

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

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Advanced Hebrew
Unit Code	310
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltan Schwab
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit involves the translation and interpretation of consecutive chapters from diverse books of the Old Testament to be taken from Pentateuch, Prophets and Writings. Examples are Ruth, 1 Samuel 1-3, Isaiah 6-9, Jeremiah 1, 7-9, 31, Ezekiel 8-11, 37, Amos.

COURSE UNIT OVERVIEW

This unit involves the translation and interpretation of consecutive chapters from diverse books of the Old Testament to be taken from Pentateuch, Prophets and Writings. Examples are Ruth, 1 Samuel 1-3, Isaiah 6-9, Jeremiah 1, 7-9, 31, Ezekiel 8-11, 37, Amos.

AIMS

To enable students to read and interpret the Hebrew text of the Old Testament.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate adequate knowledge of the grammar of biblical Hebrew

Intellectual Skills

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

- Assess textual variations
- Engage in the interpretation of the Hebrew text in the light of modern interpretative approaches

Practical Skills

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

- Translate texts from the Hebrew Old Testament with confidence and competence
- Present a paper in class

- Explain texts to those who do not know Hebrew in a profound way

Transferable Skills and Personal Qualities

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

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

Employability Skills

Graduates will be able to demonstrate to future employers an ability to apply a disciplined approach to varied tasks, through the skills and discipline of language study and translation work gleaned in this unit.

SYLLABUS

- 1) Jeremiah 1:1-6
- 2) Jeremiah 1:7-12; weak verbs (II waw, II yod)
- 3) Jeremiah 1:13-19; weak verbs (II waw, II yod)
- 4) 1 Samuel 1:1-11; weak verbs (II waw, II yod)
- 5) 1 Samuel 1:12-23; weak verbs (geminate verbs)
- 6) 1 Samuel 1:24-2:10; weak verbs (geminate verbs)
- 7) 1 Samuel 2:11-21; weak verbs (I waw, I yod)
- 8) 1 Samuel 2:22-36; weak verbs (I waw, I yod)
- 9) 1 Samuel 3:1-21; weak verbs (III he)
- 10) Job 4:1-11; weak verbs (III he)
- 11) Job 4:12-21; How to do word study?

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
Formative: • Student-led seminar on the translation and exegesis of a passage	n/a	n/a
Summative: • An unseen written examination	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	212 and 213 or equivalent
Co-requisite units	n/a

RECOMMENDED READING

Commentaries on the set texts from series such as Anchor Bible, Hermeneia, International Critical Commentary, New International Commentary on the OT and Word Biblical Commentary

A concordance such as J.R. Kohlenberger and J.A. Swanson, *The Hebrew-English Concordance to the Old Testament* (Grand Rapids: Zondervan, 1998)

Elliger, Kurt, and Wilhelm Rudolph (eds), *Biblia Hebraica Stuttgartensia* (Stuttgart: UBS, 1977)

Barr, James, *The Semantics of Biblical Language* (Oxford: Oxford University Press, 1961)

Botterweck, G. Johannes, Helmer Ringgren, Heinz-Josef Fabry (eds.), *Theological Dictionary of the Old Testament* (Grand Rapids, Michigan: Eerdmans, 1974-1995)

Brown, F., S.R. Driver and C.A. Briggs, *Hebrew and English Lexicon of the OT* (Oxford: OUP, 1907)

Clines, David J. A. (ed.), *The Dictionary of Classical Hebrew* (Sheffield: Sheffield Academic Press, 1993-2016)

Kelley, Page H., Daniel S. Wynnatt, Timothy G. Crawford, *The Masorah of Biblia Hebraica Stuttgartensia* (Grand Rapids, Michigan: Eerdmans, 1998)

Koehler, Ludwig and Walter Baumgartner, *The Hebrew and Aramaic Lexicon of the Old Testament* (Leiden: Brill, 1994)

Schertz, Mary H. and Perry B. Yoder, *Seeing the Text: Exegesis for Students of Greek and Hebrew* (Nashville: Abingdon Press, 2001)

Tov, Emanuel, *Textual Criticism of the Hebrew Bible* (Minneapolis: Fortress, 2001)

VanGemeren, William A. (ed.), *New International Dictionary of Old Testament Theology and Exegesis*, 5 vols (Carlisle: Paternoster, 1997)

Würthwein, Ernst, *The Text of the Old Testament: An introduction to the Biblia Hebraica* (Grand Rapids: Eerdmans, 1979)

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)

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

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Old Testament Prophetic Texts
Unit Code	315 (8315 distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for the distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltán Schwáb
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit reflects on the nature of Old Testament prophecy and prophetic literature against the background of prophetism in the Ancient Near East. Students engage in more detailed work on three Old Testament prophetic books, of which two belong to the major and one to the minor prophets. Of the three selected books, a general overview is given in which the historical background and the main theological issues are discussed. Different scholarly opinions and approaches are evaluated and students are required to actively participate in exegesis of selected passages. Opportunities will be provided in class to discuss the present day application of the text, both on an individual and corporate level.

COURSE UNIT OVERVIEW

The unit reflects on the nature of Old Testament prophecy and prophetic literature against the background of prophetism in the Ancient Near East. Students engage in more detailed work on three Old Testament prophetic books, of which two belong to the major and one to the minor prophets. Of the three selected books, a general overview is given in which the historical background and the main theological issues are discussed. Different scholarly opinions and approaches are evaluated and students are required to actively participate in exegesis of selected passages. Opportunities will be provided in class to discuss the present day application of the text, both on an individual and corporate level.

AIMS

To introduce students to the prophetic literature of the Old Testament and to develop their skills in exegesis.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Give evidence of ample knowledge of the main prophetic books, including their

historical backgrounds and major themes

Intellectual Skills

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

- Critically discuss the nature of OT prophecy
- Discuss scholarly issues in the study of the prophetic literature

Practical Skills

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

- Engage in detailed exegesis of prophetic texts with the help of relevant commentaries, to formulate their own opinion and to justify it
- Apply the materials studied to situations in the Church and the world

Transferable Skills and Personal Qualities

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

- Critically evaluate their own views and the views of others
- Demonstrate the ability to undertake independent research and analyse different views

Employability Skills

The generic skills students consolidate in this unit – such as managing information, planning and organising information, thinking innovatively and creatively – are vital in a wide range of graduate employment contexts.

SYLLABUS

1. Special characteristics of the prophets 1
2. Special characteristics of the prophets 2
3. Isaiah (messianic prophecies) 1
4. Isaiah (messianic prophecies) 2
5. Isaiah (creation, monotheism, idolatry)
6. Jeremiah 1
7. Jeremiah 2
8. Ezekiel 1
9. Ezekiel 2
10. Minor prophets 1
11. Minor prophets 2

TEACHING AND LEARNING METHODS

315: Interactive lectures

8315: Distance learning

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 315: An exposition of a passage from the Major Prophets	10 minutes	n/a
• 8315: An exposition of a passage from the Major Prophets	Notional 750-1000 words	n/a
Summative:		

• 315: An essay	3000 words	100%
• 8315: An essay and a learning journal*	3000 words	100% Pass/fail*
* Distance learning students are required to pass this element.		

FEEDBACK METHODS

- Oral feedback in class (315 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	103 Reading and Using the Bible or 112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

Barton, John, *Oracles of God: Perceptions of Ancient Prophecy in Israel after the Exile*. 2nd edn (London: Darton, Longman and Todd, 2007)

Chisholm, Robert B. Jr., *Handbook on the Prophets* (Grand Rapids: Baker Academic, 2002)

Gowan, Donald E., *Theology of the Prophetic Books, The Death & Resurrection of Israel* (Louisville: Westminster John Knox, 1998)

Kratz, Reinhard G., *The Prophets of Israel* (Winona Lake: Eisenbrauns, 2015)

Kugel, James L., *How to Read the Bible, A Guide to Scripture, Then and Now* (New York: Free Press, 2007)

Moberly, R. W. L., *Prophecy and Discernment* (Cambridge: Cambridge University Press, 2006)

Peels, Hendrik G.L., and S.D. Snyman (eds), *The Lion Has Roared: Theological Themes in the Prophetic Literature of the Old Testament* (Eugene, OR: Pickwick, 2012)

Redditt, Paul L., *Introduction to the Prophets* (Grand Rapids: Eerdmans, 2008)

Seitz, Christopher R., *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets* (Grand Rapids: Baker Academic, 2007)

Selman, Martin, *Preaching the Prophets* (London: Spurgeon's College, 2006)

Reliable web resources:
<http://www.bibleodyssey.org/>
<https://sots-ot.wikispaces.com/>

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

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



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

Modified Date: February 2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Old Testament Theology
Unit Code	317 (8317 distance learning version)
Unit Level	3
Contact Hours	22 (n/a for distance learning)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Zoltan Schwab
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit gives an overview of some of the major theological themes of the Old Testament (OT). It discusses topics such as God's revelation, creation, human failure, divine judgment and the unfolding redemptive purposes of God for humankind. Attention is given to God's election of, and covenant with, Israel, suffering and death, and to the OT hope for the future. Throughout the unit students are encouraged to think through the implications of their studies for God's people today and to consider whether the OT has a central theme.

COURSE UNIT OVERVIEW

The unit gives an overview of some of the major theological themes of the Old Testament (OT). It discusses topics such as God's revelation, creation, human failure, divine judgment and the unfolding redemptive purposes of God for humankind. Attention is given to God's election of, and covenant with, Israel, suffering and death, and to the OT hope for the future. Throughout the unit students are encouraged to think through the implications of their studies for God's people today and to consider whether the OT has a central theme.

AIMS

To present the students with a critical overview of the major theological themes of the OT.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Describe and analyse some of the main theological ideas of the OT

Intellectual Skills

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

- Critically discuss the theological significance of the passages studied
- Assess the importance of the OT for understanding the New Testament
- Reflect sensitively on the application of the OT in the life of the Church

Practical Skills

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

- Provide an interpretation of key passages
- Explain the major theological themes of the OT in the context of the church and the world
- Communicate their ideas to others (317)

Transferable Skills and Personal Qualities

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

- Evaluate their own views and the opinions to others
- Work independently to analyse and apply texts

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

1. OT vs. NT
2. Nature of OT Theology
3. God: anthropomorphic or not
4. 'Dark God'
5. God's Love and Wrath
6. Monotheism, Polytheism, Trinity
7. Election and Covenant
8. Land, Nation, State, City
9. Sin, Sacrifice, Salvation
10. Memory, Sabbath, Prayer
11. Fear of the Lord, Presence of God

TEACHING AND LEARNING METHODS

317: Interactive lectures

8317: Distance learning

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 315: An exposition of a passage from the Major Prophets	10 minutes	n/a
• 8315: An exposition of a passage from the Major Prophets	750 words	n/a
Summative:		
• 315: An essay	3000-3500 words	100%
• 8315: An essay and a learning journal*	3000-3500 words	100% Pass/fail*
* Distance learning students are required to pass this element.		

FEEDBACK METHODS

- Oral feedback in class (317 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	103 Reading and Using the Bible or 112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

Brueggemann, W. *Theology of the Old Testament* (Minneapolis: Fortress, 1997)

Childs, Brevard S., *Old Testament Theology in a Canonical Context* (London: SCM, 1985)

Eichrodt, W. *Theology of the Old Testament*. 2 vols. (London: SCM/Philadelphia: Westminster, 1961 and 1967) German original 1933, 1935, 1939.

Goldingay, John, *Old Testament Theology*. Three Volumes (Downers Grove: IVP, 2003, 2006, 2009)

Martens, Elmer A., *God's Design*, 4th edition (Eugene, Oregon: Wipf and Stock, 2015)

Moberly, R. W. L., *Old Testament Theology, Reading the Hebrew Bible as Christian Scripture* (Grand Rapids, Michigan: Baker Academic, 2013)

Ollenburger, Ben C. (ed.), *Old Testament Theology, Flowering and Future*, Sources for Biblical and Theological Study, vol. 1 (Winona Lake, Indiana: Eisenbrauns, 2004)

Provan, Iain, *Seriously Dangerous Religion, What the Old Testament Really Says and Why It Matters* (Waco, Texas: Baylor University Press, 2014)

Rogerson, John W., *A Theology of the Old Testament, Cultural Memory, Communication, and Being Human* (Minneapolis: Fortress Press, 2010)

Von Rad, G., *Old Testament Theology*. 2 vols. (ET Edinburgh: Oliver and Boyd/New York: Harper, 1962 and 1965) German original 1957 and 1960.

Vriezen, T. C., *An Outline of Old Testament Theology*. (Oxford: Blackwell/Newton, MA: Branford, 1958; rev. ed. 1970) Dutch original 1949, 2nd ed. 1954, 3rd ed. 1966.

Westermann, C., *Elements of Old Testament Theology*. (Atlanta: John Knox/Edinburgh: Clark, 1982) German original 1978.

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

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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	New Testament Greek Texts
Unit Code	320
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Pieter J. Lalleman
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Throughout the unit the Greek text is used and relevant passages are translated and analysed. However, the emphasis of the unit is on matters of historical and theological interest and difficulty; normally Acts is studied but Luke or 1 Corinthians are also possible. Introductory questions such as sources, genre, readers and theme(s) are discussed. Comparison is made with related texts inside and outside the canon of the NT. The unit deals with the original purpose(s) of the book and its relevance for today. Class tests may be used in preparation for the exam.

COURSE UNIT OVERVIEW

Throughout the unit the Greek text is used and relevant passages are translated and analysed. However, the emphasis of the unit is on matters of historical and theological interest and difficulty; normally Acts is studied but Luke or 1 Corinthians are also possible. Introductory questions such as sources, genre, readers and theme(s) are discussed. Comparison is made with related texts inside and outside the canon of the NT. The unit deals with the original purpose(s) of the book and its relevance for today. Class tests may be used in preparation for the exam.

AIMS

To study a substantial New Testament book in Greek with attention to exegesis, history and theology.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate an adequate knowledge of the content of the chosen book

Intellectual Skills

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

- Critically discuss the aim, historicity and theology of the chosen book
- Read the New Testament in Greek with help of scholarly resources

Practical Skills

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

- Interpret the text of the New Testament independently but with help of a dictionary
- Critically reflect on the meaning and application of the book for today's church

Transferable Skills and Personal Qualities

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

- Use the rules and principles gleaned from studying the grammar and syntax of a foreign or ancient language to engage critically with different genres in various contexts.

Employability Skills

The skills gained through independent language study and translation helps to develop cognitive skills of analysis, association, memory and the ability to translate concepts and ideas. These transferable skills are important in any employment context.

SYLLABUS

1. Introduction
2. Acts, Luke's Gospel, the OT, Apocryphal Acts
3. *Session on the Greek text*
4. The end of Acts
5. Church, Jews and Israel
6. The Church and the Roman empire
7. Is this the real Paul?
8. The Holy Spirit, tongues and prophecy
9. The community of goods, normativity and the application of Acts
10. *Session on the Greek text*
11. Salvation and the work of Christ

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
Formative: <ul style="list-style-type: none">• Translation of passages in class		n/a
Summative: <ul style="list-style-type: none">• An unseen examination	Two 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
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Available as Free Choice (UG) or to other programmes (PG)?	Available as Free Choice (UG)
Pre-requisite units	220 and 222
Co-requisite units	n/a

RECOMMENDED READING

<p>Commentaries on Acts by Barrett, Bock, Bruce, Dunn, Gaventa, Johnson, Keener and Witherington</p> <p>Culy, Martin M., and Mikael C. Parsons, <i>Acts. A handbook on the Greek text</i> (Waco; Baylor University Press, 2003)</p> <p>Gasque, Ward W., <i>A history of the interpretation of the Acts of the Apostles</i> (Peabody: Hendrickson, 1989)</p> <p>Hemer, Colin J., <i>The book of Acts in the setting of Hellenistic history</i>; ed. Conrad H. Gempf (Tübingen: Mohr, 1989)</p> <p>Jervell, Jacob, <i>The theology of the Acts of the Apostles</i> (New Testament theology; Cambridge: CUP, 1996)</p> <p>Marshall, I. Howard, and David Peterson (eds.), <i>Witness to the Gospel: the theology of Acts</i> (Grand Rapids: Eerdmans, 1998)</p> <p>Talbert, Charles H., <i>Reading Acts: a literary and theological commentary on the Acts of the Apostles</i> (Reading the New Testament; New York: Crossroad, 1997)</p> <p>Tannehill, Robert C., <i>The narrative unity of Luke-Acts: a literary interpretation. Vol.2: The Acts of the Apostles</i> (Minneapolis: Fortress, 1990)</p> <p>Winter, Bruce W. (ed.), <i>The Book of Acts in its first century setting</i> (5 Vols., Carlisle: Paternoster /Grand Rapids: Eerdmans, 1993-1996)</p>

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)	



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

13.02.18

GENERAL INFORMATION

Credit rating	10
Course Unit Title	New Testament Theology
Unit Code	323
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev. Simon M. Jones
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins with a brief orientation to the discipline of Biblical Theology and New Testament (NT) theology in particular. The theology of selected NT books or collections (e.g. Mark, Acts, Paul's letters, 1 Peter and James) is explored and comparisons made between them. Particular themes are examined, such as salvation history, unity and diversity, and NT ethics. Different models for the relationship between the Old Testament and the NT are critically discussed. Students are led in exegesis of selected texts and there is reflection on the implications of these texts for today.

COURSE UNIT OVERVIEW

The unit begins with a brief orientation to the discipline of Biblical Theology and New Testament (NT) theology in particular. The theology of selected NT books or collections (e.g. Mark, Acts, Paul's letters, 1 Peter and James) is explored and comparisons made between them. Particular themes are examined, such as salvation history, unity and diversity, and NT ethics. Different models for the relationship between the Old Testament and the NT are critically discussed. Students are led in exegesis of selected texts and there is reflection on the implications of these texts for today.

AIMS

To discuss selected passages and topics of the theology of the NT with a view to helping students to read the NT theologically and to increase their skills in exegesis and application.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Discuss the main theological ideas of the NT
- Assess the contribution of selected books of the NT to its message
- Compare the perspective of different NT writers on key theological themes
- Articulate the relationship of the NT to the OT

Intellectual Skills

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

- Offer in-depth exegesis of NT passages, relating texts to the contexts of the books in which they occur and of the NT as a whole

Practical Skills

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

- Draw on their study of the NT to produce theologically intelligent Bible studies, sermons and other teaching material

Transferable Skills and Personal Qualities

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

- Demonstrate integrity in the use of a complex corpus of ancient texts to inform contemporary praxis

Employability Skills

Students will fine-tune their developed learning skills as they handle a wide range of detailed material. They will be required to think innovatively and to reflect with insight and sensitivity on the views of others. Such skills are valuable in a wide range of employment contexts.

SYLLABUS

Introduction to NT Theology
Luke-Acts: narrative as theology
James
1 Peter
Revelation
Christology
Atonement
The Holy Spirit
The Church
NT Ethics
Unity and diversity in the NT

TEACHING AND LEARNING METHODS

Interactive lectures
Unit materials are available on Moodle to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• An online test	10 questions	n/a
Summative: <ul style="list-style-type: none">• An essay• An applied project	1500 words 2000 words	50% 50%

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)?	Core unit (UG)
Pre-requisite units	112 Introduction to the Bible or 103 (8103) Reading and Using the Bible
Co-requisite units	n/a

RECOMMENDED READING

Burridge, Richard A., *Imitating Jesus: An Inclusive Approach to New Testament Ethics* (Grand Rapids: Eerdmans, 2007)

Caird, George B., *New Testament Theology* (Oxford: Clarendon Press, 1994)

DeSilva, David A., *An Introduction to the New Testament. Contexts, Methods and Ministry Formation* (Leicester: Apollos, 2004)

Dunn, James D.G., *Unity and Diversity in the New Testament* (London: SCM, 1980, 2nd edn 1990)

Dunn, James D. G., *The Theology of Paul the Apostle* (Grand Rapids: Eerdmans, 1998)

Hays, Richard B., *The Moral Vision of the New Testament: Community, cross, new creation: A contemporary introduction to New Testament ethics* (Edinburgh: T. & T. Clark, 1997)

Ladd, George Eldon, *A Theology of the New Testament. Rev. ed. by D. A. Hagner* (Grand Rapids: Eerdmans 1993 / Cambridge: Lutterworth, 1994)

Marshall, I. Howard, *New Testament Theology* (Downers Grove and Leicester: IVP, 2004)

Matera, Frank J., *New Testament Theology: Exploring Diversity and Unity* (Louisville: Westminster John Knox, 2007)

Scobie, Charles H. H., *The Ways of our God: An approach to biblical theology* (Grand Rapids: Eerdmans, 2003)

Tidball, Derek, David Hilborn and Justin Thacker (eds), *The Atonement Debate* (Grand Rapids: Zondervan, 2008)

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	John: Gospel and Letters
Unit Code	324
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Pieter J. Lalleman
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit compares the Fourth Gospel with the Synoptics, with the Johannine Epistles and with Revelation. Different approaches to John's Gospel are explored and selected themes of the Gospel are discussed. Students are led in exegetical study of selected passages and consideration is given to their application. [A distance learning unit on this Gospel is offered at level 5, see unit 8225.]

COURSE UNIT OVERVIEW

The unit compares the Fourth Gospel with the Synoptics, with the Johannine Epistles and with Revelation. Different approaches to John's Gospel are explored and selected themes of the Gospel are discussed. Students are led in exegetical study of selected passages and consideration is given to their application. [A distance learning unit on this Gospel is offered at level 5, see unit 8225.]

AIMS

To increase the students' insight into biblical theology and their exegetical skills, based on a study of the Johannine literature.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate a detailed knowledge and understanding of the Fourth Gospel
- Analyse the contribution of the Gospel and the Letters to the New Testament as a whole and to Christian theology and proclamation

Intellectual Skills

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

- Discuss critically the unity and diversity of the Johannine corpus
- Assess current trends in Johannine studies

Practical Skills

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

- Demonstrate developed and mature exegetical skills
- Communicate their views orally in a class context

Transferable Skills and Personal Qualities

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

- Interpret a first century text with attention to its background, style and characteristics
- Show the ability to consider varied opinions and evaluate them appropriately.

Employability Skills

Students will further consolidate skills such as interpreting texts appropriately, giving attention to detail, managing and evaluating detailed information, organizing and presenting their ideas with clarity and precision. They will also develop their evaluative ability. These skills are vital to a range of employment contexts.

SYLLABUS

1. 2 and 3 John
2. 1 John with an introduction to the Johannine literature
3. John and the Synoptics
4. The Gospel as history
5. Misunderstandings and symbolism
6. Further literary aspects
7. Historical background: authorship, date, aim
8. The role of the Old Testament
9. Anti-Semitism or anti-Judaism?
10. Christology
11. More theology

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
Formative: <ul style="list-style-type: none">• Oral contributions to exegetical processes	n/a	n/a
Summative: <ul style="list-style-type: none">• Written essay or project	3000 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	103 Reading and Using the Bible or 112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

<p>Commentaries by G.R. Beasley-Murray (Word), R.E. Brown (Anchor), D.A. Carson (Pillar), M.J. Edwards (Blackwell), C.S. Keener, A.J. Köstenberger (Baker), H.N. Ridderbos and M.W.G. Stibbe (Readings)</p> <p>Bauckham, Richard J., <i>The Gospels for all Christians: Rethinking the Gospel audiences</i> (Edinburgh: T&T Clark, 1998)</p> <p>Bauckham, Richard J., <i>The Testimony of the Beloved Disciple: Narrative, history, and theology in the Gospel of John</i> (Grand Rapids: Baker, 2007)</p> <p>Culpepper, R. Alan, <i>Anatomy of the Fourth Gospel: a study in literary design</i> (Philadelphia: Fortress, 1983)</p> <p>Köstenberger, Andreas J., <i>Encountering John: the Gospel in historical, literary, and theological perspective</i> (Grand Rapids: Baker, 1999)</p> <p>Köstenberger, Andreas J., <i>A Theology of John's Gospel and Letters: The Word, the Christ, the Son of God. Biblical Theology of the New Testament</i> (Grand Rapids: Zondervan, 2009)</p> <p>Lindars, Barnabas, Ruth B. Edwards and John M. Court, <i>The Johannine Literature</i> (Sheffield: Sheffield Academic Press, 2000)</p> <p>Robinson, John A.T., <i>The Priority of John</i> (London: SCM, 1985)</p> <p>Smalley, Stephen S., <i>John: Evangelist and Interpreter</i> (Carlisle: Paternoster, 2nd edn 1998)</p> <p>Thatcher, Tom (ed.), <i>What we have heard from the Beginning: The past, present, and future of Johannine studies</i> (Waco: Baylor University Press, 2007)</p>

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	Jesus in History and Faith
Unit Code	327 (8327 for distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Stephen I. Wright
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit focuses on the so-called 'quests of the historical Jesus' from the eighteenth century to the present. It draws out the significance of specific historical insights and critically examines the value of the quests themselves for the articulation of the Christian faith today. Beginning with an overview of the quests, and the way in which critical understanding of the Gospels has developed, it proceeds to a study of the work of some recent representative scholars in the field on which students work in groups, leading to presentations. Two sessions then focus on the range of ancient sources on which scholars draw, apart from the New Testament, to illuminate the Jesus of history, for example the Dead Sea Scrolls and the non-canonical Gospels, critically weighing their potential value and the use sometimes made of them. The unit concludes by engaging in the debate over the theological value (or otherwise) of the 'quests of the historical Jesus' for Christian faith, and exploring what is entailed in proclaiming and commending the Jesus of history today. The unit thus synthesizes various elements of students' study at previous levels – of the Gospels, apologetics, modern church history and communication – by focusing on an intriguing recent stream of intellectual history and the role it may play in Christian witness.

COURSE UNIT OVERVIEW

The unit focuses on the so-called 'quests of the historical Jesus' from the eighteenth century to the present. It draws out the significance of specific historical insights and critically examines the value of the quests themselves for the articulation of the Christian faith today. Beginning with an overview of the quests, and the way in which critical understanding of the Gospels has developed, it proceeds to a study of the work of some recent representative scholars in the field on which students work in groups, leading to presentations. Two sessions then focus on the range of ancient sources on which scholars draw, apart from the New Testament, to illuminate the Jesus of history, for example the Dead Sea Scrolls and the non-canonical Gospels, critically weighing their potential value and the use sometimes made of them. The unit concludes by engaging in the debate over the theological value (or otherwise) of the 'quests of the historical Jesus' for Christian faith, and exploring what is entailed in proclaiming and commending the Jesus

of history today. The unit thus synthesizes various elements of students' study at previous levels – of the Gospels, apologetics, modern church history and communication – by focusing on an intriguing recent stream of intellectual history and the role it may play in Christian witness.

AIMS

To build on the study of Jesus begun at Level 4 by exploring in more depth the different modern construals of Jesus as a historical figure, and exploring the implications of 'historical Jesus studies' for Christian faith, proclamation and apologetics.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Articulate in a nuanced way the development of the historical study of Jesus since the eighteenth century
- Expound the approach of one scholar or school in historical Jesus studies in depth
- Critically assess the value of historical research in shedding light on the portrait of Jesus in the Gospels

Intellectual Skills

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

- Incorporate insights from the historical study of Jesus into their formulations of faith, doctrine and ethics
- Assess the impact of cultural and religious perspectives on biblical scholarship
- Hold together faith and reason in their apprehension and communication of Christian origins

Practical Skills

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

- Communicate the significance of Jesus with sensitivity to historical questions
- Work together in small groups on a research project (not 8327)
- Present a shared project in an attractive way (not 8327)

Transferable Skills and Personal Qualities

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

- Access and evaluate ancient sources other than the Bible with a view to weighing their historical value
- Organise and communicate complex arguments and ideas effectively

Employability Skills

The generic skills students consolidate in this unit – such as managing complex information, planning and organising skills, reflecting innovatively and creatively, communicating effectively – are vital in a wide range of graduate employment contexts.

SYLLABUS

1. From Christology to the 'historical Jesus': the birth of the modern quest for Jesus
2. The nineteenth-century 'liberal' Jesus
3. Albert Schweitzer and the return of the 'eschatological' Jesus
4. What do we need to know about the historical Jesus for Christian faith?

5. Sources, methods and hypotheses in the contemporary debate
6. Contemporary perspectives 1 (group presentation): Jesus the apocalyptic prophet
7. Contemporary perspectives 2 (group presentation): Jesus the social revolutionary
8. Contemporary perspectives 3 (group presentation): Jesus the sage
9. The contribution of social-scientific frameworks
10. The contribution of theories of orality, memory and performance
11. Theology, proclamation and apologetics: the Jesus of history as the Christ of faith

TEACHING AND LEARNING METHODS

327: Interactive lectures
 8327: Distance learning
 Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
327: A presentation	Notional 750-1000 words	n/a
8327: A presentation	Notional 750-1000 words	n/a
Summative:		
327: An essay	3000-3500 words	100%
8327: An essay and a learning journal*	3000-3500 words	100% Pass/fail*
* Distance learning students are required to pass this element.		

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	103 Reading and Using the Bible or 112 Introduction to the Bible or equivalent
Co-requisite units	n/a

RECOMMENDED READING

Allison, Dale C., *The Historical Christ and the Theological Jesus* (Grand Rapids: Eerdmans, 2009)
 Beilby, James K. and Paul R. Eddy, eds, *The Historical Jesus: Five Views* (London: SPCK, 2010)
 Bockmuehl, Marcus, ed., *The Cambridge Companion to Jesus* (Cambridge: Cambridge Univ. P., 2001)
 Bond, Helen K., *The Historical Jesus: A Guide for the Perplexed* (London: T. & T. Clark, 2010)

Borg, Marcus J., *Jesus: Uncovering the Life, Teachings, and Relevance of a Religious Revolutionary* (London: SPCK, 2011)

Casey, Maurice, *Jesus of Nazareth: An Independent Historian's Account of his Life and Teaching* (London: T. & T. Clark, 2010)

Crossan, John Dominic, Luke Timothy Johnson and Werner H. Kelber, *The Jesus Controversy: Perspectives in Conflict*, Rockwell lecture series (Harrisburg: Trinity Press International, 1999)

Dunn, James D.G., *Christianity in the Making, Vol. 1: Jesus Remembered* (Grand Rapids: Eerdmans, 2003)

Ehrman, Bart D., *Jesus: Apocalyptic Prophet of the New Millennium* (Oxford: Oxford University Press, 1999)

Horsley, Richard A., *Jesus and the Powers: Conflict, Covenant, and the Hope of the Poor* (Minneapolis: Fortress Press, 2010)

Keener, Craig S., *The Historical Jesus of the Gospels* (Grand Rapids: Eerdmans, 2009)

Theissen, Gerd and Annette Merz, *The Historical Jesus: A Comprehensive Guide* (London: SCM, 1998)

Vermes, Geza. *Searching for the Real Jesus: Jesus, the Dead Sea Scrolls and Other Religious Themes* (London: SCM, 2009)

Wright, N.T., *Jesus and the Victory of God*, Christian origins and the question of God, 2 (London: SPCK, 1996)

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

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	The Doctrine of the Spirit and the Ethics of Responsiveness
Unit Code	332 (8332 distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev. Dotha N. Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The development of the Church's understanding of the person and work of the Holy Spirit is considered with particular reference to the relationship between creation and redemption, to the relationship between justification and sanctification, and to the evaluation of what is called religious experience. The unit then explores theological claims that human agency and responsibility should be understood as dependent on the theology of the Holy Spirit, illustrating these by reference to issues of scientific development, medical and business ethics. Particular emphasis is given to the Spirit's role in creation and redemption, to claims that Christian ethics can be described as eucharistic, and to the notion of human agency within creation.

COURSE UNIT OVERVIEW

The development of the Church's understanding of the person and work of the Holy Spirit is considered with particular reference to the relationship between creation and redemption, to the relationship between justification and sanctification, and to the evaluation of what is called religious experience. The unit then explores theological claims that human agency and responsibility should be understood as dependent on the theology of the Holy Spirit, illustrating these by reference to issues of scientific development, medical and business ethics. Particular emphasis is given to the Spirit's role in creation and redemption, to claims that Christian ethics can be described as eucharistic, and to the notion of human agency within creation.

AIMS

To complement doctrinal units from levels 4 and 5 of the programme with a sustained consideration of the doctrine of the Holy Spirit.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Describe and critically evaluate the manner in which the doctrine of the person and work of the Holy Spirit has developed, particularly in the modern period

Intellectual Skills

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

- Discuss and critically assess the significance of some of the factors involved in the assessing of 'religious experience' and the ethical dimensions of human responsiveness

Practical Skills

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

- Demonstrate a mature understanding of the relationship between ministry, mission and the Holy Spirit and the practical outworking of this in the life of the local church

Transferable Skills and Personal Qualities

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

- Offer consistent and discerning leadership within a Christian church on the basis of a broad and practical application of doctrinal and ethical reflection.

Employability Skills

Students will be able to offer mature and discerning leadership within a community, being able to negotiate intelligently between differing opinions within a framework of the historic Christian tradition

SYLLABUS

1. The Spirit and the Trinity
2. The Spirit, creation and redemption
3. Word and Spirit: the dynamic of revelation
4. The Spirit, baptism and Christian Identity
5. The Spirit and Eucharist
6. The doctrine of justification
7. The Spirit and holiness – Calvin, Luther and Wesley
8. The Spirit and religious experience – Jonathan Edwards
9. The gifts of the Spirit
10. The Spirit and ethics
11. The Spirit and the future

TEACHING AND LEARNING METHODS

332: Interactive lectures

8332: Distance learning

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 332: An essay plan	750 words	n/a
• 8332: An essay plan	750 words	n/a
Summative:		
• 332: An essay	3000-3500 words	100%
• 8332: An essay and a learning journal*	3000-3500 words	100% Pass/fail*
* Distance learning students are required to pass this element.		

FEEDBACK METHODS

<ul style="list-style-type: none"> 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)?	Core unit (UG)
Pre-requisite units	n/a
Co-requisite units	n/a

RECOMMENDED READING

<p>Colwell, John E., <i>Living the Christian Story</i> (Edinburgh: T & T Clark, 2001)</p> <p>Cone, J., <i>A Black Theology of Liberation</i> (New York: Orbis, 1990)</p> <p>Deane-Drummond, Celia, <i>Creation through wisdom</i> (Edinburgh: T & T Clark, 2000)</p> <p>Dupre, L., <i>Christian Spirituality: Post-Reformation and Modern</i> (London: SCM, 1990)</p> <p>Edwards, Jonathan, <i>Religious Affections in Works of Jonathan Edwards</i>, vol. 2 (New Haven & London: Yale University Press, 1959)</p> <p>Heron, A., <i>The Holy Spirit</i> (Basingstoke: Marshall, Morgan and Scott, 1983)</p> <p>Lewis, H.D., <i>Our Experience of God</i> (London: Collins, 1959)</p> <p>Smail, Tom A., <i>The Giving Gift: The Holy Spirit in Person</i> (London: Hodder and Stoughton, 1988)</p> <p>Smail, Tom A., 'When Wright was right' in Pieter J. Lalleman (ed.), <i>Challenging to change: dialogues with a radical baptist theologian</i> (London: Spurgeon's College, 2009) pp.163-174</p> <p>Taylor, J.V., <i>The Go-Between God: The Holy Spirit and Christian Mission</i> (London: SCM, 1972)</p> <p>Thistelton, Anthony C., <i>The Holy Spirit</i> (London: SPCK, 2013)</p> <p>Wesley, John, <i>A Plain Account of Christian Perfection</i> in <i>The Works of the Rev. John Wesley</i>, vol. XI (London: Wesleyan Conference Office, 1872) pp.366-446</p>

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

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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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	The Doctrine of the Church and the Ethics of Distinctiveness
Unit Code	333
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier / Rev. David J. 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 are also 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 are also 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 unit 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 unit 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 unit 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 unit 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

- Offer competent and strategic leadership within the context of the Christian Church and education
- Offer mature leadership within any organisation in which differing opinions are expressed

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

Interactive lectures

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
<ul style="list-style-type: none">• Formative:• An essay plan	750 words	n/a
Summative: <ul style="list-style-type: none">• An essay	3000 – 3500 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

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) pp.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 hours (100 hours 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	Resurrection, Theology and Hope
Unit Code	334 (8334 for distance learning delivery)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning delivery)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit introduces the doctrine of the Resurrection and explores its implications for the church's participation in the *missio Dei*. The unit begins with a critical examination of popular conceptions concerning death, judgement, hell, heaven and eternal life. The unit highlights different understandings of the doctrine of the Resurrection from several perspectives, including evangelical, Catholic and Eastern Orthodox theology. It formulates a biblically-grounded understanding of heaven, hell and eternal life that will enable students to articulate responses to issues arising from pastoral experience as well as from contemporary culture. The unit considers the potential of the doctrine of the Resurrection to transform social reality and how a more explicit celebration of Easter could positively impact the church's witness to the world.

COURSE UNIT OVERVIEW

The unit introduces the doctrine of the Resurrection and explores its implications for the church's participation in the *missio Dei*. The unit begins with a critical examination of popular conceptions concerning death, judgement, hell, heaven and eternal life. The unit highlights different understandings of the doctrine of the Resurrection from several perspectives, including evangelical, Catholic and Eastern Orthodox theology. It formulates a biblically-grounded understanding of heaven, hell and eternal life that will enable students to articulate responses to issues arising from pastoral experience as well as from contemporary culture. The unit considers the potential of the doctrine of the Resurrection to transform social reality and how a more explicit celebration of Easter could positively impact the church's witness to the world.

AIMS

- To survey and analyse the doctrine of the Resurrection
- To explore its implications for pastoral ministry and the church's missional engagement with the contemporary world
- To formulate a meaningful and empowering gospel message of hope for the transformation of contemporary culture

LEARNING OUTCOMES

Knowledge and Understanding

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

- Articulate a biblically-based understanding of the meaning and significance of the doctrine of the Resurrection
- Critically evaluate the discrepancies between popular theological notions of 'soul immortality' and the biblical teaching concerning bodily resurrection
- Identify strengths and weaknesses of different teachings on the doctrine of the Resurrection from a variety of historical and confessional perspectives

Intellectual Skills

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

- Identify appropriate sources for the construction of a biblical understanding of the Resurrection
- Interpret relevant 'texts' from Scripture, tradition, experience and culture with critical insight
- Articulate a doctrine of Resurrection that connects transformatively with contemporary culture by combining cultural analysis and creative theological reflection

Practical Skills

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

- Use IT and computer skills to effectively support research
- Select from a range of sources those most relevant to an investigation in theology at level 6
- Critique sources and use independent judgement
- Present rigorous written work to a standard appropriate for level 6

Transferable Skills and Personal Qualities

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

- Contribute effectively to small group discussions
- Relate courteously to opinions and perspectives with which one disagrees
- Apply the concepts of Christian hope to personal life and (where applicable) to a variety of pastoral and ministerial contexts

Employability Skills

The graduates of this course will be able to offer clear and compassionate teaching and pastoral care within the Christian community in a manner which is informed by a coherent theological understanding of the concept of hope

SYLLABUS

1. Introduction to the doctrine of the Resurrection and the theology of hope
2. Soul immortality or bodily resurrection?
3. Biblical teaching on the doctrine of the Resurrection
4. The doctrine of the Resurrection in the history of the Church
5. Evangelical, Catholic and Orthodox teachings on Resurrection
6. Death and hope in contemporary culture
7. Understanding hell and heaven
8. Transforming culture through celebrating the Resurrection

9. The meaning and significance of the Kingdom of God
10. Resurrection and the mission of the Church: social, economic and environmental justice
11. Connecting individual salvation and cosmic redemption

TEACHING AND LEARNING METHODS

334: Interactive lectures and seminars
 8334: Distance learning
 Unit materials are available at Spurgeon's Online to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 334: Class presentation on topic chosen for essay	10 minutes	n/a
• 8334: A presentation on topic chosen for essay or transcript	10 minute recording or 750-1000 words	n/a
Summative:		
• 334: An essay	3000-3500 words	100%
• 8334: An essay and a learning journal*	3000-3500 words	100%
		Pass/fail*

* Distance learning students are required to pass this element.

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

Alison, James, *Living in the End Times: The Last Things Re-imagined* (London: SPCK, 1997)
 Bauckham, Richard, *God Will Be All in All* (Edinburgh: T&T Clark, 1999)
 Bulgakov, Sergei, *The Bride of the Lamb* (Grand Rapids: Eerdmans, 2002)
 Daley, B., *The Hope of the Early Church* (Cambridge: CUP, 1991)
 Fiddes, Paul, *The Promised End: Eschatology in Theology and Literature* (Oxford: Blackwell, 2000)
 Lane, Tony, *Exploring Christian Doctrine* (London: SPCK, 2013)
 McClendon, James, *Systematic Theology: Volumes 1-3* (Nashville: Abingdon, 1995-2006)

Moltmann, Jürgen, *Theology of Hope* (London: SCM, 1968)
Moltmann, Jürgen, *The Coming of God* (Minneapolis: Fortress, 1996)
O'Donovan, Oliver, *Resurrection and the Moral Order* (Grand Rapids: Eerdmans, 1994)
Schwarz, Hans, *Eschatology* (Grand Rapids: Eerdmans, 2000)
Rollins, Peter, *Insurrection: To Believe is Human, To Doubt Divine* (London: Hodder and Stoughton, 2011)
Searle, Joshua, *The Scarlet Woman and the Red Hand: Apocalyptic Belief in the Northern Ireland Troubles* (Eugene: Wipf and Stock, 2014)
Wright, N.T., *The Resurrection of the Son of God* (London: SPCK, 2003)
Wright, Tom, *Surprised by Hope* (London: SPCK, 2007)

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

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	Theology and Science
Unit Code	335 (8335 distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Pending
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit introduces students to the main issues within the current science and theology discourse which raise theological and ethical concerns. These include the discussions about environmental matters including 'climate change'; the 'creation-evolution' debate and the 'Intelligent Design' movement; reproductive technologies and the use of the human embryo; and the presence of natural evil in creation. These subjects and others are explored theologically in order to identify the key Christian principles for engagement and the ways in which this knowledge can be incorporated in the ministerial context of pastoral care and the apologetics within mission.

COURSE UNIT OVERVIEW

The unit introduces students to the main issues within the current science and theology discourse which raise theological and ethical concerns. These include the discussions about environmental matters including 'climate change'; the 'creation-evolution' debate and the 'Intelligent Design' movement; reproductive technologies and the use of the human embryo; and the presence of natural evil in creation. These subjects and others are explored theologically in order to identify the key Christian principles for engagement and the ways in which this knowledge can be incorporated in the ministerial context of pastoral care and the apologetics within mission.

AIMS

To provide an introduction to the technologies and scientific issues that particularly impact upon Christian faith and contemporary society, and the Biblical and theological principles of relevance to these issues.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Understand the present context and historical roots of the relationships between

science, society and Christianity

- Demonstrate knowledge of the key issues of current debate between science and Christian theology

Intellectual Skills

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

- Evaluate critically the theological approaches to these issues
- Construct informed responses to pastoral situations likely to arise from recent developments in science and technology

Practical Skills

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

- Integrate knowledge of these issues with Christian apologetics and contemporary ministry and mission
- Present a short paper in class

Transferable Skills and Personal Qualities

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

- Lead discussion groups and teach in an informed way

Employability Skills

Students of this unit will be able to contribute to interdisciplinary debate and offer an informed voice within a variety of settings, which builds understanding of important contemporary theological, scientific and ethical discussions

SYLLABUS

1. Christianity, science and society
2. Reproductive technologies: Life choices
3. Care for the environment: A distinctive Christian voice
4. Creation and evolution: The great debate
5. Human genetics and the issue of race
6. Computer technology and community
7. Natural evil: From the tsunami, to AIDS and cancer
8. Western science and the developing World: A matter of justice
9. The treatment of animals in research and farming
10. Who am I? Neuroscience and the human person
11. Subject determined by student choice

TEACHING AND LEARNING METHODS

335: Interactive lectures

8335: 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">• 335: A presentation• 8335: A presentation	15 minutes 750-1000 words	n/a n/a
Summative: <ul style="list-style-type: none">• 335: An essay• 8355: An essay and a learning journal*	3000-3500 words 3000-3500 words	100% 100% Pass/fail*
* Distance learning students are required to pass this element.		

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

Berry, R.J. (ed.), *The care of creation. Focusing concern and action* (Leicester: IVP, 2000)

Deane-Drummond, C., *Genetics and Christian ethics* (Cambridge: Cambridge University Press, 2006)

Jeeves, M. A., and R.J. Berry, *Science, Life and Christian Belief. A survey and assessment* (Leicester: Apollos, 1998)

Jones, D. A., *The soul of the embryo. An enquiry into the status of the human embryo in the Christian tradition* (London: Continuum, 2004)

Jones, D.G., *Designers of the future. Who should make the decisions?* (Crowborough: Monarch Publications, 2005)

Lucas, Ernest, *Can we believe Genesis today? The Bible and questions of science* (Leicester: IVP, 2001)

McGrath, Alister E., *Science & Religion. An introduction* (Oxford: Blackwell Publishers, 1999)

Southgate, C. (ed.), *God, humanity and the cosmos. A companion to the science-religion debate* (London: T&T Clark, 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)

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**

23.02.16

GENERAL INFORMATION

Credit rating	10
Course Unit Title	Early Christianity in Africa
Unit Code	343 (8343)
Unit Level	3
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Antony D Rich
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins with an overview of Africa and its relation to and significance in Scripture. In subsequent sessions, the emergence and development of North African Christianity, early persecution and the cult of martyrs is explored. The contrasting Latin and Greek views of and key figures associated with the theological schools of Carthage and Alexandria are assessed and the contribution of the Councils and creeds to the future thought and structures of the Church are examined. The impact of Key figures such as Cyprian of Carthage, Donatus, Athanasius, Antony of Egypt, Arius and Augustine as well as of movements such as Donatism and Arianism receive close attention. Finally, the contribution of African Christianity to the early understanding of sacrament, ceremony and Christian living are evaluated before concluding with an examination of the establishment of Byzantine orthodoxy. 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 Africa and its relation to and significance in Scripture. In subsequent sessions, the emergence and development of North African Christianity, early persecution and the cult of martyrs is explored. The contrasting Latin and Greek views of and key figures associated with the theological schools of Carthage and Alexandria are assessed and the contribution of the Councils and creeds to the future thought and structures of the Church are examined. The impact of Key figures such as Cyprian of Carthage, Donatus, Athanasius, Antony of Egypt, Arius and Augustine as well as of movements such as Donatism and Arianism receive close attention. Finally, the contribution of African Christianity to the early understanding of sacrament, ceremony and Christian living are evaluated before concluding with an examination of the establishment of Byzantine orthodoxy. 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 life and thought of the Church in Africa up to the mid-sixth century 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 African Christianity in the first six centuries and beyond
 - reflect on significant practices and movements in the life of the early African 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 in Africa

PRACTICAL SKILLS

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

- locate, analyse and utilise information

TRANSFERABLE SKILLS AND PERSONAL QUALITIES

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

- analyse primary and secondary sources and communicate this analysis effectively

EMPLOYABILITY SKILLS

Understanding the contribution of theological, social, political and cultural factors at work in shaping a contemporary religious community or movement will be important to employment in any post requiring sensitivity to context, particularly those posts involving leadership roles.

SYLLABUS

- 1: Introduction and overview: Africa and Scripture
- 2: The emergence of Christianity in Africa
- 3: Persecution and martyrdom, (incl. Perpetua and Felicity)
- 4: The theological schools of Carthage and Alexandria
- 5: Creeds and councils
- 6: Cyprian of Carthage
- 7: The rise and fall of Donatism
- 8: Athanasius, Antony and the monastic experiment
- 9: Arianism and Augustine
- 10: The early African contribution to sacrament, ceremony and Christian living.
- 11: Vandals, Justinian and Byzantine orthodoxy

TEACHING AND LEARNING METHODS

343 Interactive lectures
8343 Distance Learning
Unit materials are available at Spurgeon's Online to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: 343: A quiz in class	n/a	n/a
8343: An essay plan	750 words	n/a
Summative: 343: An essay	3000-3500 words	100%
8343: An essay	3000-3500 words	100% Pass/fail*
A learning journal*		

* Distance learning students are required to pass this element.

FEEDBACK METHODS

<ul style="list-style-type: none">• 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	233 (8233) Early Church History
Co-requisite units	N/A

RECOMMENDED READING

<p>Atiya, Aziz S., <i>A History of eastern Christianity</i> (London: Methuen, 1968)</p> <p>Baur, John, <i>2000 Years of Christianity in Africa: An African Church History</i> (London: St Paul Multimedia, 2nd edn 1998)</p> <p>Bediako, Kwame, <i>Theology & Identity: The Impact of Culture upon Christian Thought in the Second Century and Modern Africa</i> (Oxford: Regnum Books, 1992)</p> <p>Burns Jr., J. Patout, and Robin M. Jensen, <i>Christianity in Roman North Africa: The Development of its Practices and Beliefs</i> (Cambridge: Eerdmans, 2014)</p> <p>Daniel, Robin, <i>This Holy Seed: Faith, Hope and Love in the Early Churches of North Africa</i> (Harpenden: Tamarisk Pub., 1993)</p> <p>Decret, François, <i>Early Christianity in North Africa</i> (Cambridge: James Clarke, 2011)</p> <p>Falk, Peter, <i>The Growth of the Church in Africa</i> (Grand Rapids, MI: Zondervan, 1979)</p> <p>Finneran, Niall, <i>The Archaeology of Christianity in Africa</i> (Stroud: Tempus, 2002)</p> <p>Frend, W.H.C., <i>The Donatist Church: A Movement in Roman Nth Africa</i> (Oxford: Clarendon , 1952)</p> <p>Isichei, Elizabeth, <i>A History of Christianity in Africa</i> (Grand Rapids, MI: Eerdmans, 1995)</p> <p>Oden, Thomas C., <i>The African Memory of Mark: Reassessing Early Church Tradition</i> (Downers Grove, IL: IVP Academic, 2011)</p> <p>Oden, Thomas C., <i>How Africa Shaped the Christian Mind: Rediscovering the African Seedbed of Western Christianity</i> (Downers Grove, IL: IVP Academic, 2007)</p> <p>Tanner, Norman P., <i>The Councils of the Church: A Short History</i> (New York, NY: Herder and Herder, 2001)</p> <p>Tilley, Maureen A., <i>The Bible in Christian North Africa: The Donatist World</i> (Minneapolis, MN, 1997)</p> <p>Werner, Roland, William Anderson and Andrew Wheeler, <i>Day of Devastation Day of Contentment: The History of the Sudanese Church across 2000 Years</i> (Nairobi: Paulines Publications Africa, 2000)</p>

SCHEDULED ACTIVITY HOURS

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

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	English Baptist History in Context
Unit Code	344
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Students give attention to the early development of English Baptist life in the seventeenth century; the differences between General and Particular Baptists; persecution and Baptist growth; the effects of the eighteenth-century Evangelical Revival on Baptists; the formation of the Baptist Union in the nineteenth century; home mission, church planting and social involvement; Baptist developments in other places; the shaping and re-shaping of Baptist life in the twentieth century. Regarding the wider church, among developments that receive attention are the progress and results of the evangelical revival; Nonconformity and the social gospel; the Oxford Movement in the Church of England; the influence of the holiness movements and the world-wide growth of Pentecostalism and of charismatic movements; features within Roman Catholicism in Europe, with particular reference to the effects of Vatican II.

COURSE UNIT OVERVIEW

Students give attention to the early development of English Baptist life in the seventeenth century; the differences between General and Particular Baptists; persecution and Baptist growth; the effects of the eighteenth-century Evangelical Revival on Baptists; the formation of the Baptist Union in the nineteenth century; home mission, church planting and social involvement; Baptist developments in other places; the shaping and re-shaping of Baptist life in the twentieth century. Regarding the wider church, among developments that receive attention are the progress and results of the evangelical revival; Nonconformity and the social gospel; the Oxford Movement in the Church of England; the influence of the holiness movements and the world-wide growth of Pentecostalism and of charismatic movements; features within Roman Catholicism in Europe, with particular reference to the effects of Vatican II.

AIMS

To develop an understanding of Baptist history and modern church history by a survey of some of the major themes and episodes in these Language from the seventeenth century to the present day. Particular emphasis is given to the church in England, although this is firmly set in the context of wider developments.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Explain how theological, social, political and cultural factors have influenced the development of Baptists and other churches

Intellectual Skills

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

- Analyse and critically evaluate a range of historical and theological data

Practical Skills

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

- Reflect on how developments in English Baptist History and its wider context can illuminate issues of faith, discipleship and church life today

Transferable Skills and Personal Qualities

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

- Use an historical perspective to illuminate, evaluate and address contemporary issues in Baptist life in a constructive manner

Employability Skills

Graduates of this unit will be able to offer leadership within the contemporary Baptist Church which is informed by the historical foundations of Baptist thought

SYLLABUS

1. Introduction and Overview / Baptist Principles in the Light of Baptist History / English Baptist Beginnings in Context
2. Baptist Life Amid Persecution: Confessions and Covenants / A Case Study of Baptist Spirituality: Benjamin Keach
3. Decline and renewal in Eighteenth-Century Baptist Life (part 1) / An example of Eighteenth-Century Baptist Devotion: Anne Steele
4. Decline and renewal in Eighteenth-Century Baptist Life (part 2) / Andrew Fuller and the Foundation of the BMS
5. English Baptists and Slavery: Responses to the Trade in Enslaved Africans in the British Colonies / Overview of the Nineteenth-Century Context / Baptist Life in the 'Nonconformist Century' / Baptists in Europe
6. A Case Study: The Life and Ministry of C.H. Spurgeon
7. Baptists and Socialism: The Life and Ministry of John Clifford
8. Holiness Movements/ Baptist Thinking on the Sacraments
9. Women in Baptist life / A Case Study: Marianne Farningham
10. Developments in Roman Catholicism / Baptists and Ecumenism
11. Overview of the Twentieth-Century / Baptist Principles Revisited / A Baptist Approach to Ethics

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
Formative: • A class test	n/a	n/a
Summative: • An essay	3000-3500 words	100%

FEEDBACK METHODS

<ul style="list-style-type: none"> • 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

Aalders, Cynthia Y., <i>To Express the Ineffable: the Hymns and Spirituality of Anne Steele</i> (Milton Keynes: Paternoster, 2008)
Bebbington, David W., <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i> (London: Routledge, 1994)
Bebbington, David W., <i>Baptists Through the Centuries: A History of a Global People</i> (Waco: Baylor Univ. Press, 2010)
Briggs, J. H. Y., <i>The English Baptists of the Nineteenth Century</i> (Didcot: Baptist Historical Society, 1994)
Copson, Stephen, Peter J. Morden (eds), <i>Challenge and Change: English Baptist Life in the Eighteenth Century</i> (Didcot: Baptist Historical Society, 2017)
Cross, Anthony R., Peter J. Morden and Ian M. Randall (eds), <i>Pathways and Patterns in History: Essays on Baptists, Evangelicals and the Modern World in Honour of David Bebbington</i> (London: Baptist Historical Society / Spurgeon's College, 2015)
Grass, Tim G., <i>Modern Church History</i> (London: SCM, 2008)
Hayden, Roger, <i>Baptist History and Heritage</i> (Didcot: Baptist Union, 2005)
Lalleman, Pieter J. (ed.), <i>Challenging to Change: Dialogues with a Radical Baptist Theologian</i> (London: Spurgeon's College, 2009)
McBain, Douglas, <i>Fire Over the Waters</i> (London: DLT, 1997)
Morden, Peter J., 'Communion with Christ and his People': <i>The Spirituality of C.H. Spurgeon (1834-92)</i> (Centre for Baptist History and Heritage Studies 4; Oxford: Regent's Park College, 2010 / Eugene, OR: Wipf and Stock, 2014)
Morden, Peter J., <i>The Life and Thought of Andrew Fuller (1754-1815)</i> (Milton Keynes: Paternoster, 2015)
Randall, Ian M., <i>The English Baptists of the Twentieth Century</i> (Didcot: Baptist Historical Society, 2005)
Stanley, Brian, <i>The History of the Baptist Missionary Society, 1792-1992</i> (Edinburgh: T and T Clark, 1992)
Wilson, Linda, <i>Marianne Farningham: A Plain Woman Worker</i> (Carlisle: Paternoster Press, 2007)

Wright, Stephen, *The Early English Baptists, 1603-1649* (Woodbridge: Boydell, 2006)

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	Ecumenism
Unit Code	345
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit introduces students to various issues and approaches in the field of ecumenical relationships, with a view to helping them elucidate their own approach to ecumenism in ministry. It begins with an exploration of biblical and theological rationales for ecumenical engagement. There follows a survey of the history of ecumenism in its various forms, both nationally and globally, with special reference to Baptist involvement and attitudes. Specific practical and theological issues are then addressed, including the development of ecumenical relationships at the local level, reading the Bible ecumenically, ecumenical thinking on ecclesiology, the practice of ecumenical dialogue, and the relationship of ecumenism and mission.

COURSE UNIT OVERVIEW

The unit introduces students to various issues and approaches in the field of ecumenical relationships, with a view to helping them elucidate their own approach to ecumenism in ministry. It begins with an exploration of biblical and theological rationales for ecumenical engagement. There follows a survey of the history of ecumenism in its various forms, both nationally and globally, with special reference to Baptist involvement and attitudes. Specific practical and theological issues are then addressed, including the development of ecumenical relationships at the local level, reading the Bible ecumenically, ecumenical thinking on ecclesiology, the practice of ecumenical dialogue, and the relationship of ecumenism and mission.

AIMS

To enable students to develop an ecumenical perspective on ministry.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Outline the history of the ecumenical movement in its various forms

Intellectual Skills

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

- Evaluate the main theories and models of ecumenism
- Develop a considered response to the challenges presented by the need to relate to other Christian communities

Practical Skills

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

- Conduct ecumenical talks
- Conduct independent research
- Present a paper (in class)

Transferable Skills and Personal Qualities

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

- Analyse different contexts and work collaboratively with people with differing perspectives and approaches to ministry

Employability Skills

The skills of collaborative working and reflection, along with the development of constructively critical attitudes gained through this unit, are important in a range of graduate employment contexts

SYLLABUS

1. Introduction
2. Biblical notions
3. A theological rationale for ecumenical engagement
4. The history of the ecumenical movement
5. Ecumenism in Great Britain
6. Baptist involvement and attitudes
7. Ecumenical relationships at local level
8. Reading the Bible ecumenically
9. Ecumenism and ecclesiology
10. The practice of ecumenical dialogue
11. Ecumenism and mission

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
Formative: <ul style="list-style-type: none">• A presentation in class	15 minutes	n/a
Summative: <ul style="list-style-type: none">• An essay	3000-3500 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

Avis, Paul (ed.), *Paths to Unity: Explorations in ecumenical method* (London: Church House Publishing, 2004)

Bebbington, David W., *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s* (London: Routledge, 1994)

Bilheimer, Robert S., *Breakthrough: the emergence of the ecumenical tradition* (Grand Rapids: Eerdmans, 1989)

Butler, David, *Dying to be One: English Ecumenism - History, Theology and the Future* (London: SCM, 1996)

Carpenter, Jenny, *Together Locally: A handbook for local churches seeking to work together* (London: CTE, 2002)

Chadwick, Owen, *The Christian Church in the Cold War* (London: Allen Lane, 1992)

Gros, Jeffrey, et al., *Introduction to Ecumenism* (New York: Paulist, 1998)

Hastings, Adrian, *A History of English Christianity, 1920-2000* (London: SCM, 2001)

Hollenweger, Walter J., *Pentecostal Origins and Developments Worldwide* (Peabody: Hendrickson, 1997)

Hylson-Smith, Kenneth, *The Churches in England from Elizabeth I to Elizabeth II, Volume III: 1833-1998* (London: SCM, 1998)

Meyer, Harding, transl. William G. Rusch, *That they all may be One: Perceptions and Models of Ecumenicity* (Grand Rapids: Eerdmans, 1999)

Worrall, Bert G., *The Making of the Modern Church* (London: SPCK, 1993)

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

Credit Rating	10
Course Unit Title	Pentecostal and Charismatic Studies
Unit Code	346 (8346 for distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev Dotha N Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit examines the historical development of the Pentecostal and Charismatic movements in their social and cultural contexts. Attention is given to the movements' major theological and spiritual strands. Students are encouraged to reflect on their own experience in their church context. By considering the practical and constructive implications for ministry and mission, students are enabled to evaluate the movements' significance for the contemporary church.

COURSE UNIT OVERVIEW

The unit examines the historical development of the Pentecostal and Charismatic movements in their social and cultural contexts. Attention is given to the movements' major theological and spiritual strands. Students are encouraged to reflect on their own experience in their church context. By considering the practical and constructive implications for ministry and mission, students are enabled to evaluate the movements' significance for the contemporary church.

AIMS

To study the Pentecostal and Charismatic movements, enabling students to engage critically and practically with this significant tradition in the global church

LEARNING OUTCOMES

Knowledge and Understanding

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

- Discuss and evaluate the historical development of the Pentecostal and Charismatic movements

Intellectual Skills

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

- Assess critically the theology and spirituality of Pentecostal and Charismatic experience
- Explore and assess the contribution of Pentecostal and charismatic movements to ministry and mission

Practical Skills

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

- Apply critical thinking skills to the theology and ecclesiology of Pentecostal and charismatic movements

Transferable Skills and Personal Qualities

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

- Demonstrate an active and reflective approach to life by developing a personal strategy with regard to Pentecostal and Charismatic phenomena in ministry

Employability Skills

This unit equips the graduate to think critically and reflectively, encouraging intellectual openness and an appreciation of the interconnectedness and areas of uncertainty in current human knowledge.

SYLLABUS

1. Pentecostal Origins
2. Charismatic Renewal
3. Restoration of the Church
4. The Holy Spirit, Baptism and Spiritual Gifts
5. Worship and Spirituality
6. Healing, Deliverance, and Prosperity
7. Prophecy and Preaching
8. Mission, Evangelism and Revival
9. Criticism and Revisionism
10. Social Action and Politics
11. Ethnicity, Racism and Globalisation

TEACHING AND LEARNING METHODS

346: Interactive lectures

8346: Distance learning

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 346: A book review	750 words	n/a
• 8346: A book review	750 words	n/a
Summative:		
346: An essay	3000-3500 words	100%
8346: An essay and a learning journal*	3000-3500 words	100%
		Pass/fail*

* Distance learning students are required to pass this element.

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

Anderson, Allan H., and Edmond Tang, eds, <i>Asian and Pentecostal: The Charismatic Face of Christianity in Asia</i> (Oxford: Regnum, 2005)
Cartledge, Mark J., ed., <i>Speaking in Tongues: Multidisciplinary Perspectives</i> (Carlisle: Paternoster, 2006)
Dow, Jamie, <i>Engaging Emotions: The Need for Emotions in the Church</i> , Grove Renewal Series, 22 (Cambridge: Grove Books, 2005)
Finney, John, <i>Renewal as Laboratory for Change: The Example of the Church of England</i> , Grove Renewal Series, 25 (Cambridge: Grove Books, 2006)
Hilborn, David, ed., <i>Toronto in Perspective: Papers on the New Charismatic Wave of the Mid-1990s</i> (Carlisle: Acute, 2001)
Hocken, Peter D., <i>The Challenges of the Pentecostal, Charismatic and Messianic Jewish Movements: The Tensions of the Spirit</i> (Aldershot: Ashgate, 2009)
Kay, William K., and Anne E. Dyer, eds, <i>Pentecostal and Charismatic Studies: A Reader</i> (London: SCM, 2004)
Leach, John, <i>Renewing Charismatic Worship</i> , Grove Renewal Series, 37 (Cambridge: Grove Books, 2009)
Ma, Julie C., Wonsuk Ma and Andrew F. Walls, <i>Mission in the Spirit: Towards a Pentecostal/Charismatic Missiology</i> (Eugene, OR: Wipf & Stock, 2010)
Stalsett, Sturla J., ed., <i>Spirits of Globalization : The Growth of Pentecostalism and Experiential Spiritualities in a Global Age</i> (London: SCM, 2006)
Stephenson, Christopher A., <i>Types of Pentecostal Theology: Method, System, Spirit</i> (Oxford: Oxford University Press, 2012)

SCHEDULED ACTIVITY HOURS

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

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (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	Evangelicalism in Modern Britain
Unit Code	347
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Thomas A. Breimaier
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit commences by examining the varied responses of the British churches to the Age of Reason in the eighteenth century. Particular attention is given to the relationship between the Enlightenment and the transatlantic evangelical revival. The influence of romantic ideas on the development of evangelicalism is also analysed. The role of the Evangelical Alliance as it developed from the nineteenth to the twentieth century is traced. Evangelical spirituality is analysed and evangelical engagement with other forms of spirituality discussed. The final part of the unit includes study of Pentecostal and charismatic movements in their cultural context and the cultural configuration now commonly known as post-modernism and its relationship with evangelical faith. Students are encouraged to make connections between historical materials and contemporary concerns.

COURSE UNIT OVERVIEW

The unit commences by examining the varied responses of the British churches to the Age of Reason in the eighteenth century. Particular attention is given to the relationship between the Enlightenment and the transatlantic evangelical revival. The influence of romantic ideas on the development of evangelicalism is also analysed. The role of the Evangelical Alliance as it developed from the nineteenth to the twentieth century is traced. Evangelical spirituality is analysed and evangelical engagement with other forms of spirituality discussed. The final part of the unit includes study of Pentecostal and charismatic movements in their cultural context and the cultural configuration now commonly known as post-modernism and its relationship with evangelical faith. Students are encouraged to make connections between historical materials and contemporary concerns.

AIMS

To understand some contemporary ideas within evangelical thinking in the light of historical developments.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate specific knowledge of the main historical and theological trends discernible within the subject

Intellectual Skills

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

- Display a sympathetic and appropriately critical appreciation of the views of those whose stand-point in debate is different from their own
- Handle primary historical sources

Practical Skills

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

- Describe and analyse the complexity of the historical background and relate this historical background to wider issues

Transferable Skills and Personal Qualities

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

- Work in groups
- Engage in critical discussion and in a gracious manner with those who take differing views

Employability Skills

Graduates of this unit will be able to offer leadership and guidance within the contemporary church which is informed by a clear understanding of historical and theological perspectives within evangelicalism

SYLLABUS

- Material on the origins and the nature of evangelicalism; Enlightenment thinking and evangelicalism
- The eighteenth century evangelical revival: John Wesley, George Whitefield and Jonathan Edwards
- Eighteenth-century evangelical hymnody: worship and spirituality
- The impact of evangelicalism and Old Dissent; evangelicalism within Anglicanism
- Evangelical social action: William Wilberforce, Hannah More and the 'Clapham Sect'
- Evangelicalism in the nineteenth century; Romanticism; the Evangelical Alliance of 1846
- Social work and evangelism: George Müller, Moody and Sankey
- The Welsh Revival of 1905; Pentecostalism
- The evangelical renaissance at the end of the Second World War: F.F. Bruce, D. Martyn Lloyd-Jones, John Stott
- The 'Futures of Evangelicalism'; postmodernism; immigration

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
Formative: <ul style="list-style-type: none"> An exegesis of an extract from primary material in groups in class 	n/a	n/a
Summative: <ul style="list-style-type: none"> An essay 	3000-3500 words	100%

FEEDBACK METHODS

<ul style="list-style-type: none"> 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

Bebbington, David W., <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i> (London: Routledge, 1989)
Bebbington, David W., <i>The Dominance of Evangelicalism: The Age of Spurgeon and Moody</i> (Leicester: IVP, 2005)
Grenz, Stanley J., <i>Renewing the Centre: Evangelical Theology in a Post-Theological era</i> (Carlisle: Paternoster, 2001)
Haykin, Michael A.G. and Kenneth J. Stewart (eds), <i>The Emergence of Evangelicalism</i> (Leicester: IVP, 2008)
Lalleman, Pieter J., Peter J. Morden and Anthony R. Cross (eds), <i>Grounded in Grace: Essays to Honour Ian M. Randall</i> (London: Spurgeon's College / Baptist Historical Society, 2013)
Morden, Peter J., <i>The Life and Thought of Andrew Fuller</i> (Milton Keynes: Paternoster, 2015)
Morden, Peter J., 'Communion with Christ and his People': <i>The Spirituality of C.H. Spurgeon (1834-92)</i> (Oxford: Regent's Park College, 2010 / Eugene, OR: Wipf and Stock, 2014)
Noll, Mark A., <i>The Rise of Evangelicalism: The Age of Edwards, Whitefield and the Wesleys</i> (Leicester: IVP, 2004)
Rack, Henry D., <i>Reasonable Enthusiast: John Wesley and the Rise of Methodism</i> (London: Epworth, 1989)
Randall, Ian M., <i>What a Friend We Have in Jesus: The Evangelical Tradition</i> (London: DLT, 2005)
Wolffe, John, <i>The Expansion of Evangelicalism: The Age of Wilberforce, More, Chalmers and Finney</i> (Leicester, IVP, 2006)
Wright, Nigel G., <i>The Radical Evangelical: Seeking a place to stand</i> (London: SPCK, 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	Public Theology
Unit Code	350
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

In the new missional context of the contemporary, post-modern, globalised world, the Church needs a renewed focus on the socially-transformative implications of Christian faith. This unit reflects theologically on the notion of the 'gospel as public truth' (Newbigin) and gives an overview of the major themes in the development of theology as a transformative discourse in the public sphere. Although the unit engages critically with the ideas of leading cultural critics and sociologists, the emphasis throughout will be on the missional implications of public theology with a view to the renewal of culture and the reimagining of the Church. Students are encouraged to reflect critically on the task of public theology in light of the kingdom of God and the *missio Dei*.

COURSE UNIT OVERVIEW

In the new missional context of the contemporary, post-modern, globalised world, the Church needs a renewed focus on the socially-transformative implications of Christian faith. This unit reflects theologically on the notion of the 'gospel as public truth' (Newbigin) and gives an overview of the major themes in the development of theology as a transformative discourse in the public sphere. Although the unit engages critically with the ideas of leading cultural critics and sociologists, the emphasis throughout will be on the missional implications of public theology with a view to the renewal of culture and the reimagining of the Church. Students are encouraged to reflect critically on the task of public theology in light of the kingdom of God and the *missio Dei*.

AIMS

To present students with a critical overview of significant developments in public theology and to provide a conceptual vocabulary with which to engage in public debate around crucial issues in contemporary social and political life from a missional perspective.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Critically evaluate the meaning and significance of the notion of the 'gospel as public truth'
- Elucidate the role of public theology as a meeting place where the 'existential', 'social', and 'eschatological' dimensions of life can enter into open dialogue about matters of deepest concern and meaning
- Critically reflect on the nature of Christian mission in relation to complex and diverse expressions of public life such as politics, the media and the arts

Intellectual Skills

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

- Elucidate the transformative application of theological discourse towards the renewal of contemporary public thought
- Critically evaluate the contribution of leading thinkers to the development of public theology

Practical Skills

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

- Identify missiological challenges and opportunities presented by Christian participation in the shaping of public thought
- Recognise points of correlation between the discourses and methodologies of theology and sociology

Transferable Skills and Personal Qualities

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

- Engage in interdisciplinary discourse and debate in a range of settings

Employability Skills

Students of this unit will be able to engage in creative dialogue on matters of public concern from an informed theological perspective

SYLLABUS

1. Introduction to Public Theology: Key Themes, Concepts and Issues
2. 'The Gospel as Public Truth': Lesslie Newbigin
3. Public Theology and the *Missio Dei*
4. Theological Reflection on Ideology: Missional Implications of Public Discourse
5. 'For and Against the Nations': The Public Theology of Yoder and Hauerwas
6. Public Theology, Globalisation and Inter-Faith Relations
7. Public Theology and Politics of Jesus
8. Public Theology, Modern Science and 'New Atheism'
9. Public Theology in an Age of Facebook, Twitter and Mass Media
10. Public Theology, the Church and the University
11. Christian Witness to a Post-Christendom, Post-Secular World: James McClendon's Vision for Public Theology

TEACHING AND LEARNING METHODS

Interactive lectures, class discussions and group work
Unit materials are available at Spurgeon's *Online* to support student learning

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 350: An interactive group task	n/a	n/a
• 8350 A presentation or transcript	750-1000 words	n/a
Summative:		
• 350: An essay	3000-3500 words	100%
• 8350: An essay and a learning journal*	3000-3500 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
- 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	150 Introduction to Mission; 153 Missional Church
Co-requisite units	n/a

RECOMMENDED READING

Davison Hunter, James, *To Change the World: The Irony, Tragedy and Possibility of Christianity in the Late Modern World* (Oxford: Oxford University Press, 2010)

Graham, Elaine, *Between a Rock and a Hard Place: Public Theology in a Post-Secular Age* (London: SCM, 2013)

Hainsworth, D. K., and Paeth, Scott, *Public Theology for a Global Society* (Grand Rapids: Eerdmans, 2010)

Hauerwas, Stanley, *Against the Nations: War and Survival in a Liberal Society* (Notre Dame: University of Notre Dame Press, 1992)

McClendon, James W., Jr, *Systematic Theology: Volume 3: Witness* (Nashville: Abingdon, 2000)

Newbigin, Lesslie, *Truth to Tell: The Gospel as Public Truth* (Grand Rapids: Eerdmans, 1991)

Newbigin, Lesslie, *The Gospel in a Pluralist Society* (Grand Rapids: Eerdmans, 1989)

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

Reader, John, *Reconstructing Practical Theology: The Impact of Globalization* (Aldershot: Ashgate, 2008)

Storrar, William and Morton, Andrew (eds), *Public Theology for the 21st Century* (London:

T&T Clark, 2004)
 Taylor, Charles, *A Secular Age* (Cambridge MA: Harvard University Press, 2007)
 Valentin, Benjamin, *Mapping Public Theology: Beyond Culture, Identity, and Difference*
 (Harrisburg: Trinity Press, 2002)
 Volf, Miroslav, *A Public Faith: How Followers of Christ Should Serve the Common Good*
 (Grand Rapids: Brazos, 2011)
 Ward, Pete, *Participation and Mediation: A Practical Theology for the Liquid Church*
 (London: SCM Press, 2008)
 Williams, Rowan, *Faith in the Public Square* (London: Bloomsbury, 2012)
 Yoder, J.H, *For the Nations: Essays Public and Evangelical* (Grand Rapids: Eerdmans,
 1997)

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	Trans-Cultural Mission
Unit Code	355 (8355)
Unit Level	3
Contact Hours	10 hours and a mission trip
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Pending
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit explores the theoretical and practical dimensions of contemporary missiological thinking. These include the significance of non-Western approaches to mission; contextualisation; integral mission and the growing global influence of non-Western Christianity. The core component of the unit is an overseas trip organised by the college in partnership with BMS World Mission. Scheduled for September, this visit will last for between 10-17 days and be located at a BMS centre that can maximise the trans-cultural learning experience (e.g., Kolkata, India and Guayaquil, Ecuador). The trip will be preceded by a preparation event at IMC, Selly Oak, Birmingham in June, and followed by a debrief session at Spurgeon's in October.

COURSE UNIT OVERVIEW

This unit explores the theoretical and practical dimensions of contemporary missiological thinking. These include the significance of non-Western approaches to mission; contextualisation; integral mission and the growing global influence of non-Western Christianity. The core component of the unit is an overseas trip organised by the college in partnership with BMS World Mission. Scheduled for September, this visit will last for between 10-17 days and be located at a BMS centre that can maximise the trans-cultural learning experience (e.g., Kolkata, India and Guayaquil, Ecuador). The trip will be preceded by a preparation event at IMC, Selly Oak, Birmingham in June, and followed by a debrief session at Spurgeon's in October.

AIMS

To introduce the students to the dynamics of trans-cultural mission through a first-hand experience of the practice of mission outside of their own cultural environment.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Understand and articulate a non-Western understanding of Christian mission
- Identify the missiological insights gained from the trip and indicate their potential relevance for contemporary mission in the UK

Intellectual Skills

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

- Evaluate the significance of a global perspective in regard to Christian mission
- Reflect theologically and critically upon the experience of mission in different cultural contexts

Practical Skills

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

- Identify the elements that lead to an expression of 'integral mission' in any given context and explain their missiological significance

Transferable Skills and Personal Qualities

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

- Outline and explain the degree of contextualisation in the life and ministry of a Christian community

Employability Skills

The trans-cultural mission unit, through its basis of an immersive experience in an alien culture, builds a student's awareness of, and skills in, cross-cultural understanding, communication and working.

SYLLABUS

The unit is comprised of an overseas trip of 10-17 days in partnership with BMS World Mission. The party of students is accompanied by a member of the College's teaching staff and is facilitated overseas by BMS World Mission personnel in country. During the trip a variety of visits with local congregations and mission agencies are organised to give first-hand insight into mission activities in that location. As is appropriate, and under the direction of local personnel the group will participate in a variety of mission activities.

Students will keep a contemporaneous journal of their experiences and reflections.

On 2-3 occasions during the trip the accompanying tutor will lead a structured theological reflection on some aspect of their visit.

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
Formative:		
<ul style="list-style-type: none"> 355: A reflective journal and structured theological reflections by the group contemporaneous with the overseas trip 	n/a	n/a
<ul style="list-style-type: none"> 8355: A reflective journal and structured theological reflections by the group contemporaneous with the overseas trip 	n/a	n/a
Summative:		
<ul style="list-style-type: none"> 355: A reflective essay which draws upon material from the student's reflective journal 	3000-3500 words	100%
8355 A reflective essay which draws upon material from the student's reflective journal and a learning journal*	3000-3500 words	100%
		Pass/fail*
<i>NB: available to online students as blended learning due to the nature of the content of the unit</i>		
* 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"> 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	150 Introduction to Mission
Co-requisite units	n/a

RECOMMENDED READING

<p>Bosch, David, <i>Transforming Mission</i> (New York: Orbis, 1991)</p> <p>Chester, Tim, <i>Justice, Mercy and Humility</i> (Milton Keynes: 2002)</p> <p>Donovan, V.J., <i>Christianity Rediscovered</i> (London: SCM Press, 2001)</p> <p>Escobar, Samuel, <i>A Time For Mission</i> (Leicester: IVP, 2003)</p> <p>Jenkins, Philip, <i>The Next Christendom</i> (Oxford: OUP, 2007)</p> <p>Kirk, Andrew, <i>What is Mission?</i> (London: Darton, Longman and Todd, 1999)</p> <p>Newbigin, Leslie, <i>The Gospel in a Pluralist Society</i> (London: SPCK, 1989)</p> <p>Sanneh, Lamah, <i>Whose Religion is Christianity: the Gospel beyond the West?</i> (Grand</p>

Rapids: Eerdmans, 2003)
Thacker, Justin, and Marijke Hoek, *Micah's Challenge: The Church's Responsibility to the Global Poor* (Milton Keynes: Authentic, 2008)
Walls, Andrew F., and C. Ross, *Mission in the 21st Century: Exploring the Five Marks of Global Mission* (London: Darton, Longman and Todd, 2008)

SCHEDULED ACTIVITY HOURS

10 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

90 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**

23.03.2016

GENERAL INFORMATION

Credit Rating	20
Course Unit Title	Chaplaincy
Unit Code	362
Unit Level	3
Contact Hours	8 (plus 80 placement hours including 10 hours one-to-one supervision with placement supervisor)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Christopher J. Voke
ECTS	10

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit involves working in a supervised placement alongside an experienced chaplain. Students normally attend this placement on a weekly basis for a semester, keeping a learning journal in which they reflect critically and theologically upon their experience within the placement. In addition to developing some specialist knowledge about the challenges facing various forms of chaplaincy, students are also expected to consider wider discussions about chaplaincy and its place within the ministry and mission of the Christian church. Students receive tutorial supervision from a member of the college's teaching staff, in addition to support from the placement supervisor.

COURSE UNIT OVERVIEW

The unit involves working in a supervised placement alongside an experienced chaplain. Students normally attend this placement on a weekly basis for a semester, keeping a learning journal in which they reflect critically and theologically upon their experience within the placement. In addition to developing some specialist knowledge about the challenges facing various forms of chaplaincy, students are also expected to consider wider discussions about chaplaincy and its place within the ministry and mission of the Christian church. Students receive tutorial supervision from a member of the college's teaching staff, in addition to support from the placement supervisor.

AIMS

To enable students to explore, practically and theologically, the work of chaplaincy and its place within the Church's ministry today.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Discuss the theology undergirding various forms of sector ministry

Intellectual Skills

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

- Identify key issues facing chaplains working in one particular sector
- Reflect theologically upon their experience in the chaplaincy placement
- Identify resources for Christian reflection on issues relating to chaplaincy

Practical Skills

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

- Relate to a variety of people in a disciplined, professional manner
- Identify the practical implications of the placement for their ministry
- Manage their time effectively

Transferable Skills and Personal Qualities

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

- Demonstrate effective communication skills in all domains (reading, writing, listening and speaking)

Employability Skills

This unit prepares graduates to function effectively as an individual and in multidisciplinary and multicultural teams, and to understand professional and ethical responsibilities and commitment to them.

SYLLABUS

n/a

TEACHING AND LEARNING METHODS

Supervised placement

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">• Meetings with the placement supervisor and placement report	Up to 8 hours	n/a
Summative: <ul style="list-style-type: none">• A reflective journal• An essay	3000-3500 words* 3000-3500 words	50% 50%

FEEDBACK METHODS

- 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	n/a
Co-requisite units	n/a

RECOMMENDED READING

Cobb, M., *The Hospital Chaplain's Handbook: A Manual of Good Practice* (London: Canterbury Press, 2005)

Buckley, Anthony, *Help, There's a School in My Parish!*, Grove Education Series, 16 (Cambridge: Grove Books, 2013).

Jones, Christopher and Peter Sedgwick, eds, *The Future of Criminal Justice: Resettlement, Chaplaincy, and Community* (London: SPCK, 2002).

Legood, G. (ed.), *Chaplaincy: The Church's Sector Ministries* (London: Cassell, 1999)

Lyll, D., *Integrity of Pastoral Care* (London: SPCK, 2000)

Mack, Ronald, *The Basics of Hospital Chaplaincy: A Basic Introduction and Fundamental Guide to Hospital Chaplaincy* (Maitland, FL: Xulon Press, 2003)

McClelland, Kate, *Call the Chaplain: Spiritual and Pastoral Caregiving in Hospitals* (Norwich: Canterbury P., 2014).

Morisy, A., *Journeying Out: A new approach to Christian mission* (London: Continuum, 2004)

Stoter, D., *Spiritual Aspects of Health Care* (London: Mosby, 1995)

Swift, Christopher, *Hospital Chaplaincy in the 21st Century: The Crisis of Spiritual Care on the NHS* (Aldershot: Ashgate, 2009).

Torry, Malcolm, *Bridgebuilders: Workplace Chaplaincy: A History* (Norwich: Canterbury Press, 2010).

Threlfall-Holmes, M., and Mark Newitt (eds), *Being a Chaplain*. SPCK Library of Ministry (London: SPCK, 2011)

SCHEDULED ACTIVITY HOURS

8 (plus 80 placement hours including 10 hours one-to-one supervision with placement supervisor)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

92 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	Chaplaincy
Unit Code	364
Unit Level	3
Contact Hours	5 (plus 40 placement hours including 5 hours one-to-one supervision with placement supervisor)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Christopher J. Voke
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit involves working in a supervised placement alongside an experienced chaplain. Students normally attend this placement on a weekly basis for half a semester, keeping a learning journal in which they reflect critically and theologically upon their experience within the placement. In addition to developing some specialist knowledge about the challenges facing various forms of chaplaincy, students are also expected to consider wider discussions about chaplaincy and its place within the ministry and mission of the Christian church. In addition to support from the placement supervisor, students receive tutorial supervision from a member of the college's teaching staff.

COURSE UNIT OVERVIEW

The unit involves working in a supervised placement alongside an experienced chaplain. Students normally attend this placement on a weekly basis for half a semester, keeping a learning journal in which they reflect critically and theologically upon their experience within the placement. In addition to developing some specialist knowledge about the challenges facing various forms of chaplaincy, students are also expected to consider wider discussions about chaplaincy and its place within the ministry and mission of the Christian church. In addition to support from the placement supervisor, students receive tutorial supervision from a member of the college's teaching staff.

AIMS

To enable students to explore, practically and theologically, the work of chaplaincy, and its place within the Church's ministry today.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Discuss key elements of the theology undergirding various forms of sector ministry

Intellectual Skills

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

- Identify some of the key issues facing chaplains working in one particular sector
- Reflect theologically upon their experience in the chaplaincy placement
- Identify some of the key resources for Christian reflection on issues relating to chaplaincy

Practical Skills

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

- Relate to a variety of people in a disciplined, professional manner
- Identify some of the practical implications of the placement for their ministry
- Manage their time effectively

Transferable Skills and Personal Qualities

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

- Demonstrate effective communication skills in all domains (reading, writing, listening and speaking)

Employability Skills

This unit prepares graduates to function effectively as an individual and in multidisciplinary and multicultural teams, and to understand professional and ethical responsibilities and commitment to them.

SYLLABUS

n/a

TEACHING AND LEARNING METHODS

Supervised placement

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">• Meetings with the placement supervisor and placement report	Up to 5 hours	n/a
Summative: <ul style="list-style-type: none">• A reflective essay	3000 – 3500 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

<p>Cobb, M., <i>The Hospital Chaplain's Handbook: A Manual of Good Practice</i> (London: Canterbury Press, 2005)</p> <p>Buckley, Anthony, <i>Help, There's a School in My Parish!</i>, Grove Education Series, 16 (Cambridge: Grove Books, 2013).</p> <p>Jones, Christopher and Peter Sedgwick, eds, <i>The Future of Criminal Justice: Resettlement, Chaplaincy, and Community</i> (London: SPCK, 2002).</p> <p>Legood, G. (ed.), <i>Chaplaincy: The Church's Sector Ministries</i> (London: Cassell, 1999)</p> <p>Lyall, D., <i>Integrity of Pastoral Care</i> (London: SPCK, 2000)</p> <p>Mack, Ronald, <i>The Basics of Hospital Chaplaincy: A Basic Introduction and Fundamental Guide to Hospital Chaplaincy</i> (Maitland, FL: Xulon Press, 2003)</p> <p>McClelland, Kate, <i>Call the Chaplain: Spiritual and Pastoral Caregiving in Hospitals</i> (Norwich: Canterbury P., 2014).</p> <p>Morisy, A., <i>Journeying Out: A new approach to Christian mission</i> (London: Continuum, 2004)</p> <p>Stoter, D., <i>Spiritual Aspects of Health Care</i> (London: Mosby, 1995)</p> <p>Swift, Christopher, <i>Hospital Chaplaincy in the 21st Century: The Crisis of Spiritual Care on the NHS</i> (Aldershot: Ashgate, 2009).</p> <p>Torry, Malcolm, <i>Bridgebuilders: Workplace Chaplaincy: A History</i> (Norwich: Canterbury Press, 2010).</p> <p>Threlfall-Holmes, M., and Mark Newitt (eds), <i>Being a Chaplain</i>. SPCK Library of Ministry (London: SPCK, 2011)</p>

SCHEDULED ACTIVITY HOURS

5 (plus 40 placement hours including 5 hours one-to-one supervision with placement supervisor)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

95 hours

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
Valid from Date (Publishing Date)	



The University of Manchester



Spurgeon's
COLLEGE

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

23.02.2016

GENERAL INFORMATION

Credit Rating	10
Course Unit Title	Exploring Christian Spiritualities
Unit Code	365 (8365 for distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev Simon M. Jones
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit builds on the introductory unit 162 Spirituality by considering some of the streams of spirituality that have shaped the history of the Christian church in depth. The spiritualities considered include the Puritan and Evangelical traditions, Celtic Christianity, the English Medieval tradition, Eastern Orthodox and Black African traditions. The different streams are critically evaluated and their contribution to the development of the Christian faith is analysed. Students are encouraged to consider the relevance of the different streams to the practice of spirituality today. Themes, issues and practices which are discussed include retreat leading, spiritual direction, imaginative approaches to scripture, and the intersection between personality and spirituality.

COURSE UNIT OVERVIEW

The unit builds on the introductory unit 162 Spirituality by considering some of the streams of spirituality that have shaped the history of the Christian church in depth. The spiritualities considered include the Puritan and Evangelical traditions, Celtic Christianity, the English Medieval tradition, Eastern Orthodox and Black African traditions. The different streams are critically evaluated and their contribution to the development of the Christian faith is analysed. Students are encouraged to consider the relevance of the different streams to the practice of spirituality today. Themes, issues and practices which are discussed include retreat leading, spiritual direction, imaginative approaches to scripture, and the intersection between personality and spirituality.

AIMS

To consider in depth, different traditions of Christian spirituality and their relevance to discipleship, ministry and mission in the twenty-first century.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Explain how streams of spirituality have shaped the history of the Christian church

Intellectual Skills

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

- Identify, analyse and critically evaluate central issues in the practice of Christian spirituality

Practical Skills

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

- Identify and implement approaches to spirituality that will assist in their own spiritual growth and in the growth of others

Transferable Skills and Personal Qualities

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

- Evaluate how history influences the contemporary contexts

Employability Skills

This unit helps to develop self-awareness and is designed to prepare graduates to engage across a spectrum of understandings of spirituality. It encourages intellectual openness, personal reflection and respect for different traditions.

SYLLABUS

1. Introduction to Module / Approaches to Spirituality / Themes and issues in Christian Spirituality
2. Evangelical Spirituality, themes and issues
3. Evangelical Spirituality, Some Case Studies
4. Sermon on the Mount / Monastic Spirituality
5. Celtic Spirituality, themes and issues,
6. Medieval Spirituality, themes and issue / A case study (Julian of Norwich)
7. 'Beacons of Europe': Catherine of Sienna, Theresa of Avila, Brigitte of Sweden
8. Black Spirituality
9. Quiet Day and Retreat Leading
10. Eastern Orthodox Spirituality
11. Dallas Willard and Richard Foster

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
Formative:		
• 365: An exegesis of an extract from a classic text of Christian spirituality	Notional 750-1000 words	n/a
• 8365: An exegesis of an extract from a classic text of Christian spirituality	Notional 750-1000 words	n/a

Summative:		
• 365: An essay	3000-3500 words	100%
• 8365: An essay and a learning journal*	3000-3500 words	100%
		Pass/fail*
* Distance learning students are required to pass this element.		

FEEDBACK METHODS

- Oral feedback in class (365 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	162 Spirituality
Co-requisite units	n/a

RECOMMENDED READING

- Anderson, Allen, *An Introduction to Pentecostalism: Global Charismatic Christianity*, 2nd edn (Cambridge: Cambridge University Press, 2014)
- Battle, Michael, *The Black Church in America: African American Christian Spirituality* (Oxford: Blackwell, 2006)
- Chryssavgis, John, *Light through Darkness: The Orthodox Tradition* (London: Darton Longman and Todd, 2004)
- Julian of Norwich and A. C. Spearing, *Revelations of Divine Love: (Short Text and Long Text); Transl. by Elizabeth Spearing, with an Introduction and Notes by A.C. Spearing* (London: Penguin Books, 1998)
- Morden, Peter J., 'Communion with Christ and his People': *The Spirituality of C.H. Spurgeon (1834-92)* (Oxford: Regent's Park College, 2010 / Eugene, OR: Wipf and Stock, 2014)
- Morden, Peter J., *The Life and Thought of Andrew Fuller* (Milton Keynes: Paternoster, 2015)
- Mursell, Gordon, *English Spirituality. [Vol.1]: From Earliest Times to 1700* (London: SPCK, 2001)
- Mursell, Gordon, *English Spirituality. [Vol.2]: From 1700 to the Present Day* (London: SPCK, 2001)
- O'Donohue, John, *Anam Cara: Spiritual Wisdom From the Celtic World* (London: Bantam, 1997)
- Randall, Ian M., *What a Friend we Have in Jesus* (London: Darton Longman and Todd, 2005)
- Ranft, Patricia, *Women and Spiritual Equality in Christian Tradition* (Basingstoke: MacMillan, 2000)
- Sheldrake, Philip, ed., *The New SCM Dictionary of Christian Spirituality* (London: SCM P., 2005)
- Willard, Dallas, *The Divine Conspiracy: Rediscovering Our Hidden Life in God* (London: HarperCollins, 2000)

SCHEDULED ACTIVITY HOURS

22 contact hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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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	Prophetic Theology
Unit Code	368 (8368 for distance learning version)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins by examining the biblical understandings of prophecy. It considers the way prophetic ministry has been interpreted by the church. The unit explores the theological and philosophical, social and political influences on and implications of prophetic practices. It analyses interaction of alternative models of prophetic ministry. Students will be equipped to explore and develop prophetic approaches for their own contexts drawing on insights identified in the unit.

COURSE UNIT OVERVIEW

The unit begins by examining the biblical understandings of prophecy. It considers the way prophetic ministry has been interpreted by the church. The unit explores the theological and philosophical, social and political influences on and implications of prophetic practices. It analyses interaction of alternative models of prophetic ministry. Students will be equipped to explore and develop prophetic approaches for their own contexts drawing on insights identified in the unit.

AIMS

To enable students to identify the different understandings and theologies of prophecy, and to engage in critical and constructive practice of prophetic ministry.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Identify and critically assess the main models of contemporary prophetic ministry

Intellectual Skills

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

- Critically evaluate how prophecy relates to current transformations in religious and spiritual experience

Practical Skills

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

- Construct practical strategies for prophetic engagement

Transferable Skills and Personal Qualities

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

- Offer discerning insight into matters over which Christians often express differing views

Employability Skills

Students will be able to offer leadership within a Christian community in such a way as to relate personal spirituality with wider social and cultural concerns

SYLLABUS

1. Prophecy in Scripture
2. Prophecy in History
3. Cessation and Charisma
4. Prophetic Preaching
5. Charismatic Prophecy
6. Weighing Prophecy
7. Dreams and Visions
8. Prophecy and Politics
9. African Churches and Black Theology
10. Women and Prophecy
11. Urban Prophetics

TEACHING AND LEARNING METHODS

368: Lecture and interactive class discussion

8368: Distance learning

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

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative:		
• 368: An essay plan	750 words	n/a
• 8368: An essay plan	750 words	n/a
Summative:		
368: An essay	3000-3500 words	100%
8368: An essay and a learning journal*	3000-3500 words	100%
		Pass/fail*

* Distance learning students are required to pass this element.

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

Brueggemann, Walter, <i>The Practice of Prophetic Imagination: Preaching an Emancipatory Word</i> (Minneapolis: Fortress Press, 2012)
Cavanna, Peter, <i>Discerning the Spirits: Evaluating the Prophetic Voice</i> . Grove Renewal Series 24 (Cambridge: Grove Books, 2006)
Cooke, Graham, <i>Approaching the Heart of Prophecy. A Journey into Encouragement, Blessing, and Prophetic Gifting</i> (Vacaville: Brilliant Book House, 2006)
Eaton, Michael, <i>The Gift of Prophetic Preaching. A Charismatic Approach</i> (Chichester: New Wine Press, 2008)
Goll, Jim, <i>The Prophetic Power of Visions, Dreams, and Open Heavens</i> (Shippensburg: Destiny Image Publishers, 2004)
Grey, Mary C., <i>The Outrageous Pursuit of Hope. Prophetic Dreams for the Twenty-first Century</i> (London: Darton, Longman and Todd, 2000)
Johnson, Luke Timothy, <i>Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians</i> (Grand Rapids: Eerdmans, 2011)
Leech, Kenneth, <i>Prayer and Prophecy: The essential Kenneth Leech</i> , ed. by David Bunch and Angus Ritchie (London: Darton, Longman and Todd, 2009)
Sandy, D. Brent, <i>Plowshares and Pruning Hooks: Rethinking the Language of Biblical Prophecy and Apocalyptic</i> (Leicester: IVP, 2002)
Wood, Mark, <i>Cornel West and the Politics of Prophetic Pragmatism</i> (Urbana: University of Illinois Press, 2000)

SCHEDULED ACTIVITY HOURS

22 hours (n/a for distance learning version)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours 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	Black Theology
Unit Code	369 (8369 for distance learning delivery)
Unit Level	3
Contact Hours	22 hours (n/a for distance learning delivery)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev Dotha N. Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit explores the emergence of Black Theology in the latter part of the twentieth century. It includes an exploration of biblical and theological themes emerging from the field, and encourages students to develop their own approach to faith and practice, building on a theology of personal experience, by reflecting on how Black Theology has empowered the articulation of a significant voice into theological reflection in the West. Specific practical and theological issues are addressed, including criticisms and responses to Black Theology, and its implications for action at the local level. The themes of oppression including slavery, racism, colonialism and poverty provide the context for understanding its radical, politicised and intentionally transformative trajectory.

COURSE UNIT OVERVIEW

The unit explores the emergence of Black Theology in the latter part of the twentieth century. It includes an exploration of biblical and theological themes emerging from the field, and encourages students to develop their own approach to faith and practice, building on a theology of personal experience, by reflecting on how Black Theology has empowered the articulation of a significant voice into theological reflection in the West. Specific practical and theological issues are addressed, including criticisms and responses to Black Theology, and its implications for action at the local level. The themes of oppression including slavery, racism, colonialism and poverty provide the context for understanding its radical, politicised and intentionally transformative trajectory.

AIMS

By engaging with the work of foundational thinkers in the United States and more recent contributions in the UK this unit aims to deepen students' understanding of their contemporary contexts and to explore the formulation of contextual theologies from different perspectives.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Articulate an understanding of Black Theology in its various contexts, including its origins and methodologies
- Summarise the various critiques that have been made of Black Theology.

Intellectual Skills

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

- Critically understand the contribution of colour and ethnicity to theological dialogue and construction, and the development of a complementary biblical hermeneutic
- Develop their own response to Black Theology and the implications of practical engagement with the issues raised

Practical Skills

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

- Demonstrate skills in multi-cultural understanding, interpretation and communication
- Demonstrate skills in analysing the use of power and empowerment

Transferable Skills and Personal Qualities

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

- Reflect sensitively upon their personal experience and practice
- Empower the voice of minorities and the marginalised

Employability Skills

The depth and breadth of this unit encourages the development of capacity for critical, conceptual and reflective thinking in all aspects of intellectual and practical activity. A deepened understanding of the contemporary contexts gained in this unit enhances the students' ability to function with insight and understanding as an individual and in multicultural teams and situations; skills that are vital in a wide range of graduate employment contexts.

SYLLABUS

1. Contextual theology (Biography as theology - personal sources)
2. Birth of a theological movement: James Cone and Classic Black Theology
3. Biblical and theological themes
4. Caribbean Theology
5. Black Theology and Womanist Theology
6. African experience – Black Africa and Apartheid
7. Black Theology in Britain: post-colonialism, migration and diaspora
8. Non-Christian perspectives
9. Black Theology and education
10. Under scrutiny – critical and dissenting voices
11. Ministry and mission trajectories

TEACHING AND LEARNING METHODS

369: Interactive lectures and seminars

8369: 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"> • 369: An interactive group task • 8369: A presentation or transcript 	n/a 10 mins or 750-1000 words	n/a n/a
Summative: <ul style="list-style-type: none"> • 369: An essay • 8369: An essay and a learning journal* 	3000-3500 words 3000-3500 words	100% 100% Pass/fail*
* Distance learning students are required to pass this element.		

FEEDBACK METHODS

<ul style="list-style-type: none"> • Oral feedback in class (369 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

Bradley, Anthony B., <i>Liberating Black Theology: The Bible and the Black Experience</i> (Wheaton: Crossway Books, 2010)
Bradley, Anthony B., <i>Black Scholars in White Space</i> (Eugene, OR: Pickwick, 2015)
Cone, James H., <i>A Black Theology of Liberation</i> 2nd edn (Maryknoll: Orbis, 1988)
Gregory, Howard (ed.), <i>Caribbean Theology. Preparing for the Challenges Ahead</i> (Kingston, Jamaica: Canoe Press, University of the West Indies, 1997)
Hopkins, Dwight N., and Edward P. Antonio (eds), <i>The Cambridge Companion to Black Theology. Cambridge Companions to Religion</i> (Cambridge: Cambridge University Press, 2012)
Hopkins, Dwight N., <i>Heart and Head: Black Theology, Past, Present and Future</i> (New York: Palgrave Macmillan, 2002)
Hopkins, Dwight N., <i>Introducing Black Theology of Liberation</i> (Maryknoll: Orbis, 1999)
Jagessar, Michael N., and Anthony G. Reddie (eds), <i>Postcolonial Black British Theology</i> (Peterborough: Epworth Press, 2006)
Jagessar, Michael N., and Anthony G. Reddie (eds), <i>Black Theology in Britain: A Reader. Cross Cultural Theologies</i> (London: Equinox, 2007)
Kapolyo, Joe M., <i>The Human Condition: Christian Perspectives Through African Eyes</i> . (Leicester: IVP, 2005)
Kee, Alistair, <i>The Rise and Demise of Black Theology</i> enlarged edn (London: SCM, 2008)
Mitchem, S.Y., <i>Introducing Womanist Theology</i> (Maryknoll: Orbis, 2002)
Reddie, Anthony G., <i>Black Theology</i> (London: SCM, 2012)

SCHEDULED ACTIVITY HOURS

22 hours (n/a for distance learning delivery)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

78 hours (100 hours for distance learning version)

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



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

GENERAL INFORMATION

Course Unit title	Urban Mission
Unit code	370 (8370 for distance learning version)
Credit rating	10
Level	6
Contact hours	24 (n/a for distance learning version)
Pre-requisite units	n/a
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
ECT	5
Notional hours of learning	100

BRIEF DESCRIPTION OF THE UNIT

The unit begins by examining the students' own context and developing a model for constructive engagement with the urban setting. It considers ways in which the understanding of urban mission has changed and developed historically. The unit explores biblical and theological themes which are pertinent to locating urban mission in a holistic understanding of missiology. Students are encouraged to develop their own theology of urban mission which takes account of the socio-political context they face.

AIMS

To enable participants to engage critically with the theology and practice of urban mission, and to participate constructively in that task.

INTENDED LEARNING OUTCOMES

Category of outcome	By the end of this course students should be able to:
Knowledge and understanding	<ul style="list-style-type: none">demonstrate a critical understanding of the significance of historical and recent developments in urban mission
Intellectual skills	<ul style="list-style-type: none">assess critically theological themes related to urban mission
Practical and transferable skills; personal qualities	<ul style="list-style-type: none">develop models and practices of urban mission in their own context

ASSESSMENT

Assessment task	Length	Weighting within unit
Formative:		

<ul style="list-style-type: none"> • 370 A short essay • 8370 An essay 	500 words 2000 words	n/a n/a
Summative: <ul style="list-style-type: none"> • 370 An essay • 8370 An essay A learning journal*	3000 words 2000 words	100% 100% Pass/Fail*
<p>* 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.</p>		

FURTHER INFORMATION

Semester	
Available on which programme(s)?	BA

Content	Sessions will normally include: <ul style="list-style-type: none"> • City and Urbanisation • Theological and Biblical Themes • City of God City of Man • Historical Overview • Integral Mission • Politics and Public Realm • Postmodernism and Pluralism • Principalities and Powers • Globalisation • Race and Multiculturalism • Urban Theory
Teaching method	Lectures and interactive class discussions
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
Proposed start date	September 2014
Date of approval (for office use)	
Information updated on	December 2014

INDICATIVE READING

- Amin, Ash, and Nigel Thrift, *Cities. Reimagining the Urban* (Cambridge: Polity, 2002)
- Bakke, Ray, *The Urban Christian* (Bromley: MARC Europe, 1987)
- Claerbaut, David, *Urban Ministry in a New Millennium*, Updated Edition (Waynesboro: Authentic Media, 2005)
- Conn, Harvie, and others, *The Urban Face of Mission. Ministering the Gospel in a Diverse and Changing World* (ed. by Manuel Ortiz and Susan S. Baker; Philipsburg: P & R Publishing, 2002)
- Davey, Andrew, *Urban Christianity and Global Order. Theological Resources for an Urban Future* (London: SPCK, 2001)
- Graham, Elaine, and Stephen Lowe, *What Makes a Good City? Public Theology and the Urban Church* (London: Darton Longman and Todd, 2009)
- Green, Laurie, *Urban Ministry and the Kingdom of God* (London: SPCK, 2003)
- Massey, Doreen, *World City* (Cambridge: Polity, 2007)
- Shannahan, Chris, *Voices from the Borderland. Re-imagining Cross-Cultural Urban Theology in the Twenty-first Century* (London: Equinox, 2010)
- Smith, David W., *Seeking a City with Foundations. Theology for an Urban World* (Nottingham: IVP, 2011)



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	Cultural Hermeneutics
Unit Code	371
Unit Level	3
Contact Hours	22 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev Simon M. Jones / Dr Joshua T. Searle
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

By engaging with specific texts this unit explores contemporary thinking on a range of cultural trends and phenomena. This includes, for example, engagement with the work of John Gray, Zygmunt Bauman and Gordon Lynch alongside studying broader themes like affluence and consumerism, the influence of the media, TV and film. The selected texts and themes are explored from a Christian perspective and critically evaluated with a view to establishing the insights they bring to an understanding of Christian mission.

COURSE UNIT OVERVIEW

By engaging with specific texts this unit explores contemporary thinking on a range of cultural trends and phenomena. This includes, for example, engagement with the work of John Gray, Zygmunt Bauman and Gordon Lynch alongside studying broader themes like affluence and consumerism, the influence of the media, TV and film. The selected texts and themes are explored from a Christian perspective and critically evaluated with a view to establishing the insights they bring to an understanding of Christian mission.

AIMS

To deepen the students' understanding of their contemporary context by examining the interpretation of various cultural trends and phenomena and to enable them to offer a critique from a Christian perspective.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Summarise classic Christian responses to the task of engaging with culture

Intellectual Skills

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

- Critically engage a 'cultural text' by interrogating its illocution, locution and perlocution

Practical Skills

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

- Identify missiological implications and opportunities presented by the work of a variety of contemporary cultural interpreters

Transferable Skills and Personal Qualities

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

- Work together collaboratively in groups

Employability Skills

The skill to deploy a variety of interrogative frameworks to deconstruct and read the elements of communication in a variety of media from academic publications to pop culture

SYLLABUS

1. H. Richard Niebuhr and the relationship between Christ and culture
2. Desecularisation and detraditionalisation (Peter Berger and Lieven Boeve)
3. Reading cultural texts
4. Religion and popular culture (Neil Postman)
5. 'Mediated': the media
6. 'D'oh!': The Simpsons
7. 'Jesus is Dread' and the 'God of the Rahtid' (Robert Beckford)
8. Consumerism
9. The thought of John Gray: apocalyptic, straw dogs and Al Qaeda
10. 'To boldly go ...': Star Trek
11. Zygmunt Bauman's liquid world

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
Formative: <ul style="list-style-type: none">• An interactive group task	n/a	n/a
Summative: <ul style="list-style-type: none">• An essay	3000-3500 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	150 Introduction to Mission
Co-requisite units	n/a

RECOMMENDED READING

Bauman Zygmunt, *Liquid Modernity* (London: Polity, 2000)
Berger, Peter L., *The Desecularization of the World* (Grand Rapids: Eerdmans, 1999)
Gray, Jonathan, *Watching with the Simpsons* (New York: Routledge, 2005)
Hoelzl, Michael, and Graham Ward, *The New Visibility of Religion: Studies in Religion and Cultural Hermeneutics* (London: Continuum, 2008)
Lynch, Gordon, *Understanding Theology and Popular Culture* (Oxford: Blackwell, 2005)
Niebuhr, H. Richard, *Christ and Culture* (New York: Harper, 1951)
Postman, Neil, *Amusing Ourselves to Death* (New York: Penguin, 2005)
Turnau, Ted, *Popologetics: Popular Culture in Christian Perspective* (Phillipsburg: P&R Pub, 2012)
Vanhooser, Kevin J., et al (eds.), *Everyday Theology* (Grand Rapids: Baker, 2007)
Warner, Rob, *Secularization and its Discontents* (London: Continuum, 2010)

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	Evangelism and Pioneer Ministry in Context 2
Unit Code	372
Unit Level	3
Contact Hours	3 hours
FHEQ Level	6
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 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 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 further engage with individualised 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:

- Exercise creativity in judgment and application in undertaking research through a variety of appropriate strategies

Transferable Skills and Personal Qualities

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

- Present an extended piece of work that is coherent and convincing

Employability Skills

Independent working that is research based, task focussed and outcomes driven that has practical implications for the exercise of Christian ministry in the area of study

SYLLABUS

n/a

TEACHING AND LEARNING METHODS

Independent study

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• A project plan	750 words	n/a
Summative: <ul style="list-style-type: none">• A project, presented in appropriate medium and format	3000-3500 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	150 Introduction to Mission and 153 Missional Church
Co-requisite units	n/a

RECOMMENDED READING

n/a

SCHEDULED ACTIVITY HOURS

3 hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

97 hours

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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The University of Manchester



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

23.02.16

GENERAL INFORMATION

Credit rating	10
Course Unit Title	Educating the Church
Unit Code	385 (8385)
Unit Level	3
Contact Hours	22 (n/a for distance learning version)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Rev Dotha N Blackwood
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

The unit begins with an overview of the dimensions of Christian Education. In subsequent sessions we seek to integrate theological concepts from other disciplines with the task of adult education and discipleship in the church. The unit focuses on Adult Learning, and the development of learning is studied with a view to applying this knowledge in the congregational setting of discipleship, teaching and preaching. A variety of ways of learning are explored and exemplified in the lecture setting, and the different roles of the teacher / preacher, (with reference to wider ministry contexts), are also examined.

COURSE UNIT OVERVIEW

The unit examines and defines what is meant by 'Christian education' and explores its goals and methods as a means of educating the church. The unit focuses on Adult Learning, and the development of learning is studied with a view to applying this knowledge in the congregational setting of discipleship, teaching and preaching. A variety of ways of learning are explored and exemplified in the lecture setting, and the different roles of the teacher / preacher, (with reference to wider ministry contexts), are also examined. The unit seeks to integrate theological and biblical studies with theories of adult learning.

AIMS

To expand the students' understanding of Adult Learning and Christian education and enable them to make a critically informed contribution to the planning and practice of Discipleship empowerment.

LEARNING OUTCOMES

KNOWLEDGE AND UNDERSTANDING

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

- Explain the importance of Christian education and indicate its significant dimensions
- Demonstrate their understanding of educating the church as Discipleship empowerment.

INTELLECTUAL SKILLS

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

- Critically evaluate approaches to adult learning and current literature on how people learn and teach
- Distinguish between the educational needs of children and adults, and evaluate literature on faith development
- Integrate theological concepts from other disciplines with the task of education and discipleship in the church and wider ministry contexts

PRACTICAL SKILLS

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

- Prepare a series of lessons for different age groups in a Christian context using the principles learnt in the unit
- Reflect on their own learning style preferences, in order to evaluate how their own delivery of teaching, preaching or training can be improved or strengthened

TRANSFERABLE SKILLS AND PERSONAL QUALITIES

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

- Show that they are resourceful, able to manage own time, deal with the pressure of deadlines, and show a willingness to learn
- Use their knowledge of how adults learn and learning style preferences to understand different contexts and approaches to tasks and/or learning

EMPLOYABILITY SKILLS

The generic skills students consolidate in this unit – such as managing information, planning and organising skills, learning skills, thinking innovatively and creatively and reflective skills – are vital in a wide range of graduate employment contexts.

SYLLABUS

1. Dimensions of Christian education
2. Liturgy and learning
3. Education and discipleship
4. Adult learning
5. Learning styles: preaching and teaching
6. Practical session on Adult Learning & Learning Styles
7. Learners – faith development and human growth
8. Strategies for educating the church concerning people with special needs
9. Transformative learning
10. Transformative learning as Discipleship empowerment
11. 'Putting it all together' – Workshop

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: 385: A case study used as the basis for drafting a series of lessons	n/a	n/a

8385: A case study used as the basis for drafting a series of lessons	n/a	n/a
Summative: 385: An essay A Project (a series of lessons)	2500 words 1500 words	60% 40%
8385: An essay A Project (a series of lessons) and a learning journal*	2500 words 1500 words	60% 40% Pass/fail*
* Distance learning students are required to pass this element.		

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

Astley, Jeff, and Leslie J. Francis, *Critical Perspectives on Christian Education* (Leominster: Gracewing/Fowler Wright, 1994)

Astley, Jeff, Leslie J. Francis, Colin Crowder, *Theological Perspectives on Christian Formation* (Leominster/Grand Rapids: Gracewing/Eerdmans, 1996)

Bridger, F. *Children Finding Faith* (Didcot: SU/CPAS, 2000)

Brookfield S D and Hess M E (eds), *Teaching Reflectively in Theological Contexts Promises and Contradictions* (Malabar Florida: Krieger Publishing Company, 2008).

Cranton P., *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults* (San Francisco CA: Jossey-Bass, 2006)

Cooling, M. *Creating a Learning Church: Improving teaching and learning in the local church* (Oxford: The Bible Reading Fellowship, 2005)

Fowler, J., *Stages of Faith, the Psychology of Human Development and the Quest for Meaning* (San Francisco, Harper Rowe, 1981)

Hull, J.M., *What Prevents Christian Adults from Learning?* (London: SCM, 1985)

Jarvis, P., *The Theory and Practice of Learning* 2nd edn (London: Kogan Page, 2003)

Malcolm S. Knowles, Elwood F., Holton III, Richard A. Swanson, *The Adult Learner: The definitive classic in adult education and human resource development*, 8th edn (London: Routledge, 2015)

Merriam, Sharan B., Laura L. Bierema, *Adult Learning: Theory and Practice* (Jossey-Bass: San Francisco, 2013)
 Palmer, P.J., *To Know as We Are Known: Education as a Spiritual Journey* (San Francisco: Harper, 1983, 1993)
 Roger, J., *Adults Learning*, 5th edition, New York: McGraw Hill, 2007
 Rogers, A. and Horrocks, N., *Teaching Adults*, 4th edition, New York: McGraw Hill, 2010
 Shortt, J., and Trevor Cooling, *Agenda for Educational Change* (Leicester: Apollos, 1997)

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

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	40
Course Unit Title	Dissertation
Unit Code	390
Unit Level	3
Contact Hours	12 hours (including dissertation study day)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Director of Undergraduate Studies
ECTS	20

EXTERNAL FACING COURSE UNIT OVERVIEW

This unit provides an opportunity for extended independent study. Following a dissertation study day, students submit a formal proposal. The topic and approach must be approved by the teaching staff. A supervisor will be allocated according to the subject of the work. Dissertations will be submitted in accordance with the requirements in the College's *Dissertation Handbook*.

COURSE UNIT OVERVIEW

This unit provides an opportunity for extended independent study. Following a dissertation study day, students submit a formal proposal. The topic and approach must be approved by the teaching staff. A supervisor will be allocated according to the subject of the work. Dissertations will be submitted in accordance with the requirements in the College's *Dissertation Handbook*.

AIMS

To enable students to explore a subject of their own choice and to introduce basic research techniques.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate a developed and mature knowledge of the subject studied

Intellectual Skills

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

- Exercise initiative in gathering appropriate data
- Classify, analyse and evaluate the material collected
- Integrate the topic of research with broader theological issues
- If dealing with an applied topic, integrate practical and theoretical aspects of theology
- Exercise creative and independent thinking in the organisation and presentation of the

dissertation

Practical Skills

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

- Work independently and innovatively at HE level
- Demonstrate research skills on a specific project
- 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 in a sustained piece of writing
- Show the ability to collect, analyse and evaluate appropriate data
- Demonstrate the ability to be self-disciplined and manage time effectively

Employability Skills

The skills learned in researching and writing up a dissertation 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;
- the ability to be self-disciplined, manage time well and produce work to agreed deadlines.

SYLLABUS

n/a

TEACHING AND LEARNING METHODS

A study day followed by independent study

ASSESSMENT METHODS

Assessment task	Length	Weighting within unit
Formative: <ul style="list-style-type: none">• Draft text	n/a	n/a
Summative: <ul style="list-style-type: none">• A dissertation	Not more than 12000 words including footnotes, but excluding bibliographies and appendices	100%

FEEDBACK METHODS

- Written feedback on formative and summative written submissions within 20 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

12 hours (including dissertation study day)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

388 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	20
Course Unit Title	Independent Study / Short Dissertation
Unit Code	391
Unit Level	3
Contact Hours	8 (including dissertation study day)
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Director of Undergraduate Studies
ECTS	10

EXTERNAL FACING COURSE UNIT OVERVIEW

Students choose, with the approval of the programme leader, a topic which they wish to explore in depth. They are not permitted to take this unit alongside a taught unit on the same subject at Level 6. 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 programme leader, a topic which they wish to explore in depth. They are not permitted to take this unit alongside a taught unit on the same subject at Level 6. 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 explore a subject of special interest.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate mature knowledge of the subject studied

Intellectual Skills

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

- Provide evidence that they have conducted their own research into a special topic within the theological field
- Engage creatively with the issues they have identified
- Exercise creativity in judgment and application

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
- Demonstrate the ability to apply their results in an appropriate manner

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 in an extended piece of work
- 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
Formative: <ul style="list-style-type: none">• Draft text	n/a	n/a
Summative: <ul style="list-style-type: none">• A short dissertation	6000-7000 words	100%

FEEDBACK METHODS

- Written feedback on formative and summative written submissions within 20 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

8 (including dissertation study day)

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

192 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	Independent Study
Unit Code	392
Unit Level	3
Contact Hours	3 hours
FHEQ Level	6
Teaching Period	Flexible delivery
Teaching Staff	Director of Undergraduate Studies
ECTS	5

EXTERNAL FACING COURSE UNIT OVERVIEW

Students choose, with the approval of the programme leader, a topic related to any of the units offered at Level 6 which they wish to explore in depth. They are not permitted to take this unit alongside a taught unit on the same subject at Level 6. 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 programme leader, a topic related to any of the units offered at Level 6 which they wish to explore in depth. They are not permitted to take this unit alongside a taught unit on the same subject at Level 6. 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 explore a subject of special interest.

LEARNING OUTCOMES

Knowledge and Understanding

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

- Demonstrate mature knowledge of the subject studied

Intellectual Skills

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

- Provide evidence that they have conducted their own research into a special topic within the theological field
- Engage creatively with the issues they have identified

- Exercise creativity in judgment and application

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
- Demonstrate the ability to apply their results in an appropriate manner

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 in an extended piece of work
- 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
Formative: <ul style="list-style-type: none"> • A project plan 	750 words	n/a
Summative: <ul style="list-style-type: none"> • A project, presented in appropriate medium and format 	4000 words	100%

FEEDBACK METHODS

- Written feedback on formative and summative written submissions within 20 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 hours

PLACEMENT HOURS

n/a

INDEPENDENT STUDY HOURS

97 hours

ADDITIONAL NOTES

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APPROVAL

Date approved by UGC	
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Valid from Date (Publishing Date)	
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