith in a Postmodern Age* (London: SPCK / Downers Grove: IVP, 1995)  
 Rollins, Peter, *How (Not) to Speak of God* (London: SPCK, 2006)  
 Schouls, Peter A., *Descartes and the Enlightenment* (Montreal: McGill Queens University Press / Edinburgh: Edinburgh University Press, 1989)  
 Smith, James K.A., *Who's Afraid of Postmodernism?: Taking Derrida, Lyotard, and Foucault to Church* (Grand Rapids: Baker, 2006)  
 Vanhoozer, Kevin, *The Cambridge Companion to Postmodern Theology* (Cambridge: Cambridge University Press, 2003)

**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)

**PLACEMENT HOURS**

n/a

**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)

**ADDITIONAL NOTES**

**APPROVAL**

Date approved by UGC

Valid from Date (Publishing Date)

**School of Arts, Languages & Cultures, Faculty of Humanities**  
**Course Unit Descriptor**

24.02.16

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>The Urban Challenge</b>
Unit Code	278 (8278 distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Rev. Simon M. Jones
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

This unit explores the urban context in which half the world's population currently lives (soon to be 75%) and the nature of urban deprivation, examining contextual and sociological factors, urban spirituality, cross-cultural and holistic mission, and urban church life. It outlines and analyses church planting models that may be appropriate in this urban context. Biblical and theological reflection on these issues is an integral part of this unit.

**COURSE UNIT OVERVIEW**

This unit explores the urban context in which half the world's population currently lives (soon to be 75%) and the nature of urban deprivation, examining contextual and sociological factors, urban spirituality, cross-cultural and holistic mission, and urban church life. It outlines and analyses church planting models that may be appropriate in this urban context. Biblical and theological reflection on these issues is an integral part of this unit.

**AIMS**

To give students an understanding of the processes like urbanisation, culture creation and work in city life and how appropriate Christian communities could be created within an urbanised context.

**LEARNING OUTCOMES**

**KNOWLEDGE AND UNDERSTANDING**

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

- Explain the dynamics of urbanisation and contextual factors that differentiate urban church life and planting from that in other areas

**INTELLECTUAL SKILLS**

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

- Critically evaluate church planting models and mission methodologies applicable to urban church planting
- Outline the spiritual and sociological dynamics of urban church planting and the missiological implications of these dynamics

**PRACTICAL SKILLS**

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

- Analyse an urban context and participate in devising a missional response

**TRANSFERABLE SKILLS AND PERSONAL QUALITIES**

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

- Apply the material studied and the significance of contextuality to their own situations

## EMPLOYABILITY SKILLS

The knowledge and insight gleaned from an understanding of cities and the urban contexts are invaluable in any employment context. Graduates from this unit would have developed a set of skills in urban mission and urban church planting, specifically located in the nature of cross-cultural and holistic approaches to mission

## SYLLABUS

1. Welcome to the City
2. Cities and Urbanisation
3. Cities and Culture
4. Power in the City
5. Mapping and Interpreting the City
6. Waves of Urban Mission
7. Reports and Responses
8. Urban Mission: The First Wave
9. Urban Mission: The Second Wave
10. Urban Mission: Phases, Themes, Agendas
11. Urban Church Planting

## TEACHING AND LEARNING METHODS

- Interactive lectures and Distance Learning
- Unit materials are available at Spurgeon's Online to support student learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none"><li>• 178 A group work exercise</li><li>• 8178 An essay plan</li></ul>	n/a 750 words	n/a n/a
Summative: <ul style="list-style-type: none"><li>• 178 An essay</li><li>• 8178 An essay</li><li>• A learning journal*</li></ul>	2500 words 2500 words	100% 100% Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class
- Written feedback on formative and summative written submissions within 15 working days

## REQUISITES

Available on which programme(s)?	BA
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	N/A
Co-requisite units	N/A

## RECOMMENDED READING

Bakke, Ray, *A Theology as Big as the City* (Crowborough: Monarch, 1997)  
Barber, Benjamin, *If Mayors Ruled the World: Dysfunctional Nations, Rising Cities* (Yale University

Press, 2014)

Burdett, Ricky & Deyan Sudjic, *Living in the Endless City* (London: Phaidon Pr., 2011)

Davey, A., *Urban Christianity and Global Order* (London: SPCK, 2001)

Davis, Mike, *Planet of Slums* (London: Verso 2006)

Glaeser, Edward, *Triumph of the City: How Urban Spaces Make us Human* (London: Pan 2011)

Gornik, M., *To Live in Peace: biblical faith and the changing inner city* (Grand Rapids: Eerdmans, 2002)

Green, L., *Urban Ministry and the Kingdom of God* (London: SPCK, 2003)

Green, L., *Blessed are the Poor?: Urban Poverty and the Church* (London, SCM, 2015)

Hall, Peter, *Cities in Civilisation: Culture, Innovation and Urban Order* (London: Orion, 1999)

Latham, Steve, and M. Eastman, *Urban Church: a practitioner's handbook* (London: SPCK, 2004)

Minton, Anna *Ground Control: Fear and Happiness in the Twenty-first Century City* (London: Penguin, 2009)

Northcott, M. (ed.), *Urban Theology: a reader* (London: Cassell, 1998)

Sassen, Saskia, *The Global City* (Princeton: University Press, 2001)

Walker, A. (ed.), *Spirituality in the City* (London: SPCK, 2005)

**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)

**PLACEMENT HOURS**

N/A

**INDEPENDENT STUDY HOURS**

78 Hours (100 hours for distance learning version)

**ADDITIONAL NOTES**

**APPROVAL**

<b>Date Approved by UGC</b>	
<b>Valid from Date (Publishing Date)</b>	



The University of Manchester



**School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor**

23.02.2016

**GENERAL INFORMATION**

Credit Rating	10
Course Unit Title	<b>Religion, Culture and Society 2</b>
Unit Code	280 (8280 for distance learning version)
Unit Level	2
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

**EXTERNAL FACING COURSE UNIT OVERVIEW**

The unit aims to highlight some of the main ideological and social developments in contemporary culture, to equip students with the skills to evaluate, analyse and critique these belief systems. Consideration is given to the relationship between the Christian faith and other worldviews. Students are provided with the intellectual tools to work out practical responses to these current dilemmas.

**COURSE UNIT OVERVIEW**

The unit aims to highlight some of the main ideological and social developments in contemporary culture, to equip students with the skills to evaluate, analyse and critique these belief systems. Consideration is given to the relationship between the Christian faith and other worldviews. Students are provided with the intellectual tools to work out practical responses to these current dilemmas.

**AIMS**

To engage knowledgeably and critically with the main issues and developments in contemporary religion, cultural and society.

**LEARNING OUTCOMES**

**Knowledge and Understanding**

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

- Compare and evaluate competing and opposing contemporary ideological perspectives

**Intellectual Skills**

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

- Analyse changes in social structure and belief systems

**Practical Skills**

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

- Locate, analyse and utilise information

## Transferable Skills and Personal Qualities

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

- Analyse contexts and show critical awareness of their impact on their ministries
- Apply their learning to their personal life and practice

## Employability Skills

This unit provides the intellectual tools to work out practical responses to current dilemmas; these conceptualising/thinking skills are generic tools that are vital in a variety of graduate employment contexts.

## SYLLABUS

1. Worldview thinking
2. Marxism
3. Psychology - psychoanalysis
4. Feminism
5. Race - multiculturalism
6. Sexualities
7. Conservatism
8. Post-modernism - Post-Christendom
9. Islam
10. Technology - internet
11. Globalisation - capitalism

## TEACHING AND LEARNING METHODS

280: Interactive lectures  
8280: Distance learning

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> <ul style="list-style-type: none"><li>• 280: An essay plan</li><li>• 8280: An essay plan</li></ul>	500 words 500 words	n/a n/a
<b>Summative:</b> <ul style="list-style-type: none"><li>• 280: An essay</li><li>• 8280: An essay <i>and a learning journal*</i></li></ul>	2500 words 2500 words	100% 100% Pass/fail*

\* Distance learning students are required to pass this element. So long as this element has been passed, they will be eligible for compensation if the overall unit mark is within the compensation zone (30-39%), and the compensatable credit allowance as set out in the Degree Regulations has not been exceeded.

## FEEDBACK METHODS

- Oral feedback in class (280 Only)
- Written feedback on formative and summative written submissions within 15 working days

**REQUISITES**

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

**RECOMMENDED READING**

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**SCHEDULED ACTIVITY HOURS**

22 contact hours (n/a for distance learning version)
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**PLACEMENT HOURS**

n/a
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**INDEPENDENT STUDY HOURS**

78 (100 for distance learning version)
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**ADDITIONAL NOTES**

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**APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



School of Arts, Languages & Cultures, Faculty of Humanities  
Course Unit Descriptor

23.02.2016

### GENERAL INFORMATION

Credit Rating	10
Course Unit Title	<b>Independent Study</b>
Unit Code	290
Unit Level	2
Contact Hours	3
FHEQ Level	5
Teaching Period	Flexible delivery
Teaching Staff	Director of Studies
ECTS	5

### EXTERNAL FACING COURSE UNIT OVERVIEW

Students may choose, with the approval of the appropriate member of the teaching staff, any topic within the theological field which they wish to explore in depth. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

This unit is normally available only to those who are not preparing for accredited Baptist ministry.

### COURSE UNIT OVERVIEW

Students may choose, with the approval of the appropriate member of the teaching staff, any topic within the theological field which they wish to explore in depth. The topic must be appropriate to an undergraduate degree, draw upon the skills previously gained by the student, be based on an adequate body of knowledge, be based on adequate and accessible resources, and be capable of being supervised by a member of the teaching staff.

This unit is normally available only to those who are not preparing for accredited Baptist ministry.

### AIMS

To enable students to explore a subject of special interest.

### LEARNING OUTCOMES

#### Knowledge and Understanding

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

- Demonstrate adequate knowledge of their chosen subject area

## Intellectual Skills

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

- Describe and evaluate the information they have collected about their chosen subject area
- Engage creatively with the issues they have identified

## Practical Skills

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

- Work independently at HE level
- Show the skills to collect, analyse and evaluate appropriate data
- Present a coherent, extended piece of work

## Transferable Skills and Personal Qualities

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

- Present the outcomes of self-directed study and learning
- Demonstrate their ability to be self-disciplined and manage their own time effectively

## Employability Skills

The skills learned in independent study are transferrable and valuable in employment contexts. These skills include:

- the ability to collate information, evaluate it and present the outcomes of such research in a sustained piece of writing (or other appropriate format);
- the ability to be self-disciplined, manage time well and produce work to agreed deadlines.

## SYLLABUS

n/a

## TEACHING AND LEARNING METHODS

Independent study

## ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<b>Formative:</b> An outline of the project	500 words	n/a
<b>Summative:</b> A project, presented in appropriate medium and format	2500 words	100%

## FEEDBACK METHODS

- Oral feedback (as appropriate)
- Written feedback on formative and summative written submissions within 15 working days

**REQUISITES**

Available on which programme(s)?	BA in Theology
Available as Free Choice (UG) or to other programmes (PG)?	Available as free choice (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

**RECOMMENDED READING**

n/a

**SCHEDULED ACTIVITY HOURS**

3 contact hours

**PLACEMENT HOURS**

N/A

**INDEPENDENT STUDY HOURS**

97

**ADDITIONAL NOTES****APPROVAL**

Date approved by UGC	
Valid from Date (Publishing Date)	