



LONDON SCHOOL  
OF THEOLOGY



Middlesex  
University  
London

## MA Biblical Studies – Module Narratives

---

These programmes are validated by Middlesex University, London, UK,

School of Health, Social Care and Education

MA Biblical Studies

PGCert Biblical Studies

**Programme Leader:** Dr Julie Robb  
**Institutional Link Tutor:** Dr Shivanthi Manickasingham  
**Middlesex Link Tutor:** Dr Nicky Spawls

## Contents

<b>Module Narratives</b> .....	<b>3</b>
<i>MA7107 HERMENEUTICS</i> .....	<i>4</i>
<i>MA7400 DISSERTATION PREPARATION</i> .....	<i>10</i>
<i>MA7401 DISSERTATION</i> .....	<i>14</i>
<i>MA7104 THE THEOLOGY OF ROMANS: A CASE STUDY IN HERMENEUTICS</i> .....	<i>18</i>
<i>MA7202 THE BIBLE AND THE ENVIRONMENT</i> .....	<i>23</i>
<i>MA7203 RACE AND THE BIBLE</i> .....	<i>28</i>
<i>MA7204 WOMEN AND THE BIBLE</i> .....	<i>34</i>

## **Module Narratives**

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules.

## MA7107 HERMENEUTICS

1.	<b>Module code:</b>	MA7101
2.	<b>Title:</b>	Hermeneutics
3.	<b>Credit points:</b>	40
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Dr Andrew Perriman
7.	<b>Accredited by:</b>	N/A
8.	<b>Module restrictions:</b>	Non-Compensatable
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	Core
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. to familiarise the student both with the history of biblical hermeneutics and with the complex language and concepts associated with it;</li> <li>2. to foster a broad appreciation of the nature of the theoretical challenges involved in the interpretation of texts and of ancient “scripture” in particular;</li> <li>3. to provide a sophisticated framework for the task of interpreting and making practical use of the Bible in complex, controversial and rapidly changing modern contexts;</li> <li>4. to provide the advanced critical tools required to approach biblical interpretation with hermeneutical self-awareness.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b>  On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>a. a systematic and critical awareness of the hermeneutical environment in which biblical interpretation currently takes place;</li> <li>b. a comprehensive account of the reasons for approaching biblical interpretation by way of critical reflection on hermeneutics;</li> <li>c. sound judgement of the scope and significance of two or more major hermeneutical methodologies;</li> <li>d. critical evaluation of the debate between historical-critical and reader-centred modes of interpretation.</li> </ol> <p><b>Skills</b>  On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>e. critical and constructive engagement with hermeneutic theory;</li> <li>f. critical analysis of the role of the reader/s within communities and traditions of interpretation;</li> <li>g. advanced evaluation of the impact of cultural interests and ideological biases on biblical interpretation;</li> <li>h. initiative in tackling the hermeneutical challenges presented by contemporary issues such as decolonisation, gender identity, and climate change.</li> </ol>

11.	<p><b>Syllabus:</b></p> <p>This core module provides the theoretical foundation on which the optional modules will explore specific aspects of the contemporary interpretation of the Bible.</p> <p>It sets out from the premise that biblical interpretation today is a complex and contested activity for a number of reasons: the notion of sacred text is problematic in a cultural environment that is at once secular, rationalist, post-rationalist and pluralist; much biblical interpretation, at all levels, is driven by hermeneutically unreflective theological interests; and powerful intellectual movements seek to co-opt or disqualify the Bible as an authoritative text.</p> <p>In part one hermeneutics is introduced as a general field of enquiry, to be explained both as the product of its historical development and as a philosophical investigation of the conditions for the interpretation of texts. Account is taken of the fact that for many students this will be a challenging area of study, not only because the language and concepts are unfamiliar but also because it may run counter to deeply held convictions about the nature of biblical meaning.</p> <p>Part two explores questions related to the basic processes of interpretation in accordance with the conventional differentiation between author, text and reader. What questions are raised by the fact that the Bible is in the first place a collection of ancient texts? What are the internal aspects of the Bible (language, genre, intertextuality, canon) that have a bearing on interpretation? How are we to assess the role of the reader or of reading communities in the production of meaning?</p> <p>Part three then asks about the practice of biblical interpretation in relation to two broad contemporary contexts. First, the relation between biblical interpretation and theological synthesis is examined, with particular attention given to the Theological Interpretation of Scripture as a hermeneutical method. Secondly, the hermeneutical challenges entailed in the task of reading the Bible as a public text, in tension with a range of social and political concerns (Marxism, feminism, identity politics, post-colonialism, environmentalism, etc.), will be explored.</p>
12.	<p><b>Learning and teaching strategy:</b></p> <p>This module will require 400 hours study to complete it. You should expect to take 180 for the study material (about 10 hours per lesson), 100 for wider reading and 120 for the assessments.</p> <p><b>Online education</b> will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p> <p>Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.</p>
13.	<p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p> <p>In order to provide the greatest amount of support for students, there is notably more formative assessment in this module than others since it is the first module you will study.</p> <ol style="list-style-type: none"> <li>1. A <i>minimum</i> of three video-conference tutorials with the tutor:</li> </ol>

	<p>a. Shortly after commencing the module, that is, normally within one month of commencing the module or as soon as possible, thereafter. This will discuss the challenges or writing essays at postgraduate level.</p> <p>b. Prior to submitting the first draft of assignment number 1 and</p> <p>c. Following feedback from the first draft of assignment 1 submitted to discuss any issues raised by that.</p> <p>2. Submission of the first essay for initial feedback and assessment. This needs to be between 3000-4000 words in length, being either an initial draft or of a completed version of the first essay you intend to submit for summative assessment (item 4).</p> <p>3. Submission of an initial outline of the argument and approach of the second essay with bibliography</p>			
<b>(b) Summative assessment scheme</b>				
<b>Task: Essay</b>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	4000 words	a,b,e,f	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<b>Task: Essay</b>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	4000 words	c, d, g, h	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p>				
Seen examination		.....%		
Unseen examination		.....%		
Coursework (no examination)		...100%		
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
15.	<b>Length of exam</b>	.....hours		
16.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>Essential</li> </ul> <p>Kim, Yung Suk, <i>Biblical Interpretation: Theory, Process, Criteria</i>, Eugene: Pickwick Publications, 2013 (ebook).</p> <p>Malcolm, Matthew, <i>From Hermeneutics to Exegesis: The trajectory of Biblical Interpretation</i>, Nashville: B &amp; H Academic, 2018. (ebook) McCaulley, Esau.</p>		

	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<p><i>Reading While Black: African American Biblical Interpretation as an Exercise in Hope.</i> Downers Grove, Ill.: IVP Academic, 2020. (ebook)</p> <p>Porter, Stanley E. and Beth M. Stovell, eds. <i>Biblical Hermeneutics: Five Views.</i> Downers Grove: IVP, 2012. (ebook)</p> <p>Roth, Federico Alfred, Justin Marc Smith, Kirsten Sonkyo, Alice Yafeh-deigh &amp; Kay Higuera Smith (Eds), <i>Reading the Bible Around the World – A Student’s Guide To Global Hermeneutics,</i> Downers Grove: IVP Academic, 2022 (ebook).</p> <p>Sugirtharajah, R.S., <i>The Bible and the Third World: Precolonial, , Colonia and Postcolonial Encounters,</i> Cambridge: Cambridge University Press, 2001 (ebook)</p> <p><i>Biblical Interpretation</i> (Journal) all issues and articles 1993-2023.</p> <p>Adam, A. K. M. <i>Faithful Interpretation: Reading the Bible in a Postmodern World.</i> Minneapolis: Fortress, 2006.</p> <p>Bartholomew, Craig, <i>Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture,</i> Grand Rapids: Eerdmans, 2015.</p> <p><a href="#">Benckhuysen</a>, Amanda W. <i>The Gospel According to Eve – A History of Women’s Interpretation.</i> Downers Grove, Ill.; IVP Academic, 2019. (ebook)</p> <p>Brown, Jeannine. <i>Scripture as Communication: Introducing Biblical Hermeneutics.</i> Grand Rapids: Baker, second edition 2021.</p> <p>Hernando, James.D., <i>Dictionary of Hermeneutics: A Concise Guide to Terms, Names, Methods, and Expressions,</i> Revd Edn, Springfield: Gospel Publishing House, 2012. (ebook)</p> <p>Junior, Nyasha, <i>Introduction to Womanist Biblical Interpretation,</i> Louisville, Kentucky: Westminster John Knox Press, 2015. (ebook)</p> <p>Keener, Craig S., ‘The Spirit and Biblical Interpretation: Spirit Hermeneutics’, <i>Asian Journal of Pentecostal Studies</i> 23.2 (2020), 123-146.</p> <p>Keener, Craig &amp; M. Daniel Carroll R (eds). <i>Global Voices: Reading the Bible in the Majority World.</i> Peabody, Mass.: Hendrickson, 2013.</p> <p>Martin, Lee Roy, <i>Pentecostal Hermeneutics: A Reader.</i> Leiden: Brill, 2013. (ebook).</p> <p>Masenya, Madipoana (Ngwana Mphahlele) &amp; Kenneth Ngwa (Eds), <i>Navigating African Biblical Hermeneutics: Trends and Themes from our Pots and our Calabashes,</i> Newcastle: Cambridge Scholars Publishing, 2018 (ebook).</p> <p>Nel, Marius, <i>An African Pentecostal Hermeneutics: A Distinctive Contribution to Hermeneutics,</i> Eugene, OR: Wipf &amp; Stock, 2018. (ebook)</p> <p>Oliverio, Jr., L. William, <i>Pentecostal Hermeneutics in the Later Modern World: Essays on the condition of our Interpretation,</i> Eugene, OR: Pickwick Publications, 2022. (ebook)</p> <p>Thiselton, Anthony C., <i>Hermeneutics: An Introduction,</i> Grand Rapids: Eerdmans, 2009.</p>
--	---	--

		<p>Trier, Daniel J., <i>Introducing Theological Interpretation of Scripture: Recovering a Christian Practice</i>, Nottingham: Apollos, 2008. (ebook)</p> <p>Vanhoozer, Kevin J. <i>Is There a Meaning in This Text: The Bible, the Reader and the Morality of Literary Knowledge</i>. Grand Rapids: Zondervan, 1998.</p> <p>Waddell, Robby, 'Spirit Hermeneutics or Biblical Interpretation by Any Other Name: A Dialogue with Craig Keener', <i>Journal Pentecostal Studies</i>, 27.2 (2018), 196-212.</p>						
<b>In addition, for in-house, joint and franchised programmes only</b>								
17.	<b>UNISTATS – assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK	100%						
	EXAM	.....%						
	PRACTICAL	.....%						
18.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	<p>Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).</p> <p>For Apprenticeship programmes, this is University-led Off The Job hours.</p> <p>The proposed number of scheduled teaching hours: 40 hours</p>						<p>Seminars through the VLE</p> <p>40 hours</p>	
	<p>Placement Activity (e.g. placement, work based learning or year abroad).</p> <p>Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):</p> <p>For Apprenticeship programmes, this is Employer-led Off The Job hours.</p>						<p>Not required</p>	
	<p>Independent Study (Time students will be required to complete independent study).</p> <p>The proposed number of hours a student should complete independent study:</p> <p>For Apprenticeship programmes, this is Apprentice-led Off The Job hours.</p>						<p>360 hours</p>	
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	1	2	October	February	20	D/L	N/A
	2024-25	1	2	October	February	20	D/L	N/A
	2025-26	1	2	October	February	20	D/L	N/A
	2026-27	1	2	October	February	20	D/L	N/A
20.	<b>Timetabling information:</b>							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)					YES/NO		



	SEMINAR (SEM)	YES/ <del>NO</del>
	LABORATORY (LAB)	<del>YES</del> /NO
	WORKSHOP (WRK)	<del>YES</del> /NO
	(b) Timetabled	<del>YES</del> /NO
	(c) Student centrally allocated	<del>YES</del> /NO

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Core

## MA7400 DISSERTATION PREPARATION

1.	<b>Module code:</b>	MA7400
2.	<b>Title:</b>	Dissertation Preparation
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Julie Robb
7.	<b>Accredited by:</b>	N/A
8.	<b>Module restrictions:</b>	Compensatable
	(e) Pre-requisite	
	(f) Programme restrictions	
	(g) Level restrictions	
	(h) Other restrictions or requirements	Core
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To develop the advanced critical skills required for planning and writing a dissertation in biblical interpretation.</li> <li>2. To develop the skills for independent academic writing and research including, selecting appropriate literature, using appropriate style conventions and developing an argument.</li> <li>3. To develop the skills required for producing a Master's level dissertation proposal.</li> </ol>
10.	<b>Learning outcomes:</b>	<p>On successful completion of this module, the student will be demonstrate:</p> <ol style="list-style-type: none"> <li>a. An appropriate methodology for a biblical research project.</li> <li>b. Application of the skills learned in a piece of scholarly writing that employs critical analysis and suitable academic writing conventions.</li> <li>c. The conceptualization and design of a dissertation proposal.</li> </ol>
11.	<b>Syllabus:</b>	<p>Students will engage with elements of academic research and writing, such as discovering a topic, developing a research question, a hypothesis and a thesis. The module explores various research methods with an emphasis on qualitative research but with some attention to quantitative research. The importance of recognising and accounting for one's own assumption and social location in theological research and writing will be addressed. Furthermore, students will develop knowledge and skills for selecting appropriate literature and employing the proper conventions of academic writing. The module will enable students to conceive and design a research proposal.</p>
12.	<b>Learning and teaching strategy:</b>	<p>This module will need 200 hours of study to complete it.</p> <p><b>Online education</b> will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p>

	Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.			
13.	<b>Assessment scheme:</b>			
	<b>(c) Formative assessment scheme</b>			
	1. Submission of an initial proposal for feedback and assessment from the module leader prior to locating an appropriate supervisor for the chosen topic and prior to resubmission for summative assessment (item 2 below)			
	<b>(d) Summative assessment scheme</b>			
	<b>Task: Dissertation Proposal</b>			
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked
	100%	3 x A4 pages maximum to include an indicative Bibliography (max 10 items)	a, b, and c	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
				<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	In order to pass the module, the student will be required to achieve an overall aggregate of grade 40.			
	Seen examination	.....%		
	Unseen examination	.....%		
	Coursework (no examination)	....100....%		
14.	<b>Timetabled examination required</b>		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
15.	<b>Length of exam</b>		.....hours	
16.	<b>Learning materials</b>			
	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Bennett, Zoe, <i>Your MA in Theology: A Study Skills Handbook</i> , London: SCM Press, 2014 (ebook).  Vyhmeister, Nancy Jean & Robertson, Terry, <i>Your Guide to Writing Quality Research Papers for Students of Religion and Theology</i> , Grand Rapids: Zondervan, 2014 (ebook)  Smith, Kevin Gary, <i>Writing and Research: A Guide for Theological Students</i> , Carlisle: Langham Global Library, 2016 (ebook)		
	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	Cottrell, Stella, <i>The Study Skills Handbook</i> (5 <sup>th</sup> Edn). London: Bloomsbury Academic, 2008.  Cottrell, Stella, <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> (3 <sup>rd</sup> Edn), Basingstoke: Palgrave Macmillan, 2011.  Davies, Martin, <i>Study Skills for International Postgraduates</i> (2 <sup>nd</sup> Edn), New York: Bloomsbury Academic, 2022		

		<p>Guccione, Kay &amp; Jerry J. Wellington, <i>Taking Control of your Thesis: A Guide to get you to the End</i>, London: Bloomsbury Academic, 2017.</p> <p>Northey, Margot., B.A. Anderson &amp; J.N. Lohr, <i>Making Sense: A Student's Guide to Research and Writing</i>, Oxford: OUP, 2012.</p> <p>Yaghjian, Lucretia, <i>Writing Theology: A Rhetoric for Theological and Biblical Writers</i>, London: Continuum, 2006 [2<sup>nd</sup> Edn 2015].</p>						
<b>In addition, for in-house, joint and franchised programmes only</b>								
17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK	100%						
	EXAM	.....%						
	PRACTICAL	.....%						
18.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours: approximately 14 hours/unit						Seminars through the VLE  14 hours/unit	
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):  For Apprenticeship programmes, this is Employer-led Off The Job hours.						Not required	
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study: approximately 60 hours  For Apprenticeship programmes, this is Apprentice-led Off The Job hours.						60 hours	
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	D/L	N/A
	2024-25	2	3	February	April	20	D/L	N/A
	2025-26	2	3	February	April	20	D/L	N/A
	2026-26	2	3	February	April	20	D/L	N/A
20.	<b>Timetabling information:</b>							

(d) Please indicate which teaching activities will be offered in this module*:	
LECTURE (LEC)	<del>YES</del> /NO
SEMINAR (SEM)	YES/ <del>NO</del>
LABORATORY (LAB)	<del>YES</del> /NO
WORKSHOP (WRK)	<del>YES</del> /NO
(e) Timetabled	<del>YES</del> /NO
(f) Student centrally allocated	<del>YES</del> /NO

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123	MA Biblical Studies	Core

## MA7401 DISSERTATION

1.	<b>Module code:</b>	MA7401
2.	<b>Title:</b>	Dissertation
3.	<b>Credit points:</b>	60
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Dr Julie Robb
7.	<b>Accredited by:</b>	N/A
8.	<b>Module restrictions:</b>	Non-Compensatable
	(i) Pre-requisite	Successful completion of: <ul style="list-style-type: none"> <li>▪ MA7101 Hermeneutics</li> <li>▪ MA7400 Dissertation Preparation</li> </ul> and successful completion of 60 credits of optional modules
	(j) Programme restrictions	
	(k) Level restrictions	
	(l) Other restrictions or requirements	Core
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To provide the opportunity for intensive and detailed Master's level research-based study of the student's chosen topic within the context of biblical interpretation and under the guidance of an appropriate supervisor.</li> </ol>
10.	<b>Learning outcomes:</b>	<p>On successful completion of this module, the student will be demonstrate:</p> <ol style="list-style-type: none"> <li>a. Ability to distinguish and summarise the distinctive features of a selected topic within the field of biblical interpretation.</li> <li>b. The location of that topic in relation to current academic discussion.</li> <li>c. Identification and utilisation of the appropriate hermeneutical methods to address critically the issues raised by the selected topic.</li> <li>d. Organisation of a critically evaluated large-scale discussion of both broad issues and the detailed investigation of particular points.</li> <li>e. Ability to formulate, argue for and defend the viability and insight of their own critical judgement in theological investigation and biblical interpretation.</li> </ol>
11.	<b>Syllabus:</b>	<p>Restricted only by the confines of the overall subject of biblical interpretation, the student identifies for themselves the particular topic they wish to study for this module. After initial approval of this topic has been granted by the module leader, a suitable supervisor is identified and assigned. Student and supervisor then collaborate closely at all stages of the study to ensure that appropriate and relevant reading (electronic or printed) has been incorporated and taken into consideration. This includes the necessity for a diversity of gender and ethnicities to be included within that reading. An indicative Bibliography will be presented as part of the dissertation proposal.</p>
12.	<b>Learning and teaching strategy:</b>	<p>This module will need 600 hours study to complete it.</p> <p>For students who wish to undertake research with human subjects, <b>Research Ethics Committee approval must be given before any such research is commenced.</b></p> <p>Supervisor interaction is enabled through interaction on via video-conferencing (eg Zoom or MS Teams) and email interaction.</p>

13.	<b>Assessment scheme:</b>																								
	<b>(e) Formative assessment scheme</b>	<p>There is no predetermined limit to the number of initial presentations you may make for formative assessment. As a guideline, however, we suggest that any one portion of the dissertation may be presented a maximum of three times. As a minimum, you must supply:</p> <ol style="list-style-type: none"> <li>1. Submission of a draft chapter (of up to 5000 words length) for comment.</li> <li>2. Submission of a different draft chapter (up to 5000 words length) for comment.</li> </ol>																							
	<b>(f) Summative assessment scheme</b>	<table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Dissertation</b></td> </tr> <tr> <td style="width: 15%;">Weighting</td> <td style="width: 25%;">Specification e.g. word count / duration / no. of pages</td> <td style="width: 15%;">LO mapped to</td> <td style="width: 15%;">Anonymously marked</td> <td style="width: 30%;">Ethics approval required</td> </tr> <tr> <td>100%</td> <td>15 000 words along with an abstract of 300 words</td> <td>All learning outcomes</td> <td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes         </td> <td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module         </td> </tr> </table> <p>In order to pass the module, the student will be required to achieve an overall aggregate of grade 40.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>...100%</td> </tr> </table>			<b>Task: Dissertation</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	15 000 words along with an abstract of 300 words	All learning outcomes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	...100%
<b>Task: Dissertation</b>																									
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																					
100%	15 000 words along with an abstract of 300 words	All learning outcomes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																					
Seen examination	.....%																								
Unseen examination	.....%																								
Coursework (no examination)	...100%																								
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																							
15.	<b>Length of exam</b>	.....hours																							
16.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Essential Student defined as agreed with the supervisor.</li> <li>• Recommended            Bennett, Zoe., <i>Your MA in Theology: A Study Skills Handbook</i>, London: SCM Press, 2014 (ebook).             Cottrell, Stella, <i>The Study Skills Handbook</i>, (5<sup>th</sup> Edn), London: Bloomsbury Academic, 2008.             Cottrell, Stella, <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i> (2<sup>nd</sup> Edn), Basingstoke: Palgrave Macmillan, 2011.             Davies, Martin, <i>Study Skills for International Postgraduates</i>, New York: Bloomsbury Academic, 2022.             Guccione, Kay &amp; Wellington, Jerry J., <i>Taking Control of Writing your Thesis: A Guide to get you to the end</i>, London: Bloomsbury Academic, 2017.             Northey, Margot, B.A. Anderson &amp; J.N. Lohr, <i>Making Sense: A Student's Guide to Research and Writing</i>, Oxford: Oxford University Press, 2012.         </li> </ul>																							

	<p>Vyhmeister, Nancy Jean &amp; Robertson, Terry, <i>Your Guide to Writing Quality Research Papers for Students of Religion and Theology</i>, Grand Rapids: Zondervan, 2014 (ebook).          Smith, Kevin Gary, <i>Writing and Research: A Guide for Theological Students</i>, Carlisle: Langham Global Library, 2016 (ebook)</p> <p>Yaghjian, Lucretia, <i>Writing Theology Well: A Rhetoric for Theological and Biblical Writers</i>, London: Continuum, 2006 [2<sup>nd</sup> Edn, 2015].</p>							
<b>In addition, for in-house, joint and franchised programmes only</b>								
17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK						100%	
	EXAM						.....%	
	PRACTICAL						.....%	
18.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours:						Student defined research project. As agreed with project supervisor.	
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):  For Apprenticeship programmes, this is Employer-led Off The Job hours.						Not required	
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:  For Apprenticeship programmes, this is Apprentice-led off The Job hours.						600 hours	
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	3		April	September	5	D/L	N/A
	2024-25	3		April	September	5	D/L	N/A
	2025-26	3		April	September	5	D/L	N/A
	2025-27	3		April	September	5	D/L	N/A
20.	<b>Timetabling information:</b>							
	(g) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(h) Timetabled				YES/NO			



	(i) Student centrally allocated	YES/NO
--	---------------------------------	--------

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123	MA Biblical Studies	Core

## MA7104 THE THEOLOGY OF ROMANS: A CASE STUDY IN HERMENEUTICS

1.	<b>Module code:</b>	MA7104
2.	<b>Title:</b>	The Theology of Romans: A Case Study in Hermeneutics
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Dr Andrew Perriman
7.	<b>Accredited by:</b>	N/A
8.	<b>Module restrictions:</b>	Compensatable
	(m) Pre-requisite	
	(n) Programme restrictions	
	(p) Other restrictions or requirements	Optional
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To provide a comprehensive analysis of the hermeneutical conditions for reading a particular text such as Paul's letter to the Romans;</li> <li>2. To foster a broad understanding of the complex factors that have shaped the history of interpretation of Romans in the modern era in particular;</li> <li>3. To provide a sophisticated evaluation of the historical and literary contexts that have a bearing on our understanding of the genre and purpose of the letter;</li> <li>4. Identify and critically assess the tensions and interactions between historical and theological readings of the text.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge and Skills</b>          On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>a. A sophisticated analysis of the historical context of Romans within its historical context as the work of a Jewish-Christian apostle to the peoples of the Greek-Roman world;</li> <li>b. Sound judgment in differentiating between the general and contingent aspects of the apostolic letter genre;</li> <li>c. Critical evaluation of the most significant literary influences on the shape and content of the letter;</li> <li>d. Critical reflection on the recent history of interpretation;</li> <li>e. Systematic appreciation of the divergence between historical and theological readings of the text.</li> </ol>
11.	<b>Syllabus:</b>	<p>Two questions that lie at the heart of the work of New Testament interpretation are "What is the genre of the text" and "What is the context of the text?" This module examines the intersection of these two questions by considering Paul's letter to the Romans 1) as an outstanding example of the apostolic letter genre 2) in the context of the early Jewish-Christian movement among the Gentiles. The objective is not to provide a commentary on or reading of the text but to expose some of the key literary, historical and theological assumptions that bias interpretation in one direction or another. Romans has been chosen because of its obvious canonical prominence, but more importantly because it illustrates, probably better than any other New Testament text, how history and theology interact within both of Gadamer's hermeneutical horizons—that of Paul and that of the modern interpreter. The genre of the text is considered both as a matter of literary form and, in more pragmatic terms, as an expression of apostolic purpose. This requires us to give some weight, in the first place, to Paul's statement of his ambition at the beginning and end</p>

	<p>of the letter: to bring about an obedience of faith among the Gentiles in advance of the rule of Christ over them (Rom. 1:1-5; 15:12-15). This focus allows us, on the one hand, to manage the scope and complexity of the letter, and on the other, to engage with the “apocalyptic” dimension of a text that challenges the dominance of Greek-Roman paganism.</p> <p>The question of context comes down to whether we think of Romans as a document emerging out of a Jewish worldview or as one that anticipates later theological developments, such as Patristic debate over the two natures of Christ or Reformed debate over Law and Grace. In this respect, the module provides an opportunity to reflect further on the tension between historical criticism and the Theological Interpretation of Scripture. The module will look at the relation of Romans to Jewish thought in the late second temple period and its stance <i>vis-à-vis</i> Greek religion and Roman political power. But it will also encourage reflection on how theological relevance may in turn be recovered once justice has been done to the historical situatedness of the text.</p>															
12.	<p><b>Learning and teaching strategy:</b></p> <p>This module will need 200 hours of study to complete it. You should expect to take 100 hours for the study material (about 10 hours per lesson), 30 for wider reading and 70 for the assessments.</p> <p><b>Online education</b> will be provided through LST’s Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p> <p>Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.</p>															
13.	<p><b>Assessment scheme:</b></p> <p><b>(g) Formative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. Submission of an outline and approach to be taken in the Critical Reflection (1000 words max) with indicative Bibliography.</li> <li>2. The submission of a 2000-word draft of the essay for feedback and assessment.</li> </ol>															
	<p><b>(h) Summative assessment scheme</b></p> <table border="1" data-bbox="204 1469 1468 1944"> <thead> <tr> <th colspan="5" data-bbox="204 1469 1468 1563"><b>Task: Critical Reflection</b></th> </tr> <tr> <th data-bbox="204 1565 379 1720">Weighting</th> <th data-bbox="381 1565 692 1720">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="694 1565 879 1720">LO mapped to</th> <th data-bbox="880 1565 1107 1720">Anonymously marked</th> <th data-bbox="1109 1565 1468 1720">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 1722 379 1944">25%</td> <td data-bbox="381 1722 692 1944">1000 words</td> <td data-bbox="694 1722 879 1944">d &amp; e</td> <td data-bbox="880 1722 1107 1944"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes                 </td> <td data-bbox="1109 1722 1468 1944"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module                 </td> </tr> </tbody> </table> <p><b>Task: Essay</b></p>	<b>Task: Critical Reflection</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	1000 words	d & e	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<b>Task: Critical Reflection</b>																
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required												
25%	1000 words	d & e	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module												

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
75%	3000 words	a,b,c	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;  <input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component  <input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p>				
Seen examination		.....%		
Unseen examination		.....%		
Coursework (no examination)		...100%		
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
15.	<b>Length of exam</b>	.....hours		
16.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Essential <p>Haacker, Klaus, <i>The Theology of Paul's Letter to the Romans</i>, Cambridge: CUP, 2003 (ebook).</p> <p>Nanos, Mark D. <i>Reading Romans Within Judaism: Collected Essays of Mark D. Nanos, Vol. 2</i>. Eugene, OR: Cascade Books, 2018. (ebook)</p> <p>Palmer. Delano Vincent, <i>Romans in Context: A Theological Appreciation of Paul's Magnum Opus</i>, Eugene, OR: Resource Publications, 2014 (ebook)</p> </li> <li>• Recommended <p>Andria, Solomon, <i>Romans Africa Bible Commentary Series</i>, Grand Rapids: Zondervan, 2012.</p> <p>Blackwell, Ben C. &amp; John K. Goodrich, <i>Reading Romans in Context: Paul and Second Temple Judaism</i>, Grand Rapids: Zondervan, 2015.</p> <p>Bray, Gerald L. (Ed), <i>Romans, Ancient Christian Commentary on Scripture</i>, Downers Grove: IVP Academic, 2005. (ebook)</p> <p>Crisler, Channing L., <i>Reading Romans as Lament: Paul's Use of Old Testament Lament in His Most Famous Letter</i>, Eugene, OR: Pickwick Publications, 2016 (ebook).</p> <p>Elliott, Neil. <i>The Arrogance of Nations: Reading Romans in the Shadow of Empire</i>. Minneapolis: Fortress, 2008.</p> <p>Gaventa, Beverley Roberts, 'Romans' in Carol A. Newsom, Sharon H. Ringe, &amp; Jacqueline E. Lopsley (eds), <i>Women's Bible Commentary 3<sup>rd</sup> Edition</i>, Louisville, Kentucky: Westminster John Knox Press, 2012.</p> </li> </ul>		

		<p>Gorman, Michael J., <i>Romans: A Theological and Pastoral Commentary</i>, Grand Rapids: Eerdmans, 2022.</p> <p>Grieb, A. Katherine. <i>The Story of Romans: A Narrative Defence of God's Righteousness</i>. Westminster John Knox Press, 2002.</p> <p>Jackson, W., (sometimes referenced as Brad Vaughn), <i>Reading Romans with Eastern Eyes: Honour and Shame in Paul's Message and Mission</i>, Downers Grove: IVP, 2019 (ebook).</p> <p>Johnson, Luke Timothy, <i>Reading Romans: A Literary and Theological Commentary</i>, Macon, Ga: Smyth &amp; Helwys Publishing, 2001 (ebook).</p> <p>McKnight, Scot, <i>Reading Romans Backwards: A Gospel of Peace in the Midst of Empire</i>. Waco: Baylor University Press, 2019.</p> <p>Oakes, Peter, <i>Reading Romans in Pompeii</i>, London: SPCK, 2008 (ebook).</p> <p>Perriman, Andrew. <i>The Future of the People of God: Reading Romans Before and After Western Christendom</i>. Eugene: Cascade Books, 2010. (ebook)</p> <p>Ryliskyte, Ligita, 'God's Mercy: The Key Thematic Undercurrent of Paul's Letter to the Romans, <i>Catholic Biblical Quarterly</i> 81.1 (2019), 85-105.</p> <p>Thiselton, Anthony, <i>Discovering Romans: Content, Interpretation, Reception</i>, London: SPCK, 2016 (ebook).</p> <p>Westerholm, Stephen, <i>Romans: Text, Readers, and the History of Interpretation</i>, Grand Rapids: Eerdmans, 2022.</p> <p>Windsor, Lionel J., <i>Paul and the Vocation of Israel: Paul's Jewish Identity Informs His Apostolic Ministry with Special Reference to Romans</i>, Berlin: de Gruyter, 2014 (ebook)</p>
--	--	---

**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS – assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	.....%
	PRACTICAL	.....%
18.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours: 2 hours/week	Seminars through the VLE  20 hours
	Placement Activity (e.g. placement, work based learning or year abroad).	Not required

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study).							180 hours
	The proposed number of hours a student should complete independent study:							
	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	D/L	N/A
	2024-25	2	3	February	April	20	D/L	N/A
	2025-26	2	3	February	April	20	D/L	N/A
	2026-27	2	3	February	April	20	D/L	N/A
20.	<b>Timetabling information:</b>							
	(j) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)					YES/NO		
	SEMINAR (SEM)					YES/NO		
	LABORATORY (LAB)					YES/NO		
	WORKSHOP (WRK)					YES/NO		
	(k) Timetabled					YES/NO		
	(l) Student centrally allocated					YES/NO		

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional
600V765 600V762 600V766 600V764 600V763 (EXIT)	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional (please consult Programme Specification for more details)

## MA7202 THE BIBLE AND THE ENVIRONMENT

1.	<b>Module code:</b>	MA7202
2.	<b>Title:</b>	The Bible and the Environment
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Dr Andy Everhart
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	Compensatable
	(q) Pre-requisite	
	(r) Programme restrictions	
	(s) Level restrictions	
	(t) Other restrictions or requirements	Optional
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To assess critically the hermeneutical issues and responses to the creation mandate in Genesis 1:28-29 from within the Christian tradition.</li> <li>2. To engage critically with the premise that the environmental challenges now being faced are as a direct result of Christian teaching and that the roots of the 'ecological crisis' lie within the Christian tradition.</li> <li>3. Foster a hermeneutical approach to the environment that recognises the trajectory of the biblical text from creation to new creation and the eschatological framework of the new heavens and new earth.</li> <li>4. To provide a comprehensive analysis of some of the theological responses to environmental challenges for their hermeneutical legitimacy.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge and Skills</b></p> <p>On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>a. A thorough analysis of the relevant biblical texts and how these have been interpreted in the Christian tradition.</li> <li>b. Critical assessment of the argument that the Christian tradition is responsible for the historical abuse of the environment.</li> <li>c. Advanced understanding of the biblical narrative as a trajectory of creation to new creation and the eschatological framework within which the biblical narrative operates.</li> <li>d. Critical evaluation of the hermeneutical methodology of the theological responses to the environmental challenges.</li> </ol>
11.	<b>Syllabus:</b>	<p>Scarcely a day goes past without a news item regarding the environmental challenges faced by the world from unprecedented floods in Pakistan, heatwaves in Europe during summer 2022, the diminishing of both plant and animal species, rising sea levels and the retreating polar ice caps to name just a few. Direct action in the UK from groups such as Extinction Rebellion, Just Stop Oil and groups such as these in other parts of the world have given voice to the concern that many have over the environmental challenges being faced by the world.</p> <p>This module gives an opportunity to consider the topic of the environment or 'creation care' from a biblical perspective considering the hermeneutical legitimacy of the readings of texts such as Genesis 1:28-29 within the Christian tradition. In a 1967 paper by Lynn White, he argued that the roots of the environmental crisis lie not just in human technological achievements but also in the Western worldview which is underpinned by the Judeo-Christian tradition. This Western worldview, he argued gave precedence to humans over nature. The module will evaluate the legitimacy of that claim and those who have followed in his footsteps. However, the biblical story is not simply one of creation but of an</p>

	<p>eschatological trajectory from creation to new creation and during the module, the student will examine this trajectory as to whether that offers anything as a way of a Christian response to the environment and issues raised by its care. Finally, given the centrality of this topic in recent years, there has been a plethora of theological responses to this topic and a selection of these will be investigated and analysed for their hermeneutical and theological legitimacy.</p>																																		
12.	<p><b>Learning and teaching strategy:</b></p> <p>This module will need 200 hours of study to complete it. Students should expect to take 100 hours for the study material (about 10 hours per lesson), 30 for wider reading and 70 for the assessments.</p> <p><b>Distance Education / Online</b> will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p> <p>Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (e.g. Zoom or MS Teams) and email interaction.</p>																																		
13.	<p><b>Assessment scheme:</b></p> <p><b>(i) Formative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2. Submission of an initial outline of the argument and approach to the audio presentation, with bibliography (item 3).</li> <li>3. Submission of the essay for initial feedback and assessment. This needs to be between 2500-3000 words in length as an initial draft of the essay you intend to submit for summative assessment (item 4).</li> </ol>																																		
	<p><b>(j) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="5"><b>Task: Audio Presentation</b></th> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> </thead> <tbody> <tr> <td>34%</td> <td>15 minutes</td> <td>a and d</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </tbody> </table> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="5"><b>Task: Essay</b></th> </tr> <tr> <th>Weighting</th> <th>Specification e.g. word count / duration / no. of pages</th> <th>LO mapped to</th> <th>Anonymously marked</th> <th>Ethics approval required</th> </tr> </thead> <tbody> <tr> <td>66%</td> <td>3000 words</td> <td>a, b, and c</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </tbody> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p>					<b>Task: Audio Presentation</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	34%	15 minutes	a and d	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	66%	3000 words	a, b, and c	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<b>Task: Audio Presentation</b>																																			
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																															
34%	15 minutes	a and d	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																															
<b>Task: Essay</b>																																			
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																															
66%	3000 words	a, b, and c	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																															



	<input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component <input type="checkbox"/> an overall aggregate of grade 40 with a minimum of 35-39 in each assessment component						
	<table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
Seen examination	0%						
Unseen examination	0%						
Coursework (no examination)	100%						
14.	<b>Timetabled examination required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
15.	<b>Length of exam</b> N/A						
16.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential <p>Deane-Drummond, Celia, <i>A Primer in Ecotheology: Theology for a Fragile Earth</i>. Cascade, 2017. (Esp. Chapter 2: 'Ecological Biblical Hermeneutics'). Eugene, Or.: Cascade, 2017. (ebook)</p> <p>Horrell, David G., Cheryl Hunt, Christopher Southgate, Francesca Stavrakopoulou (Eds), <i>Ecological Hermeneutics: Biblical, Historical and Theological Perspectives</i>, London: T &amp; T Clark International, 2020. (ebook)</p> <p>Marlow, Hilary &amp; Mark Harris (eds), <i>The Oxford Handbook of the Bible and Ecology</i>, Oxford: OUP, 2022. (ebook)</p> <p>Open Access Laudato Si' Integral Ecology Collection/Laudato Si' Research Institute (ox.ac.uk).</p> </li> <li>• Recommended <p>Arand, Charles P., 'The Creator's Delight', <i>Logia</i>, 30.3 (2021), 45-49.</p> <p>Brunner, Daniel L., Jennifer L., A.J. Swoboda, <i>Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History and Praxis</i>, Grand Rapids: Baker Academic, 2014 (ebook).</p> <p>Delgado, Sharon E., <i>Love in a Time of Climate Change: Honouring Creation, Establishing Justice</i>, Minneapolis: Fortress Press, 2017. (ebook)</p> <p>Hiebert, Theodore, 'Reclaiming the World: Biblical Resources for the Ecological Crisis', <i>Interpretation</i> 65.4 (2011), 341-352.</p> <p>Hughes, Krista E., Dawn B. Martin &amp; Elaine Padilla (eds), <i>Ecological Solidarities: Mobilizing Faith and Justice for an Entangled World</i>. Philadelphia: Pennsylvania State University Press, 2019. (ebook)</p> <p>Middleton, J. Richard, <i>A New Heaven and a New Earth: Reclaiming Biblical Eschatology</i>, Grand Rapids: B &amp; H Academic, 2014 (ebook)</p> <p>Moo, Douglas J. &amp; Jonathan A. Moo, <i>Creation Care: A Biblical Theology of the Natural World</i>, Grand Rapids: Zondervan, 2018 (ebook)</p> <p>Mosher, Annette K., 'Christianity, Covenant, and Nature', <i>Baptistic Theologies</i>, 8.1 (2016), 62-72.</p> <p>Noel, MariaA., 'A Christian Reflection on the Environment', <i>The Journal of Religious Thought</i>, 60.2-63.2 (2008-2010), 233-246.</p> </li> </ul>						

		<p>Northcott, Michael S., <i>A Political Theology of Climate Change</i>, Grand Rapids: Eerdmans, 2017.</p> <p>Reuther, Rosemary Radford, 'Ecology and Theology: Ecojustice at the Center of the Church's Mission', <i>Interpretation</i> 65.4 (2011), 354-363.</p> <p>Sayem, Md Abu, 'Lynn White, Jr.'s Critical Analysis of Environmental Degradation in Relation to Faith Traditions: Is His 'The Historical Roots of our Ecological Crisis' Still Relevant?'. <i>Journal of Ecumenical Studies</i> 56.1 (Winter, 2021), 1-23.</p> <p>Slattery, John P. (Ed), <i>T &amp; T Clark Handbook of Christian Theology and Modern Sciences</i>, London: T &amp; T Clark, 2020 (ebook).</p> <p>Trible, Phyllis, "Ecology and the Bible: The Dilemma of Dominion", <i>Canon and Culture</i> 6.2 (2012), 5-19.</p> <p>Tucker, Gene M., 'Rain on a Land Where No One Lives: The Hebrew Bible on the Environment', <i>Journal of Biblical Literature</i> 116.1 (1997), 3-17.</p> <p>Van Wieren, Gretel, <i>Restored to Earth: Christianity, Environmental Ethics and Ecological Restoration</i>, Washington: Georgetown University Press, 2013. (ebook)</p> <p>Victus, Solomon, <i>Eco-Theology and the Scriptures: A Revisit of Christian Responses (Christian Heritage Rediscovered – 10)</i>, New Delhi: Christian World, 2014.</p>
--	--	--

**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours: approximately 14 hours/unit	Seminars through the VLE   14 hours/unit
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):  For Apprenticeship programmes, this is Employer-led Off The Job hours.	Not required
	Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:	60 hours

	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start Date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	D/L	N/A
	2024-25	2	3	February	April	20	D/L	N/A
	2025-26	2	3	February	April	20	D/L	N/A
	2026-27	2	3	February	April	20	D/L	N/A
20.	<b>Timetabling information:</b>							
	(m) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(n) Timetabled				YES/NO			
	(o) Student centrally allocated				YES/NO			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional (please consult Programme Specification for more details)

## MA7203 RACE AND THE BIBLE

1.	<b>Module code:</b>	MA7203
2.	<b>Title:</b>	Race and the Bible
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	TBA
7.	<b>Accredited by:</b>	N/A
8.	<b>Module restrictions:</b>	Compensatable
	(u) Pre-requisite	
	(v) Programme restrictions	
	(w) Level restrictions	
	(x) Other restrictions or requirements	Optional
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To engage critically the complexities of reading the relevant biblical texts whose history of interpretation has been utilised to justify oppressing those of different ethnicities.</li> <li>2. To provide an in-depth evaluation of the responses made to the 'white, western churches' predominance in biblical interpretation.</li> <li>3. To utilise a hermeneutically responsible interpretive method to provide an insightful analysis of the movements arising from oppression and racism.</li> <li>4. To appreciate the contribution of diverse ethnicities in contemporary biblical interpretation and their original application within the contemporary church.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge and Skills</b>  On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>a. An advanced critical analysis of the biblical texts that have, historically, been utilised as a means of oppression.</li> <li>b. Robust evaluation of the presuppositions of the 'white, western' paradigm of biblical interpretation.</li> <li>c. An in-depth hermeneutical engagement with one perspective on biblical interpretation from a non-white perspective.</li> <li>d. Critical reflection on the paradigm that controls one movement arising from the experiences of oppression.</li> </ol>
11.	<b>Syllabus:</b>	<p>In 1969, James H. Cone, a graduate of Philander Smith College, Arkansas, Garrett-Evangelical Theological Seminary and Northwestern University published <i>Black Theology and Black Power</i>, Minneapolis: Seabury Press. In this influential book, Cone argued for a distinctive black theology on the basis that theology is always attached to specific historical contexts. Over the last 50 years since publication, there has been an explosion of 'black theologies' which critique the white church and concomitant with that, there has been an explosion of 'theologies' from a diversity of ethnicities.</p> <p>This module seeks to engage with those theologies recognising their legitimacy and importance for the contemporary church, wherever located. Beginning with an examination of the difficult biblical texts that have been read, historically, with an oppressive lens from the white, western church and critiquing the presuppositions and legitimacy of that hermeneutical approach, the module will seek to foster a hermeneutically responsible reading of those texts. Additionally, the module will examine the responses made by theologians of diverse ethnicities, evaluating the reading of texts for their hermeneutical legitimacy.</p>

	Having examined the biblical texts against a diverse range of readings, the module will consider the various movements that have arisen against the oppression experienced both within and outside the church and examine the presuppositions and hermeneutical approaches to the various biblical texts of those movements.																																							
12.	<p><b>Learning and teaching strategy:</b></p> <p>This module will need 200 hours of study to complete it. You should expect to take 100 hours for the study material (about 10 hours per lesson), 30 for wider reading and 70 for the assessments.</p> <p><b>Online education</b> will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p> <p>Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.</p>																																							
13.	<p><b>Assessment scheme:</b></p> <p><b>(k) Formative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. The submission of a 2000-3000 word draft of the essay for feedback and assessment.</li> <li>2. The submission of an outline and approach to be taken in the Book Review (1000 words max) with indicative Bibliography.</li> </ol>																																							
	<p><b>(l) Summative assessment scheme</b></p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"><b>Task: Essay</b></td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>75%</td> <td>3000 words</td> <td>a, b</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"><b>Task: Book Review</b></td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>25%</td> <td>1000 words</td> <td>c, d</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an overall aggregate of grade 40;</li> <li><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</li> <li><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>...100%</td> </tr> </table>				<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	75%	3000 words	a, b	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Task: Book Review</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	1000 words	c, d	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	...100%
<b>Task: Essay</b>																																								
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																																				
75%	3000 words	a, b	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																																				
<b>Task: Book Review</b>																																								
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																																				
25%	1000 words	c, d	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																																				
Seen examination	.....%																																							
Unseen examination	.....%																																							
Coursework (no examination)	...100%																																							

14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	<b>Length of exam</b>	.....hours
16.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li data-bbox="199 421 343 448">• Essential           <ul style="list-style-type: none"> <li data-bbox="619 421 1476 510">Boer, Roland, Fernando F. Segovia, <i>The Future of the Biblical Past: Envisioning Biblical Studies on a Global Key</i>, Semeia Studies 66, Atlanta: SBL Press, 2012. (ebook)</li> <li data-bbox="619 548 1460 611">Hopkins, Dwight N., <i>Black Theology – Essays on Global Perspectives</i>, Eugene: Cascade, 2017 (ebook)</li> <li data-bbox="619 645 1444 739">Lozada, Francisco, Fernando F. Segovia, <i>Latino/a Biblical Hermeneutics: Problematics, Objectives, Strategies</i>, Semeia Studies 68, Atlanta: SBL Press, 2014. (ebook)</li> <li data-bbox="619 772 1476 835">McCaulley, Esau, <i>Reading While Black: African American Biblical Interpretation as an Exercise in Hope</i>, Downers Grove: IVP, 2020. (ebook)</li> <li data-bbox="619 869 1468 931">Sugirtharajah, R.S., <i>The Bible and Asia: From the Pre-Christian Era to the Post-Colonial Age</i>, Cambridge: Harvard University Press, 2013. (ebook)</li> </ul> </li>   <li data-bbox="199 1003 454 1030">• Recommended           <ul style="list-style-type: none"> <li data-bbox="619 1003 1468 1093">Autero, Esa J., <i>Reading the Bible Across Contexts: Luke’s Gospel, Socio-Economic Marginality and Latin-American Biblical Hermeneutics</i>, Leiden: Brill, 2016. (ebook)</li> <li data-bbox="619 1126 1460 1189">Bembry, Jason., ‘Justifying Slavery via Genesis 9:20-27: The Vicious Legacy of Racist Interpretation of the Bible’, <i>Stone-Campbell Journal</i> 23 (2020), 69-82.</li> <li data-bbox="619 1223 1436 1285">Bird, Michael, <i>Colossians and Philemon</i>, Eugene, OR: Cascade Books, 2009. (ebook)</li> <li data-bbox="619 1319 1404 1382">Boer, Roland (Ed), <i>Postcolonialism and the Hebrew Bible: The Next Step</i>, Semeia Studies 70, Atlanta: SBL Press, 2013. (ebook)</li> <li data-bbox="619 1415 1460 1505">Brogden, Lewis, ‘Reimagining Koinonia: Confronting the Legacy and Logic of Racism by Reinterpreting Paul’s Letter to Philemon’, <i>Ex Auditu</i> 31 (2015), 27-48.</li> <li data-bbox="619 1538 1476 1601">Byron, Gay L., <i>Womanist Interpretations of the Bible: Expanding the Discourse</i>, Semeia Studies 85, Atlanta: SBL: Press, 2016. (ebook)</li> <li data-bbox="619 1635 1476 1702">Cho, Bernardo, ‘Subverting Slavery: Philemon, Onesimus, and Paul’s Gospel of Reconciliation’, <i>EQ</i>. 86.2 (2014), 99-115.</li> <li data-bbox="619 1736 1372 1798">Cone, James, <i>A Black Theology of Liberation</i> 50<sup>th</sup> Anniversary Edition, Maryknoll: Orbis, 2020 (1970) (ebook)</li> <li data-bbox="619 1832 1476 1895">De Vos, Craig Steven, ‘Once a Slave, Always a Slave? Slavery, Manumission and Relational Patters In Paul’s Letter to Philemon’, <i>JSNT</i> 82 (2001), 89-105.</li> <li data-bbox="619 1928 1428 1995">Dube, Musa W., <i>Postcolonial Feminist Interpretation of the Bible</i>, St Louis: Chalice Press, 2000. (ebook)</li> </ul> </li> </ul>

		<p>Gafney, Wilda C., <i>Womanist Midrash: A Reintroduction to the Women of the Torah and the Throne</i>, Louisville: Westminster John Knox Press, 2017. (ebook)</p> <p>Goldenberg, Daniel M., <i>Black and Slave: The Origins and History of the Curse of Ham</i>, Berlin: de Gruyter, 2017 (ebook).</p> <p>Havea, Jione (Ed), <i>Sea of Readings: The Bible in the South Pacific</i>, Semeia Studies 90, Atlanta: SBL Press, 2018. (ebook)</p> <p>Havea, Jione, Margare. Aymer, Steed Vernyl Davidson (Eds), <i>Islands, Islanders, and the Bible: Ruminations</i>, Semeia Studies 77, Atlanta: SBL Press, 2015. (ebook)</p> <p>Havea, Jione, David J. Neville, Elaine M. Wainwright (Eds), <i>Bible, Borders, Belonging(s): Engaging Readings from Oceania</i>, Semeia Studies 75, Atlanta: SBL Press, 2014. (ebook)</p> <p>Joseph Brown, Michael, 'Black Theology and the Bible', in Hopkins, Dwight N. and Edward P. Antonio (eds), <i>The Cambridge Companion to Black Theology</i>, Cambridge: Cambridge University Press, 2012, pp. 169-183.</p> <p>Junior, Nyasha, <i>An Introduction to Womanist Biblical Interpretation</i>, Louisville, Kentucky: Westminster John Knox Press, 2015 (ebook)</p> <p>Nel, Marius, <i>An African Pentecostal Hermeneutic: A Distinctive Contribution to Hermeneutics</i>, Eugene, OR: Wipf &amp; Stock, 2018. (ebook)</p> <p>Smith, Mitzi J., <i>I Found God in Me: A Womanist Biblical Hermeneutics Reader</i>, Eugene: Cascade, 2015 (ebook)</p> <p>Still, Todd D., 'Pauline Theology and ancient Slavery: Does the former support or subvert the latter?', <i>Horizons in Biblical Theology</i> 27.2 (2005), 21-34.</p> <p>Still, Todd, D., <i>Philippians and Philemon</i>, Smyth &amp; Helwys Commentary, Macon, GA: Smyth &amp; Helwys Publishers, 2011. (ebook)</p> <p>St Clair Darden, Lynne, <i>Scripturalizing Revelation: An African American Postcolonial Reading of Empire</i>, Semeia Studies 80. Atlanta: SBL Press, 2013 (ebook).</p> <p>Sugirtharajah, R.S., <i>Jesus in Asia</i>, Cambridge: Harvard University Press, 2018. (ebook)</p> <p>Sugirtharajah, R.S., <i>Voices from the Margin: Interpreting the Bible in the Third World</i>, Maryknoll, NY: Orbis, 2018.</p> <p>Thomas, Oral A.W., <i>Biblical Resistance Hermeneutics Within A Caribbean Context</i>, London: Equinox, 2010.</p> <p>West, Gerald O. <i>Reading Other-Wise: Socially Engaged Biblical Scholars Reading with Their Local Communities</i>, Semeia Studies 62, Atlanta: SBL Press, 2007 (ebook).</p> <p>Yamauchi, Edwin M., 'The Curse of Ham', <i>Criswell Theological Review</i> 6.2 (2009), 45-60.</p>
--	--	--

In addition, for in-house, joint and franchised programmes only								
17.	<b>UNISTATS - assessment</b>							
	Please indicate summary of the following assessment types #:							
	COURSEWORK	...100%						
	EXAM	.....%						
	PRACTICAL	.....%						
18.	<b>UNISTATS – learning and teaching</b>							
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).							
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  For Apprenticeship programmes, this is University-led Off The Job hours.  The proposed number of scheduled teaching hours:					Seminars though the VLE  14 hours/unit		
	Placement Activity (e.g. placement, work based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):  For Apprenticeship programmes, this is Employer-led Off The Job hours.					Not required		
Independent Study (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:  For Apprenticeship programmes, this is Apprentice-led Off The Job hours.					60 hours			
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	D/L	N/A
	2024-25	2	3	February	April	20	D/L	N/A
	2025-26	2	3	February	April	20	D/L	N/A
	2026-27	2	3	February	April	20	D/L	N/A
20.	<b>Timetabling information:</b>							
	(p) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(q) Timetabled				YES/NO			
(r) Student centrally allocated				YES/NO				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	



600V765 600V762 600V766 600V764 600V763	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PG Cert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PG Cert Practical Theology and Ministry (DL)	Optional (please consult Programme Specification for more details)

## MA7204 WOMEN AND THE BIBLE

1.	<b>Module code:</b>	MA7204
2.	<b>Title:</b>	Women and the Bible
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	October 2023
6.	<b>Module leader:</b>	Dr Julie Robb
7.	<b>Accredited by:</b>	Middlesex University
8.	<b>Module restrictions:</b>	Compensatable
	(y) Pre-requisite	
	(z) Programme restrictions	
	(aa) Level restrictions	
	(bb) Other restrictions or requirements	Optional
9.	<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. Assess critically the voices of women in the Bible within the culture-specific circumstances of their experiences.</li> <li>2. Critically evaluate the white, western male paradigm that has historically, silenced the contribution of women to the biblical story and to the interpretation of those texts.</li> <li>3. Engender a responsible hermeneutical approach to the biblical story that foregrounds the experiences of women in those texts and in subsequent biblical interpretation.</li> <li>4. Foster an appreciation of the contribution of women throughout the ages to hermeneutical theory and to understanding biblical texts.</li> <li>5. To appreciate the contribution of women's biblical scholarship to the contemporary church and mission.</li> </ol>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge and Skills:</b>  On successful completion of this module, the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>a. A comprehensive analysis of the voices and experiences of women in the biblical text.</li> <li>b. A capacity to challenge critically the presuppositions of the white, western, male paradigm</li> <li>c. A critically engaged synthesis of the hermeneutical experience of women from a diversity of ethnic backgrounds, within the contemporary Christian world.</li> </ol>
11.	<b>Syllabus:</b>	<p>This module has arisen from the recognition that, historically, the voices of women in the Bible and the experiences of those women have been silenced within much biblical interpretation, church history and the contemporary world. The Bible has many stories in which women are the prime human actors and yet much of the historical-critical and hermeneutical methods within Church history has not allowed these to be heard.</p> <p>Beginning with a consideration of stories of women in the OT and then into the NT, the module considers these within their culture-specific contexts and so foregrounds the experience of women within the biblical story. Some experiences to be covered might include biblical women at work considering the roles and positions held in society to biblical women at various stages of life. Additionally, consideration may be given to foreign women and their interactions with God's people (e.g. Hagar, Rahab &amp; Ruth)</p> <p>Having set the context, the student will consider the interpretive issues that led, historically, to these texts being silenced and the reaction to this in the last half or the 20<sup>th</sup> century where the voices of these biblical women and the impact of the scholarship of women have been increasingly foregrounded. Furthermore, the syllabus will introduce the student to the scholarship of women from a diverse range of ethnic backgrounds recognising that hermeneutical studies of these texts has not just been confined to those from a western, white background.</p>

12.	<p><b>Learning and teaching strategy:</b></p> <p>This module will need 200 hours of study to complete it. A student should expect to take 100 hours for the study material (about 10 hours per lesson), 30 for wider reading and 70 for the assessments.</p> <p><b>Distance Education / Online</b> will be provided through LST's Virtual Learning Environment by participation in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production. These will include participation in activities such as reading/viewing/listening to online resources, online searching and investigation, consultation of open educational resources, online library facilities, and discussion forums. Students will be expected to engage with each other through the online discussion forums.</p> <p>Tutor interaction is enabled through interaction on the discussion forums, video conferencing (e.g. Zoom or MS Teams) and email interaction.</p>																																					
13.	<p><b>Assessment scheme:</b></p> <p><b>(m) Formative assessment scheme</b></p> <p>3. The submission of a 2,000-3,000 word draft of the essay for feedback and assessment.</p> <p>4. The submission of an outline and approach to be taken in the Critical Reflection (1,000 words max) with indicative Bibliography.</p>																																					
	<p><b>(n) Summative assessment scheme</b></p> <table border="1" data-bbox="199 958 1476 1612"> <tr> <td colspan="5" data-bbox="199 958 1476 1055"><b>Task: Essay</b></td> </tr> <tr> <td data-bbox="199 1055 379 1158">Weighting</td> <td data-bbox="379 1055 695 1158">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="695 1055 884 1158">LO mapped to</td> <td data-bbox="884 1055 1115 1158">Anonymously marked</td> <td data-bbox="1115 1055 1476 1158">Ethics approval required</td> </tr> <tr> <td data-bbox="199 1158 379 1301">75%</td> <td data-bbox="379 1158 695 1301">3000 words</td> <td data-bbox="695 1158 884 1301">a, b</td> <td data-bbox="884 1158 1115 1301"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes         </td> <td data-bbox="1115 1158 1476 1301"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module         </td> </tr> <tr> <td colspan="5" data-bbox="199 1301 1476 1368"><b>Task: Critical Reflection</b></td> </tr> <tr> <td data-bbox="199 1368 379 1471">Weighting</td> <td data-bbox="379 1368 695 1471">Specification e.g. word count / duration / no. of pages</td> <td data-bbox="695 1368 884 1471">LO mapped to</td> <td data-bbox="884 1368 1115 1471">Anonymously marked</td> <td data-bbox="1115 1368 1476 1471">Ethics approval required</td> </tr> <tr> <td data-bbox="199 1471 379 1612">25%</td> <td data-bbox="379 1471 695 1612">1000 words</td> <td data-bbox="695 1471 884 1612">c.</td> <td data-bbox="884 1471 1115 1612"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes         </td> <td data-bbox="1115 1471 1476 1612"> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module         </td> </tr> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 40;</p> <p><input checked="" type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component</p> <p><input type="checkbox"/> an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component</p> <table border="1" data-bbox="183 1848 1497 1944"> <tr> <td data-bbox="183 1848 603 1883">Seen examination</td> <td data-bbox="603 1848 1497 1883">0%</td> </tr> <tr> <td data-bbox="183 1883 603 1919">Unseen examination</td> <td data-bbox="603 1883 1497 1919">0%</td> </tr> <tr> <td data-bbox="183 1919 603 1944">Coursework (no examination)</td> <td data-bbox="603 1919 1497 1944">100%</td> </tr> </table>		<b>Task: Essay</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	75%	3000 words	a, b	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Task: Critical Reflection</b>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	1000 words	c.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
<b>Task: Essay</b>																																						
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																																		
75%	3000 words	a, b	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																																		
<b>Task: Critical Reflection</b>																																						
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																																		
25%	1000 words	c.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																																		
Seen examination	0%																																					
Unseen examination	0%																																					
Coursework (no examination)	100%																																					
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																				
15.	<b>Length of exam</b>	N/A																																				



		<p>Lakey, Michael J., <i>Image and Glory of God: 1 Corinthians 11:2-16 as a Case Study in Bible, Gender and Hermeneutics</i>, London: T &amp; T Clark, 2010. (ebook)</p> <p>McCabe, Elizabeth (Ed), <i>Women in the Biblical World Vol 2: A Survey of Old and New Testament Perspectives</i>, Lanham: University Press of America, 2011 (ebook)</p> <p>Murphy, Cullen, 'is the Bible Bad News for Women?', <i>The Wilson Quarterly</i> 22.3 (1998), 14-33.</p> <p>Munger, Scott, 'Women, the Church and Bible Translation: Key Passages and Interpretive Options', <i>Priscilla Papers</i> 29.2 (2015), 6-13.</p> <p>Myers, Alicia D., <i>Blessed among Women? Mothers and Motherhood in the New Testament</i>, New York: Oxford University Press, 2017. (ebook)</p> <p>Plamadeala, Cristina, 'Paul and Women: An Analysis of 1 Corinthians Reflecting Paul's Contradictory Attitudes', <i>Currents in Theology and Mission</i> 45.2 (2018), 34-37.</p> <p>Reguer, Sara, <i>Onto Center Stage: The Biblical Woman</i>, Boston: Cherry Orchard Books, 2022 (ebook).</p> <p>Schreiner, Thomas R., <i>1 Corinthians: An Introduction and Commentary</i>, TNTC Vol 7, Downers Grove: IVP, 2018. (ebook)</p> <p>Smith, Mitzi, (Ed), <i>I Found God in Me: A Womanist Biblical Hermeneutics Reader</i>, Eugene: Cascade, 2015.</p> <p>Thelle, Rannfrid Irene, 'Matrices of Motherhood in Judges 5' <i>JSOT</i> 43.3 (2019), 436-452.</p> <p>Thomas, JohnChristopher, 'Women, Pentecostalism and the Bible: An Experiment in Pentecostal Hermeneutics' in Martin, L.R., <i>Pentecostal Hermeneutics: A Reader</i>, Leiden: Brill, 2013, 81-94. (ebook)</p>
--	--	---

**In addition, for in-house, joint and franchised programmes only**

17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	0%
	PRACTICAL	0%
18.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	Seminars through the VLE
	For Apprenticeship programmes, this is University-led Off The Job hours.	
	The proposed number of scheduled teaching hours: approximately 14 hours/unit	14 hours/unit
	Placement Activity (e.g. placement, work based learning or year abroad).	None required

	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):							
	For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study).							60 hours
	The proposed number of hours a student should complete independent study: 60 hours							
	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19.	<b>Module run (NB These should be set up four years in advance):</b>							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
	2023-24	2	3	February	April	20	D/L	N/A
	2024-25	2	3	February	April	20	D/L	N/A
	2025-26	2	3	February	April	20	D/L	N/A
	2026-27	2	3	February	April	20	D/L	N/A
20.	<b>Timetabling information:</b>							
	(s) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(t) Timetabled				YES/NO			
	(u) Student centrally allocated				YES/NO			

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
Programme code(s)	Programme title(s)	Core/Optional
600V123 600V124 600V125	MA Biblical Studies, PGDip Biblical Studies, PGCert Biblical Studies	Optional
600V765 600V762 600V766 600V764 600V763 (EXIT)	MA Theological Studies, PG Cert Theological Studies and PG Diploma Theological Studies (Exit)	Optional (please consult Programme Specification for more details)
600V117 600V118 600V119 600V120 600V121 600V122	MA Practical Theology and Ministry, PG Dip Practical Theology and Ministry, PGCert Practical Theology and Ministry, MA Practical Theology and Ministry (DL), PG Dip Practical Theology and Ministry (DL), PGCert Practical Theology and Ministry (DL)	Optional (please consult Programme Specification for more details)