Biblical Studies

Programme Handbook 2026–2027

The following programmes are validated by Middlesex University, London,

School of Health, Social Care and Education:

MA Biblical Studies

PGCert Biblical Studies

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Appendix 1: Programme Specification

Please review this information as you begin your studies to understand how the programme has been designed and its key aims, learning objectives, overall structure and assessment strategy

1. Programme title	MA Biblical Studies
2. Awarding institution	Middlesex University
3a. Teaching institution **3b. Language of study**	*London School of Theology* *English*
4a. Valid intake dates **4b. Mode of study** **4c. Delivery method**	*Autumn term (October)* *PT only* ☐ On-campus/Blended ☒ Distance Education
5. Professional/Statutory/Regulatory body	Not applicable
6. Apprenticeship Standard	Not applicable
7. Final qualification(s) available	**Entry Awards:** MA Biblical Studies PG Certificate Biblical Studies **Exit Awards:** MA Biblical Studies PG Diploma Biblical Studies PG Certificate Biblical Studies
8. Year effective from	**2025-26**

9. Criteria for admission to the programme

The normal entrance requirement will be an Honours Degree at 2:2 level.

Those for whom English is not their first language are normally required to have a mark of 7.0 or better in the IELTS test (or equivalent in other tests).

10. Aims of the programme

The MA programme aims to:

1. Engage students with the complexities of contemporary Christian theology through a construct of critical engagement with biblical texts, contemporary thought and culture, and the practice of Christian ministry.
2. Develop mastery in the interpretation and application of Scripture and theology so as to encourage personal and spiritual growth and development.

3. Demonstrate through the dissertation that the student possesses the skills of critical enquiry and reflection on personal experience so as to enhance significantly their own practice of ministry and that of the global church.
4. Develop reflective practitioners who become agents of change within the church context both locally and globally.
5. Develop academic skills in preparation for further postgraduate study, personal study, and other vocational, ministerial, and professional engagement.

The Postgraduate Certificate Programme aims:

1. Engage students with the complexities of contemporary Christian theology through a construct of critical engagement with biblical texts, contemporary thought and culture, and the practice of Christian ministry.
2. To enhance skills in the interpretation and application of Scripture and theology so as to encourage personal and spiritual growth and development.
3. Develop reflective practitioners who become agents of change within the church context both locally and globally.
4. To provide opportunity for students to critically engage with one of the related disciplines of hermeneutics through the choice of the optional module.

11. Programme outcomes*

A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of : 1. Hermeneutical theory and how this should be utilised in order to exegete and interpret biblical texts. 2. The application of contemporary methods of biblical interpretation, especially new literary and linguistic approaches to the exegesis of texts. 3. A range of core paradigms and trajectories which act as hermeneutical filters. 4. The challenges and practical issues arising from the idea of Scripture as a contextualised text. 5. The distinctive features of the student's own worldview and the interface between that and biblical interpretation. 6. The challenges, issues and benefits inherent in the creation of a contextualised theology.	**Teaching/learning methods** Students gain knowledge and understanding through • Information gained through the module material on the VLE. • Individual reading and research. • Other multimedia input including online forum discussions. **Assessment methods** Students' knowledge and understanding is assessed by: • Essays • Book Reviews • Exegetical Projects • Oral Presentation • Critical Reflection • Dissertation
B. Skills On completion of this programme the successful student will be able to: 1. Engage critically with biblical texts in order to develop understanding of their message in a historical-critical context. 2. Analyse, evaluate, compare and contrast hermeneutical methodologies that apply biblical and theological insights to issues within the contemporary world. 3. Engage critically with the historical and contemporary literature on biblical interpretation and integrate it with thought and	**Teaching/learning methods** Students learn skills through • Methods taught and modelled in module material on the VLE. • Forum debate and discussion • Critical reading, theological reflection and research. • Written assignments. • Oral Presentations. • Reflection on praxis within the student's own context. **Assessment methods**

practice in the student's own ministry and the wider work of the church. 4. Determine effective strategies for a critically aware utilisation of biblical texts and their application to a contextualised theology as it relates to the contemporary world. 5. Demonstrate that within their own ministerial and professional context the student possesses the skills to reflect theologically in a creative and independent manner. 6. Apply hermeneutical theories to the biblical texts and demonstrate how these can be used to understand the contemporary world in general and more specifically the student's own ministerial and profession context. 7. Write sustained discourse in. a variety of styles that conveys insights derived from critically valid biblical interpretation based on the hermeneutical tools gained through study of the course. 8. Apply analytical and reflective skills in the construction of a coherent large-scale piece of work within the dissertation. 9. Appropriately apply skills gained in the discipline of life-long learning with contemporary global contexts and the student's own ministerial or professional context.	Students' skills are assessed by: • Essays • Book Reviews • Exegetical Projects • Critical Reflection • Oral Presentation • Dissertation

12. Programme structure (levels, modules, credits, and progression requirements)

12. 1 Overall structure of the programme

The PGCert Biblical Studies (60 credits) lays the foundation for the study of hermeneutics (Core Module) and allows the student to engage in further hermeneutical study through one optional module. The PGCert is comprised of Core Module: Hermeneutics (40 credits) and one optional module (20 credits).

The MA Biblical Studies (180 credits) significantly develops the student's scope and interests in hermeneutical study by means of a broader range of modules and provides the student with the opportunity to undertake research in a specific area of interest. The MA is comprised of three Core Modules: Core Module 1: Hermeneutics (40 credits); Core Module 2:Dissertation Research and Design (20 credits); Core Module 3: Dissertation (60 credits); and three Optional Modules (20 credits each for a total of 60 credits).

The MA programme is studied part-time (students will normally complete 180 credits in 2 or 3 years). The PGCert is studied in 1 year (60 credits). The programme is only available as an online programme.

MA Part-Time: over 2 years—80 credits year 1; 100 credits year 2

Year 1, Term 1	Year 1, Term 2
Core module: MA7101 (40 credits)	Optional modules 1 and 2 (40 credits)
Year 2, Term 1	**Year 2, Term 2**
Core module: MA7102 (20 credits) Optional module 3 (20 credits)	Core module: MA7401 (60 credits)

MA Part-Time: over 3 years—60 credits per year

Year 1, Term 1	Year 1, Term 2
Core module: MA7101 (40 credits)	Optional module 1 (20 credits)

Year 2, Term 1	Year 2, Term 2
Core module: MA7102 (20 credits) Optional Module 2(20 credits)	Optional module 3(20 credits)
Year 3, Term 1	**Year 3, Term 2**
Core module: MA7401 (60 credits)	Core module: MA7401 (60 credits)

PGCert Part-Time Study: 60 credits—one year

Year 1, Term 1	Year 1, Term 2
Core Module: MA7101 (40 credits)	Optional Module 1 (20 credits)

12.2 Levels and modules		
PG Certificate Biblical Interpretation		
COMPULSORY	OPTIONAL*	PROGRESSION REQUIREMENTS
Students must take all of the following: Hermeneutics (MA7101)	Students must also choose 1 module from the following: Women and the Bible (MA7204) Race and the Bible (MA7203) The Bible and the Environment (MA7202) Old Testament Theology in Context (MA7103) The Theology of Romans: A Case Study in Hermeneutics (MA7104)	

MA Biblical Studies (Part 1)		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: Hermeneutics (MA7101) Dissertation Research and Design (MA7102)	Students must also choose three modules from the following: Women and the Bible (MA7204) Race and the Bible (MA7203) The Bible and the Environment (MA7202) Old Testament Theology in Context (MA7103) The Theology of Romans: A Case Study in Hermeneutics (MA7104)	Students must successfully complete MA7101, MA7102, and 60 credits of optional modules before progression to Part 2, MA7401 Dissertation can be confirmed. Students must gain 120 credits to progress to Part 2.
MA Biblical Studies (Part 2)		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: Dissertation (MA7401)	No optional modules	

*Please refer to your programme page on the website for the availability of optional modules. In addition to the above optional modules, students can choose ONE 20-credit optional module from **either** the MA in Practical Theology & Ministry or the MA Theological Studies programmes.

12.3 Non-compensatable modules	
Module level	**Module code**
Part 1	MA7101 Hermeneutics (MA, PGCert, PGDip) MA7102 Dissertation Research and Design (MA)
Part 2	MA7401 Dissertation (MA)

13. Information about assessment regulations

London School of Theology's taught programmes have used their own regulations since they were validated by Middlesex University in 2005; in terms of assessment, relevant policies are as follows: Learning, Teaching & Assessment, Research Ethics Committee and Student Attendance, Assessment & Submission and the Marking and Moderation Policy.

The MA Biblical Studies and the Post Graduate Certificate Biblical Studies are delivered in part-time online mode. Regardless of award, students study with the same learning aims, outcomes, syllabus, assessment and award criteria.

Assessment information

Both formative and summative assessments are offered to students and these are tailored not only to reflect the module learning outcomes but to facilitate the application of learning in students' personal and professional contexts. Students are encouraged to undertake formative assessments, but it is only summative assessments which must be undertaken, and successfully passed, to satisfactorily complete the programme. In the event of a failed summative assessment element, re-assessment is required only in that failed element. Students are permitted one attempt at re-assessment for each assessment element. Failure to submit an assessment on the due date and time is considered a non-submission and is marked as a fail grade of 0. Assessments are submitted through Turnitin. A schedule of submission due dates and times is published at the commencement of the module.

Assessment marking information

The PGCert Biblical Studies uses the LST Taught Masters' Level Marking Scheme, on a scale 1-100 with 40 as the pass mark) (please see Appendix 3 of the Programme Handbook).

The MA Biblical Studies uses the LST Taught Masters' Level Marking Scheme. The marking criteria scheme is divided into the following bands: distinction, merit, pass, marginal fail, fail and serious fail; the grading bands are as follows:

- Distinction: 70-100
- Merit: 60-69
- Pass: 40-59
- Marginal fail: 35-39 (requires re-assessment at second sitting; optional modules can be compensated)
- Fail: 30–34 (requires reassessment at second sitting or re-enrolment)
- Serious fail: 0–29 (requires reassessment at second sitting or re-enrolment)

An MA Award may be classified as a Merit or Distinction if the following is achieved:

- Merit: The student must gain a merit or above (60–69) in the dissertation and 50% or more of the remaining credit must be at merit level or above (60–69) and no more than 25% of the total credit may be lower than a pass.
- Distinction: The dissertation must gain a distinction (70–100) and 50% or more of the remaining credit must be at distinction level or above (70–100) and no more than 25% of total credit may be lower than merit level.

Marking and feedback

Assessed work is first marked, normally by the faculty member who set the assessment task. The marks are then internally moderated by a second suitably qualified marker, who will consider all fails, distinctions and a sample of other scripts. The External Examiner reviews a selection of all moderated assessments.

Key issues in theoretical framework, argument, use of primary material, use of secondary material and presentation have been identified at each level.

Feedback on formative assessments is provided in a variety of ways including orally, in writing, by e-mail, on the VLE, or other electronic means. Feedback on written assessments is provided within three to four working weeks of the assessment due date.

Module narratives and assessment criteria are included in the Programme Handbook.

14. Placement opportunities, requirements and support (if applicable)

Not applicable in the Distance Learning Context.

15. Future careers / progression

The MA Biblical Studies provides excellent provision for a range of vocational, personal and employment interests. For example, our students have entered the programme to enhance their academic qualification for teaching religious education in schools, to gain additional theological education and grounding for church ministry, to teach theological studies internationally and to gain necessary knowledge and skills for doctoral level studies and for personal enrichment.

The PGCert is particularly suitable for students with no formal theological education who may be unsure as to whether an entire MA programme is achievable. Thus, this award allows progression to taught MA programmes, by way of formal introduction to theological education at a postgraduate level.

16. Particular support for learning (if applicable)

Expected learning resources are available for students on the programme including access to a specialist theological library of around 50,000 hard copy volumes, 30,000 ebooks, over 400 online periodicals titles and around 400 archived periodical titles. LST is a Christian learning community which seeks to create an environment in which all students can flourish; therefore, LST has a Pastoral Care Team who provide 1:1 support for students in difficulty with referral mechanisms to academic support, 1:1 counselling and disability advice. In support of broadening access to higher education and removing barriers to success, London School of Theology (LST) as an Access & Participation Plan 2020-2025 and offers access to a Scholarship & Bursaries Scheme.

17. HECos code(s)	100340 (Theology)
18. Relevant QAA subject benchmark(s)	Theology and Religious Studies

19. Reference points

QAA Subject Benchmarks for Theology and Religious Studies

QAA Framework for Higher Education Qualifications (FHEQ)

QAA Quality Code

Office for Students

Middlesex University guidance and policies, particularly in respect of equality, of access and opportunity

LST Strategy Document.

20. Other information

Graduates of the School now serve widely around the world in positions of Christian leadership, including a significant number at senior levels.

External Examiner reports consistently commend the high quality of the School's teaching and learning, and particularly comment on the high quality of the work the students produce.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for MA Biblical Studies

This section shows the highest level at which programme outcomes are to be achieved by all graduates and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	7
A2	7
A3	7
A4	7
A5	7
A6	7
Skills	
B1	7
B2	7
B3	7
B4	7
B5	7
B6	7
B7	7
B8	7
B9	7

Programme outcomes														
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	B9
Highest level achieved by all graduates														
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level															
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	B9
Hermeneutics	MA7101	x	x	x	x	x	x	x	x	x	x			x		
OT Theology in Context	MA7103	x	x		x	x	x	x	x		x	x	x	x		
The Theology of Romans: A Case Study in Hermeneutics	MA7104	x	x		x	x	x	x	x		x	x	x	x		
The Bible and the Environment	MA7202	x	x		x	x	x	x	x		x	x	x	x		
Race and the Bible	MA7203	x	x		x	x	x	x	x		x	x	x	x		
Women and the Bible	MA7204	x	x		x	x	x	x	x		x	x	x	x		
Dissertation Research and Design	MA7102	x		x		x	x	x	x	x	x	x	x	x	x	x
Dissertation	MA7401	x		x		x			x	x		x	x		x	

Appendix 2: Module Narratives

The running of our optional modules is dependent on faculty availability and student uptake. As such not every module listed runs each year.

MA7107 HERMENEUTICS

1.	**Module code:**	MA7101
2.	**Title:**	Hermeneutics
3.	**Credit points:**	40
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Tony Hobbs
7.	**Accredited by:**	N/A
8.	**Module restrictions:**	Non-Compensatable
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	Core

9. **Aims:**

1. to familiarise the student both with the history of biblical hermeneutics and with the complex language and concepts associated with it;
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;
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;
4. to provide the advanced critical tools required to approach biblical interpretation with hermeneutical self-awareness.

10. **Learning outcomes:**

Knowledge
On successful completion of this module, the student will be able to demonstrate:

a. a systematic and critical awareness of the hermeneutical environment in which biblical interpretation currently takes place;
b. a comprehensive account of the reasons for approaching biblical interpretation by way of critical reflection on hermeneutics;
c. sound judgement of the scope and significance of two or more major hermeneutical methodologies;
d. critical evaluation of the debate between historical-critical and reader-centred modes of interpretation.

Skills
On successful completion of this module, the student will be able to demonstrate:

e. critical and constructive engagement with hermeneutic theory;
f. critical analysis of the role of the reader/s within communities and traditions of interpretation;
g. advanced evaluation of the impact of cultural interests and ideological biases on biblical interpretation;
h. initiative in tackling the hermeneutical challenges presented by contemporary issues such as decolonisation, gender identity, and climate change.

11. **Syllabus:**

This core module provides the theoretical foundation on which the optional modules will explore specific aspects of the contemporary interpretation of the Bible.

	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. 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. 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? 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.
12.	**Learning and teaching strategy:** 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. **Online education** 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. Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.
13.	**Assessment scheme:**
	(a) Formative assessment scheme 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. 1. A *minimum* of three video-conference tutorials with the tutor: 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. b. Prior to submitting the first draft of assignment number 1 and c. Following feedback from the first draft of assignment 1 submitted to discuss any issues raised by that. 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). 3. Submission of an initial outline of the argument and approach of the second essay with bibliography
	(b) Summative assessment scheme

	Task: **Essay**				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	75%	4000 words	a,b,e,f	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
	Task: **Hermeneutical Study**				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	25%	2000 words	c, d, g, h	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☐ an overall aggregate of grade 40;

☒ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component

	Seen examination	……..%
	Unseen examination	……..%
	Coursework (no examination)	…100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials**	
	• Essential	Kim, Yung Suk, *Biblical Interpretation: Theory, Process, Criteria,* Pickwick Publications, 2013 (ebook). Malcolm, Matthew, *From Hermeneutics to Exegesis: The trajectory of Biblical Interpretation*, Nashville: B & H Academic, 2018. (ebook) McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope.* IVP Academic, 2020. (ebook) Porter, Stanley E. and Beth M. Stovell, eds. *Biblical Hermeneutics: Five Views*. IVP, 2012. (ebook) Roth, Federico Alfred, Justin Marc Smith, Kirsten Sonkyo, Alice Yafeh-deigh & Kay Higuera Smith (Eds), *Reading the Bible Around the World – A Student's Guide To Global Hermeneutics,* IVP Academic, 2022 (ebook). Sugirtharajah, R.S., *The Bible and the Third World: PrecolonialColonial and Postcolonial Encounters,* Cambridge University Press, 2001 (ebook)
	• Recommended	

		Biblical Interpretation (Journal) all issues and articles 1993-2026. Adam, A. K. M. *Faithful Interpretation: Reading the Bible in a Postmodern World*. Fortress, 2006. Bartholomew, Craig, *Introducing Biblical Hermeneutics: A Comprehensive Framework for Hearing God in Scripture*, Eerdmans, 2015. Benckhuysen, Amanda W. *The Gospel According to Eve – A History of Women`s Interpretation*. IVP Academic, 2019. (ebook) Brown, Jeannine. *Scripture as Communication: Introducing Biblical Hermeneutics*. Baker, second edition 2021. Hernando, James.D., *Dictionary of Hermeneutics: A Concise Guide to Terms, Names, Methods, and Expressions,* Revd Edn, Gospel Publishing House, 2012. (ebook) Junior, Nyasha, *Introduction to Womanist Biblical Interpretation,* Louisville, Westminster John Knox Press, 2015. (ebook) Keener, Craig S., 'The Spirit and Biblical Interpretation: Spirit Hermeneutics', *Asian Journal of Pentecostal Studies* 23.2 (2020), 123-146. Keener, Craig & M. Daniel Carroll R (eds). *Global Voices: Reading the Bible in the Majority World.* Hendrickson, 2013. Martin, Lee Roy, *Pentecostal Hermeneutics: A Reader.* Brill, 2013. (ebook). Masenya, Madipoana (Ngwana Mphahlele) & Kenneth Ngwa (Eds), *Navigating African Biblical Hermeneutics: Trends and Themes from our Pots and our Calabashes,* Cambridge Scholars Publishing, 2018 (ebook). Nel, Marius, *An African Pentecostal Hermeneutics: A Distinctive Contribution to Hermeneutics,* Wipf & Stock, 2018. (ebook) Oliverio, Jr., L. William, *Pentecostal Hermeneutics in the Later Modern World: Essays on the condition of our Interpretation,* Pickwick Publications, 2022. (ebook) Thiselton, Anthony C., *Hermeneutics: An Introduction,* Eerdmans, 2009. Trier, Daniel J., *Introducing Theological Interpretation of Scripture: Recovering a Christian Practice,* Apollos, 2008. (ebook) Vanhoozer, Kevin J. *Is There a Meaning in This Text: The Bible, the Reader and the Morality of Literary Knowledge*. Zondervan, 1998. Waddell, Robby, 'Spirit Hermeneutics or Biblical Interpretation by Any Other Name: A Dialogue with Craig Keener', *Journal Pentecostal Studies,* 27.2 (2018), 196-212.

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

17.	**UNISTATS – assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%

	EXAM	……..%
	PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**	
	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: 40 hours	Seminars through the VLE 40 hours
	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.	360 hours

19. **Module run (NB These should be set up four years in advance):**

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. **Timetabling information:**

(a) 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
(b) Timetabled	~~YES~~/NO
(c) 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	MA Biblical Studies	Core
600V124	PGDip Biblical Studies	Core
600V125	PGCert Biblical Studies	Core

MA7102 DISSERTATION RESEARCH AND DESIGN

1.	**Module code:**	MA7102
2.	**Title:**	Dissertation Research and Design
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	October
6.	**Module leader:**	Julie Robb and Alistair McKitterick
7.	**Accredited by:**	N/A
8.	**Module restrictions:**	Compensatable
	(e) Pre-requisite	
	(f) Programme restrictions	
	(g) Level restrictions	
	(h) Other restrictions or requirements	Core Non-compensatable

9. **Aims:**

1. To develop the advanced critical skills required for planning and writing a dissertation in biblical interpretation.
2. To develop the skills for independent academic writing and research including, selecting appropriate literature, using appropriate style conventions and developing an argument.
3. To develop the skills required for producing a Master's level dissertation proposal.

10. **Learning outcomes:**

On successful completion of this module, the student will be demonstrate:

a. An appropriate methodology for a biblical research project.
b. Application of the skills learned in a piece of scholarly writing that employs critical analysis and suitable academic writing conventions.
c. The conceptualisation and design of a dissertation proposal.

11. **Syllabus:**

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.

12. **Learning and teaching strategy:**

This module will need 200 hours of study to complete it.

Online education 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.

Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.

<table>
<tr><td>13.</td><td>Assessment scheme:
(c) Formative assessment scheme

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)</td></tr>
<tr><td></td><td>(d) Summative assessment scheme

<table>
<tr><td colspan="5">Task: Dissertation Proposal</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>50%</td><td>2000 words</td><td>a, b, and c</td><td>☒ No
☐ Yes</td><td>☒ No
☐ Yes – individual student
☐ Yes – group approval
☐ Yes – whole module</td></tr>
<tr><td colspan="5">Task: Book Review</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>50%</td><td>2000 words</td><td>b</td><td>☒ No
☐ Yes</td><td>☒ No
☐ Yes – individual student
☐ Yes – group approval
☐ Yes – whole module</td></tr>
</table>

In order to pass the module, the student will be required to achieve an overall aggregate of grade 40.

<table>
<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>
</td></tr>
<tr><td>14.</td><td>Timetabled examination required</td><td>Yes ☐
No ☒</td></tr>
<tr><td>15.</td><td>Length of exam</td><td>……..hours</td></tr>
<tr><td>16.</td><td>Learning materials

• Essential

• Recommended</td><td>Bennett, Zoe, Your MA in Theology: A Study Skills Handbook, SCM Press, 2014 (ebook).

Vyhmeister, Nancy Jean & Robertson, Terry, Your Guide to Writing Quality Research Papers for Students of Religion and Theology, Zondervan, 2014 (ebook)

Smith, Kevin Gary, Writing and Research: A Guide for Theological Students, Langham Global Library, 2016 (ebook)

Cottrell, Stella, The Study Skills Handbook (5th Edn). Bloomsbury Academic, 2008.</td></tr>
</table>

		Cottrell, Stella, *Critical Thinking Skills: Developing Effective Analysis and Argument* (3rd Edn), Palgrave Macmillan, 2011. Davies, Martin, *Study Skills for International Postgraduates* (2nd Edn), Bloomsbury Academic, 2022 Guccione, Kay & Jerry J. Wellington, *Taking Control of your Thesis: A Guide to get you to the End,* Bloomsbury Academic, 2017. Northey, Margot., B.A. Anderson & J.N. Lohr, *Making Sense: A Student's Guide to Research and Writing,* OUP, 2012. Yaghjian, Lucretia, *Writing Theology: A Rhetoric for Theological and Biblical Writers,* Continuum, 2006 [2nd Edn 2015].

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

17. **UNISTATS - assessment**

Please indicate summary of the following assessment types #:

COURSEWORK	100%
EXAM	……..%
PRACTICAL	……..%

18. **UNISTATS – learning and teaching**

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 10 hours/unit	Seminars through the VLE 10 supervision 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. **Module run (NB These should be set up four years in advance):**

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	October	April	20	D/L	N/A

	2026 -26	2	3	October	April	20	D/L	N/A

20.	**Timetabling information:**	
	(d) 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
	(e) Timetabled	~~YES~~/NO
	(f) 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	MA Biblical Studies	Core

MA7401 DISSERTATION

1.	**Module code:**	MA7401
2.	**Title:**	Dissertation
3.	**Credit points:**	60
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Julie Robb
7.	**Accredited by:**	N/A
8.	**Module restrictions:**	Non-Compensatable
	(i) Pre-requisite	Successful completion of: ▪ MA7101 Hermeneutics ▪ MA7400 Dissertation Preparation and successful completion of 60 credits of optional modules
	(j) Programme restrictions	
	(k) Level restrictions	
	(l) Other restrictions or requirements	Core
9.	**Aims:** 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.	
10.	**Learning outcomes:** On successful completion of this module, the student will demonstrate: a. Ability to distinguish and summarise the distinctive features of a selected topic within the field of biblical interpretation. b. The location of that topic in relation to current academic discussion. c. Identification and utilisation of the appropriate hermeneutical methods to address critically the issues raised by the selected topic. d. Organisation of a critically evaluated large-scale discussion of both broad issues and the detailed investigation of particular points. e. Ability to formulate, argue for and defend the viability and insight of their own critical judgement in theological investigation and biblical interpretation.	
11.	**Syllabus:** 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.	
12.	**Learning and teaching strategy:** This module will need 600 hours study to complete it. For students who wish to undertake research with human subjects, **Research Ethics Committee approval must be given before any such research is commenced**. Supervisor interaction is enabled through interaction on via video-conferencing (eg Zoom or MS Teams) and email interaction.	
13.	**Assessment scheme:**	

(e) Formative assessment scheme

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:

1. Submission of a draft chapter (of up to 5000 words length) for comment.
2. Submission of a different draft chapter (up to 5000 words length) for comment.

(f) Summative assessment scheme

Task: **Dissertation**

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	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *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.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials**	
	• Essential	Student defined as agreed with the supervisor.
	• Recommended	Bennett, Zoe., *Your MA in Theology: A Study Skills Handbook,* SCM Press, 2014 (ebook). Cottrell, Stella, *The Study Skills Handbook,* (5th Edn), Bloomsbury Academic, 2008. Cottrell, Stella, *Critical Thinking Skills: Developing Effective Analysis and Argument* (2nd Edn), Palgrave Macmillan, 2011. Davies, Martin, *Study Skills for International Postgraduates,* Bloomsbury Academic, 2022. Guccione, Kay & Wellington, Jerry J., *Taking Control of Writing your Thesis: A Guide to get you to the end,* Bloomsbury Academic, 2017. Northey, Margot, B.A. Anderson & J.N. Lohr, *Making Sense: A Student's Guide to Research and Writing,* Oxford University Press, 2012. Vyhmeister, Nancy Jean & Robertson, Terry, *Your Guide to Writing Quality Research Papers for Students of Religion and Theology,* Zondervan, 2014 (ebook).

		Smith, Kevin Gary, *Writing and Research: A Guide for Theological Students,* Langham Global Library, 2016 (ebook) Yaghjian, Lucretia, *Writing Theology Well: A Rhetoric for Theological and Biblical Writers,* Continuum, 2006 [2nd Edn, 2015].

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

17.	**UNISTATS - assessment**						
	Please indicate summary of the following assessment types #:						
	COURSEWORK	100%					
	EXAM	……..%					
	PRACTICAL	……..%					
18.	**UNISTATS – learning and teaching**						
	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.	**Module run (NB These should be set up four years in advance):**						
	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.	**Timetabling information:**						
	(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					

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

MA7104 THE THEOLOGY OF ROMANS: A CASE STUDY IN HERMENEUTICS

1.	**Module code:**	MA7104
2.	**Title:**	The Theology of Romans: A Case Study in Hermeneutics
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Andrew Perriman
7.	**Accredited by:**	N/A
8.	**Module restrictions:**	Compensatable
	(m) Pre-requisite	
	(n) Programme restrictions	
	(o) Level restrictions	
	(p) Other restrictions or requirements	Optional

9. **Aims:**

- To provide a comprehensive analysis of the hermeneutical conditions for reading a particular text such as Paul's letter to the Romans;
- To foster a broad understanding of the complex factors that have shaped the history of interpretation of Romans in the modern era in particular;
- 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;
- Identify and critically assess the tensions and interactions between historical and theological readings of the text.

10. **Learning outcomes:**

Knowledge and Skills
On successful completion of this module, the student will be able to demonstrate:

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;
b. Sound judgment in differentiating between the general and contingent aspects of the apostolic letter genre;
c. Critical evaluation of the most significant literary influences on the shape and content of the letter;
d. Critical reflection on the recent history of interpretation;
e. Systematic appreciation of the divergence between historical and theological readings of the text.

11. **Syllabus:**

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 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.

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 *vis-à-vis* 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.

12. **Learning and teaching strategy:**

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.

Online education 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.

Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.

13. **Assessment scheme:**

(g) Formative assessment scheme

1. Submission of an outline and approach to be taken in the Critical Reflection (1000 words max) with indicative Bibliography.
2. The submission of a 2000-word draft of the essay for feedback and assessment.

(h) Summative assessment scheme

Task: **Critical Reflection**				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1000 words	d & e	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
Task: **Essay**				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required

	75%	3000 words	a,b,c	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☐ an overall aggregate of grade 40;

☒ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component

	Seen examination	……..%
	Unseen examination	……..%
	Coursework (no examination)	…100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials** • Essential • Recommended	Haacker, Klaus, *The Theology of Paul's Letter to the Romans,* CUP, 2003 (ebook). Nanos, Mark D. *Reading Romans Within Judaism: Collected Essays of Mark D. Nanos, Vol. 2*. Cascade Books, 2018. (ebook) Palmer. Delano Vincent, *Romans in Context: A Theological Appreciation of Paul's Magnum Opus,* Resource Publications, 2014 (ebook) Andria, Solomon, *Romans* Africa Bible Commentary Series, Zondervan, 2012. Blackwell, Ben C. & John K. Goodrich, *Reading Romans in Context: Paul and Second Temple Judaism*, Zondervan, 2015. Bray, Gerald L. (Ed), *Romans, Ancient Christian Commentary on Scripture,* IVP Academic, 2005. (ebook) Crisler, Channing L., *Reading Romans as Lament: Paul's Use of Old Testament Lament in His Most Famous Letter,* Pickwick Publications, 2016 (ebook). Elliott, Neil. *The Arrogance of Nations: Reading Romans in the Shadow of Empire*. Fortress, 2008. Gaventa, Beverley Roberts, 'Romans' in Carol A. Newsom, Sharon H. Ringe, & Jacqueline E. Lopsley (eds), *Women's Bible Commentary* 3rd Edition, , Westminster John Knox Press, 2012. Gorman, Michael J., *Romans: A Theological and Pastoral Commentary,* Eerdmans, 2022. Grieb, A. Katherine. *The Story of Romans: A Narrative Defence of God's Righteousness*. Westminster John Knox Press, 2002.

		Jackson, W., (sometimes referenced as Brad Vaughn), *Reading Romans with Eastern Eyes: Honour and Shame in Paul's Message and Mission,* IVP, 2019 (ebook). Johnson, Luke Timothy, *Reading Romans: A Literary and Theological Commentary,* Smyth & Helwys Publishing, 2001 (ebook). McKnight, Scot, *Reading Romans Backwards: A Gospel of Peace in the Midst of Empire*. Baylor University Press, 2019. Oakes, Peter, *Reading Romans in Pompeii,* SPCK, 2008 (ebook). Perriman, Andrew. *The Future of the People of God: Reading Romans Before and After Western Christendom*. Cascade Books, 2010. (ebook) Ryliskyte, Ligita, 'God's Mercy: The Key Thematic Undercurrent of Paul's Letter to the Romans, *Catholic Biblical Quarterly* 81.1 (2019), 85-105. Thiselton, Anthony, *Discovering Romans: Content, Interpretation, Reception,* SPCK, 2016 (ebook). Westerholm, Stephen, *Romans: Text, Readers, and the History of Interpretation,* Eerdmans, 2022. Windsor, Lionel J., P*aul and the Vocation of Israel: Paul's Jewish Identity Informs His Apostolic Ministry with Special Reference to Romans,* de Gruyter, 2014 (ebook)

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

17.	**UNISTATS – assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	……..%	
	PRACTICAL	……..%	
18.	**UNISTATS – learning and teaching**		
	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). 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.		180 hours

19.	**Module run (NB These should be set up four years in advance):**							
	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.	**Timetabling information:**	
	(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

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	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)

MA7103 OLD TESTMENT THEOLOGY IN CONTEXT

1.	**Module code:**	MA7103
2.	**Title:**	Old Testament Theology in Context
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	January 2026
6.	**Module leader:**	Brandon Hurlbert
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(q) Pre-requisite	
	(r) Programme restrictions	
	(s) Level restrictions	
	(t) Other restrictions or requirements	Optional Compensatable

9. **Aims:**

1. To assess the contextualised, culture-specific and transposable concepts of Old Testament thought in its Near Eastern context with attention to genre and the use of literary devices such as metaphor, symbolism and imagery;
2. To equip students with hermeneutically valid methods for communicating the Old Testament's idiom and imagery in the contemporary world;
3. To engender an appreciation for the application of the Old Testament's theological message to the individual, the faith community and the wider multi-cultural society.

10. **Learning outcomes:**
(Knowledge and Skills sections can be merged if appropriate)

Knowledge
On successful completion of this module, the student will be able to demonstrate:

a. Appreciation of the core metaphors, literary devices, symbols and imagery in the texts under discussion
b. Advanced ability to draw comparisons between biblical and Ancient Near Eastern literary genres and the concepts employed in the crafting of the stories, prayers, praises, myths, laments and wisdom writings.
c. The ability to engage theologically with the Old Testament, namely the depictions of God, God's interactions with the world, and the complexities of being human portrayed in a variety of texts.

Skills
On successful completion of this module, the student will be able to demonstrate:

d. A critical analysis of scholarly responses to the biblical and Ancient Near Eastern texts
e. Independent reflection on their own traditions of biblical interpretation and those of their faith community
f. Their own voice in constructively engaging with topics in a hermeneutically responsible manner.

11. **Syllabus:**

The ancient wisdom and theology of the Hebrew Bible/Old Testament can speak powerfully to our present moment. Its witness to God and his relationship to Creation, including humanity, remains revelatory and authoritative for the Church when read as Christian Scripture. It is not, however, a straightforward task to relate ancient texts to the contemporary issues of our world. This can be observed in how the Old Testament has been routinely marginalised in Christian preaching or weaponised in the public square. This module explores the Old Testament to better understand its contribution to theology in its historical contexts and to appreciate its enduring value for the life of faith today.

In this module, students will study historical and contemporary approaches to Old Testament Theology whilst engaging biblical texts from different hermeneutical approaches (e.g., historical-critical, literary, post-colonial, etc.) The module will focus on a variety of texts, themes, and critical issues, which may include topics such as creation and cosmology in the Bible and the ancient world; YHWH and monotheism; covenant and law; temple, ritual purity and sacrifice; war and violence; wisdom and worship; social justice and the prophetic tradition.

12. **Learning and teaching strategy:**

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.

Online education 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.

Tutor interaction is enabled through the online discussion forums, video conferencing (e.g. Zoom or MS Teams), and email interaction.

13. **Assessment scheme:**

(i) Formative assessment scheme

1. Roadmap of essay, with outline and word allocations per section, and a Bibliography that indicate the main scholars to be engaged (2000 words).
2. Confirmation of the passage chosen for the exegetical study and outline the key issues to be discussed (500 words).

(j) Summative assessment scheme

Task: **Essay**				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
75%	3,000 words	c, e, f	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*
Task: **Exegetical Study**				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1,000 words	a, b, d	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☒ an overall aggregate of grade 40, with a minimum grade of 40 in each assessment component
☐ an overall aggregate of grade 40 if both pathways are studied.
☐ an overall aggregate of grade 40 with a minimum of grade 17 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade of 18 in each assessment component

Seen examination	……..%

	Unseen examination	……..%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials** • Essential	Bartholomew, Craig G., and David J. H. Beldman, eds. *Hearing the Old Testament: Listening for God's Address*. W.B. Eerdmans Pub. Co, 2012. Dalley, Stephanie, *Myths from Mesopotamia: Creation, the Flood, Gilgamesh and others: A New Translation,* OUP, 2000. Davis, Ellen F. *Opening Israel's Scriptures*. Oxford University Press, 2019. Kim, Brittany, and Charlie Trimm. *Understanding Old Testament Theology: Mapping the Terrain of Recent Approaches*. Zondervan Academic, 2021. Strawn, Brent A. *The Incomparable God: Readings in Biblical Theology*. Edited by Collin Cornell and M. Justin Walker. William B Eerdmans Publishing Co, 2023. Sun, Chloe, 'Recent Research on Asian and Asian American Hermeneutics related to the Bible', *Currents in Biblical Research* 17.3 (2019), 238-265. Bach, Alice (Ed), *Women in the Hebrew Bible: A Reader,* Routledge, 1999. Bird, Phyllis, 'What Makes a Feminist Reading Feminist: A Qualified Answer', in Harold Washington, Susan Lochrie Graham, Pamela Thimmes (Eds), *Escaping Eden: New Feminist Perspectives on the Bible,* Sheffield Academic Press, 1998, 124-131.
	• Recommended	Botta, Bernard F., *In the Beginning: Essays on Creation Motifs in the Ancient Near East and the Bible,* Eisenbrauns, 2013. (ebook) Crowder, Stephanie, *When Momma Speaks: The Bible and Motherhood from a Womanist Perspective,* Westminster John Knox Press, 2016. Dharamraj, Havilah, *Ruth: A Pastoral and Contextual Commentary,* Langham Publishing, 2022. Dube, Musa Wenkosi, ed. *Other Ways of Reading: African Women and the Bible*. Soc. of Biblical Literature [u.a.], 2001. Gafney, Wilda, *Womanist Midrash: A Reintroduction to the Women of the Toray and the Throne,* Westminster John Knox Press, 2017. (ebook) Goldingay, John, *Old Testament Theology: Israel's Faith,* IVP Academic, 2006. (ebook) Hallo, William (Ed), *The Context of Scripture: Canonical Compositions from the Biblical World,* Vol 1, Brill, 1997. Hwang, Jerry, *Contextualization and the Old Testament: Between Asian and Western Perspective,* Langham Publishing, 2022.

Imes, Carmen Joy. *Bearing God's Name: Why Sinai Still Matters*. InterVarsity Press, 2019.

Japinga, Lynn, *From Widows to Warriors: Women's Stories from the Old Testament,* Westminster John Knox Press, 2020. (ebook)

Junior, Nyasha, *An Introduction to Womanist Biblical Interpretation,* Westminster john Knox Press, 2003. (ebbok)

Levenson, Jon Douglas. *The Hebrew Bible, the Old Testament, and Historical Criticism: Jews and Christians in Biblical Studies*. 1st ed. Westminster/John Knox Press, 1993.

Levine, Amy-Jill, and Marc Zvi Brettler. *The Bible with or without Jesus: How Jews and Christians Read the Same Stories Differently*. First edition. HarperOne, 2020.

Matthew McGinnis, Claire, 'The Scriptures of Israel (the Christian Old Testament', in Michael Gorman (Ed), *Scripture and its Interpretation: A Global, Ecumenical Introduction to the Bible,* Baker Academic, 2017, 45-71.

McCabe, Elizabeth (Ed), *Women in the Biblical World Vol 2: A Survey of Old and New Testament Perspectives,* University Press of America, 2011. (ebook)

Mead, James K. Biblical Theology: Issues, Methods, and Themes. Westminster John Knox, 2007.

Melton, Brittany, *Where is God in the Megillot?* OT Studien 73, Brill, 2019.

Moberly, R. W. L. *The God of the Old Testament: Encountering the Divine in Christian Scripture*. Baker Academic, a division of Baker Publishing Group, 2020.

Moberly, Walter. *Old Testament Theology: Reading the Hebrew Bible as Christian Scripture*. Baker Academic, 2015.

Moberly, Walter, *The Theology of the Book of Genesis,* Cambridge University Press, 2009, (ebook)

Myers, Carol L., 'Was Ancient Israel a Patriarchal Society?', *Journal of Biblical Literature,* 133.1 (2014), 8-27.

Nadar, Sarojini, ' "Hermeneutics of Transformation?" A Critical Exploration of the Model of Social Engagement between Biblical Scholars and Faith Communities', *Scriptura* 93 (2006), 339-351.

Ollenburger, Ben C., ed. *Old Testament Theology: Flowering and Future*. Sources for Biblical and Theological Study. Penn State University Press, 2004.

Reguer, Sara, *Onto Center Stage: The Biblical Woman,* Cherry Orchard Books, 2022. (ebook)

Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. InterVarsity Press, 2010.

Sakenfield, Katherine, *Just Wives? Stories of Power and Survival in the Old Testament and Today,* Westminster John Knox Press, 2003.

Strawn, Brent A. *Lies My Preacher Told Me: An Honest Look at the Old Testament*. Westminster John Knox Press, 2021.

Strawn, Brent A. *Old Testament Is Dying: A Diagnosis and Recommended Treatment*. Baker Academic, 2017.

Sugirtharajah, Rasiah S., ed. *Voices from the Margin: Interpreting the Bible in the Third World*. Rev. and Expanded 3. ed. Orbis Books, 2006.

Trible, Phyllis, *Texts of Terror: Literary-Feminist Readings of Biblical Narratives,* Fortress Press, 1984.

West, Gerald, 'The Vocation of an African biblical scholar on the margins of biblical scholarship', *Old Testament Essays* 19.1 (2006), 307-336.

Yee, Gail, 'Thinking Intersectionally: Gender, Race, Class and the Etceteras of Our Discipline', *Journal of Biblical Literature* 139.1 (2020), 7-26 (https:/doi.org/10.15699/jbl.1391.2020.1b)

Yee, Gale A. *Towards an Asian American Biblical Hermeneutics: An Intersectional Anthology*. Cascade Books, 2021.

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	100%
	EXAM	……..%
	PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**	
	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	20 hours
	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.	–
	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.	180 hours

19. **Module run (NB These should be set up four years in advance):**

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.	**Timetabling information:**							
	(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			

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	Optional
600V765 600V762 600V766 600V764 600V763	MA Theological Studies, MA Theological Studies (DL), PG Cert Theological Studies, PGCert Theological Studies (DL), and PGDip 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.	**Module code:**	MA7202
2.	**Title:**	The Bible and the Environment
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Miriam Hinksman
tbc 7.	**Accredited by:**	Middlesex University
8.	**Module restrictions:**	Compensatable
	(u) Pre-requisite	
	(v) Programme restrictions	
	(w) Level restrictions	
	(x) Other restrictions or requirements	Optional

9. **Aims:**

1. To assess critically the hermeneutical issues and responses to the creation mandate in Genesis 1:28-29 from within the Christian tradition.
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.
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.
4. To provide a comprehensive analysis of some of the theological responses to environmental challenges for their hermeneutical legitimacy.

10. **Learning outcomes:**

Knowledge and Skills

On successful completion of this module, the student will be able to demonstrate:

a. A thorough analysis of the relevant biblical texts and how these have been interpreted in the Christian tradition.
b. Critical assessment of the argument that the Christian tradition is responsible for the historical abuse of the environment.
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.
d. Critical evaluation of the hermeneutical methodology of the theological responses to the environmental challenges.

11. **Syllabus:**

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.

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 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.
12.	**Learning and teaching strategy:** 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. **Distance Education / Online** 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. Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (e.g. Zoom or MS Teams) and email interaction.
13.	**Assessment scheme:**
	(k) Formative assessment scheme 1. 2. Submission of an initial outline of the argument and approach to the audio presentation, with bibliography (item 3). 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).
	(l) Summative assessment scheme

Task: **Audio Presentation**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	15 minutes	a and d	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Essay**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
75%	3000 words	a, b, and c	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☐ an overall aggregate of grade 40;

☒ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component

☐ an overall aggregate of grade 40 with a minimum of 35-39 in each assessment component

	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A
16.	**Learning materials**	
	• Essential	Deane-Drummond, Celia, *A Primer in Ecotheology: Theology for a Fragile Earth.* Cascade, 2017. (Esp. Chapter 2: 'Ecological Biblical Hermeneutics'). Cascade, 2017. (ebook) Horrell, David G., Cheryl Hunt, Christopher Southgate, Francesa Stavrakopolou (Eds), *Ecological Hermeneutics: Biblical, Historical and Theological Perspectives,* T & T Clark International, 2020. (ebook) Marlow, Hilary & Mark Harris (eds), *The Oxford Handbook of the Bible and Ecology,* OUP, 2022. (ebook) Open Access Laudato Si' Integral Ecology Collection/Laudato Si' Research Institute (ox.ac.uk).
	• Recommended	Arand, Charles P., 'The Creator's Delight', *Logia,* 30.3 (2021), 45-49. Brunner, Daniel L., Jennifer L., A.J. Swoboda, *Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History and Praxis,* Baker Academic, 2014 (ebook). Delgado, Sharon E., *Love in a Time of Climate Change: Honouring Creation, Establishing Justice,* Fortress Press, 2017. (ebook) Hiebert, Theodore, 'Reclaiming the World: Biblical Resources for the Ecological Crisis', *Interpretation* 65.4 (2011), 341-352. Hughes, Krista E., Dhawn B. Martin & Elaine Padilla (eds), *Ecological Solidarities: Mobilizing Faith and Justice for an Entangled World.* Pennsylvania State University Press, 2019. (ebook) Middleton, J. Richard, *A New Heaven and a New Earth: Reclaiming Biblical Eschatology,* B & H Academic, 2014 (ebook) Moo, Douglas J. & Jonathan A. Moo, *Creation Care: A Biblical Theology of the Natural World,* Zondervan, 2018 (ebook) Mosher, Annette K., 'Christianity, Covenant, and Nature', *Baptistic Theologies,* 8.1 (2016), 62-72. Noel, MariaA., 'A Christian Reflection on the Environment', *The Journal of Religious Thought,* 60.2-63.2 (2008-2010), 233-246. Northcott. Michael S., *A Political Theology of Climate Change,* Grand Rapids: Eerdmans, 2017.

Reuther, Rosemary Radford, 'Ecology and Theology: Ecojustice at the Center of the Church's Mission', *Interpretation* 65.4 (2011), 354-363.

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?'. *Journal of Ecumenical Studies* 56.1 (Winter, 2021), 1-23.

Slattery, John P. (Ed), *T & T Clark Handbook of Christian Theology and Modern Sciences,* T & T Clark, 2020 (ebook).

Trible, Phyllis, ''Ecology and the Bible: The Dilemma of Dominion', *Canon and Culture* 6.2 (2012), 5-19.

Tucker, Gene M., 'Rain on a Land Where No One Lives: The Hebrew Bible on the Environment, *Journal of Biblical Literature* 116.1 (1997), 3-17.

Van Wieren, Gretel, *Restored to Earth: Christianity, Environmental Ethics and Ecological Restoration,* Georgetown University Press, 2013. (ebook)

Victus, Solomon, *Eco-Theology and the Scriptures: A Revisit of Christian Responses (Christian Heritage Rediscovered – 10),* Christian World, 2014.

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

17.	**UNISTATS - assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	0%	
	PRACTICAL	0%	
18.	**UNISTATS – learning and teaching**		
	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: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.		60 hours
19.	**Module run (NB These should be set up four years in advance):**		

	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.	**Timetabling information:**	
	(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	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.	**Module code:**	MA7203
2.	**Title:**	Race and the Bible
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Victoria Omotoso
7.	**Accredited by:**	N/A
8.	**Module restrictions:**	Compensatable
	(y) Pre-requisite	
	(z) Programme restrictions	
	(aa) Level restrictions	
	(bb) Other restrictions or requirements	Optional

9. Aims:

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.
2. To provide an in-depth evaluation of the responses made to the 'white, western churches' predominance in biblical interpretation.
3. To utilise a hermeneutically responsible interpretive method to provide an insightful analysis of the movements arising from oppression and racism.
4. To appreciate the contribution of diverse ethnicities in contemporary biblical interpretation and their original application within the contemporary church.

10. Learning outcomes:

Knowledge and Skills

On successful completion of this module, the student will be able to demonstrate:

a. An advanced critical analysis of the biblical texts that have, historically, been utilised as a means of oppression.
b. Robust evaluation of the presuppositions of the 'white, western' paradigm of biblical interpretation.
c. An in-depth hermeneutical engagement with one perspective on biblical interpretation from a non-white perspective.
d. Critical reflection on the paradigm that controls one movement arising from the experiences of oppression.

11. Syllabus:

In 1969, James H. Cone, a graduate of Philander Smith College, Arkansas, Garrett-Evangelical Theological Seminary and Northwestern University published *Black Theology and Black Power,* 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.

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.

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. Learning and teaching strategy:

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.

Online education 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.

Tutor interaction is enabled through interaction on the discussion forums, video-conferencing (eg Zoom or MS Teams) and email interaction.

13. **Assessment scheme:**

(m) Formative assessment scheme

1. The submission of a 2000-3000 word draft of the essay for feedback and assessment.
2. The submission of an outline and approach to be taken in the Book Review (1000 words max) with indicative Bibliography.

(n) Summative assessment scheme

Task: **Essay**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
75%	3000 words	a, b	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Book Review**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1000 words	c, d	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☐ an overall aggregate of grade 40;
☒ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component

Seen examination	……..%
Unseen examination	……..%
Coursework (no examination)	…100%

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	……..hours
16.	**Learning materials** • Essential	

	• Recommended	Boer, Roland, Fernando F. Segovia, *The Future of the Biblical Past: Envisioning Biblical Studies on a Global Key*, Semeia Studies 66, SBL Press, 2012. (ebook) Hopkins, Dwight N., *Black Theology – Essays on Global Perspectives,* Cascade, 2017 (ebook) Lozada, Francisco, Fernando F. Segovia, *Latino/a Biblical Hermeneutics: Problematics, Objectives, Strategies,* Semeia Studies 68, SBL Press, 2014. (ebook) McCaulley, Esau, Reading *While Black: African American Biblical Interpretation as an Exercise in Hope,* IVP, 2020. (ebook) Sugirtharajah, R.S., *The Bible and Asia: From the Pre-Christian Era to the Post-Colonial Age*, Harvard University Press, 2013. (ebook) Autero, Esa J., *Reading the Bible Across Contexts: Luke's Gospel, Socio-Economic Marginality and Latin-American Biblical Hermeneutics,* Brill, 2016. (ebook) Bembry, Jason., 'Justifying Slavery via Genesis 9:20-27: The Vicious Legacy of Racist Interpretation of the Bible, *Stone-Campbell Journal* 23 (2020), 69-82. Bird, Michael, Colossians *and Philemon,* Cascade Books, 2009. (ebook) Boer, Roland (Ed), *Postcolonialism and the Hebrew Bible: The Next Step,* Semeia Studies 70, SBL Press, 2013. (ebook) Brogden, Lewis, 'Reimagining Koinonia: Confronting the Legacy and Logic of Racism by Reinterpreting Paul's Letter to Philemon', *Ex Auditu* 31 (2015), 27-48. Byron, Gay L., *Womanist Interpretations of the Bible: Expanding the Discourse,* Semeia Studies 85, SBL Press, 2016. (ebook) Cho, Bernardo, 'Subverting Slavery: Philemon, Onesimus, and Paul's Gospel of Reconciliation*', EQ.* 86.2 (2014), 99-115. Cone, James, *A Black Theology of Liberation* 50th Anniversary Edition, Orbis, 2020 (1970) (ebook) De Vos, Craig Steven, 'Once a Slave, Always a Slave? Slavery, Manumission and Relational Patters In Paul's Letter to Philemon', *JSNT* 82 (2001), 89-105. Dube, Musa W., *Postcolonial Feminist Interpretation of the Bible,* Chalice Press, 2000. (ebook) Gafney, Wilda C., *Womanist Midrash: A Reintroduction to the Women of the Torah and the Throne,* Westminster John Knox Press, 2017. (ebook) Goldenberg, Daniel M., *Black and Slave: The Origins and History of the Curse of Ham,* de Gruyter, 2017 (ebook). Havea, Jione (Ed), *Sea of Readings: The Bible in the South Pacific,* Semeia Studies 90, SBL Press, 2018. (ebook) Havea, Jione, Margare. Aymer, Steed Vernyl Davidson (Eds), *Islands, Islanders, and the Bible: Ruminations,* Semeia Studies 77, SBL Press, 2015. (ebook)

Havea, Jione, David J. Neville, Elaine M. Wainwright (Eds), *Bible, Borders, Belonging(s): Engaging Readings from Oceania,* Semeia Studies 75, SBL Press, 2014. (ebook)

Joseph Brown, Michael, 'Black Theology and the Bible', in Hopkins, Dwight N. and Edward P. Antonio (eds), *The Cambridge Companion to Black Theology,* Cambridge University Press, 2012, pp. 169-183.

Junior, Nyasha, *An Introduction to Womanist Biblical Interpretation,* Westminster John Knox Press, 2015 (ebook)

Nel, Marius, *An African Pentecostal Hermeneutic: A Distinctive Contribution to Hermeneutics,* Wipf & Stock, 2018. (ebook)

Smith, Mitzi J., *I Found God in Me: A Womanist Biblical Hermeneutics Reader,* Cascade, 2015 (ebook)

Still, Todd D., 'Pauline Theology and ancient Slavery: Does the former support or subvert the latter?', *Horizons in Biblical Theology* 27.2 (2005), 21-34.

Still, Todd, D., *Philippians and Philemon,* Smyth & Helwys Commentary, Smyth & Helwys Publishers, 2011. (ebook)

St Clair Darden, Lynne, *Scripturalizing Revelation: An African American Postcolonial Reading of Empire,* Semeia Studies 80. SBL Press, 2013 (ebook).

Sugirtharajah, R.S., *Jesus in Asia*, Harvard University Press, 2018. (ebook)

Sugirtharajah, R.S., *Voices from the Margin: Interpreting the Bible in the Third World,* Orbis, 2018.

Thomas, Oral A.W., *Biblical Resistance Hermeneutics Within A Caribbean Context,* Equinox, 2010.

West, Gerald O. *Reading Other-Wise: Socially Engaged Biblical Scholars Reading with Their Local Communities,* Semeia Studies 62, SBL Press, 2007 (ebook).

Yamauchi, Edwin M., 'The Curse of Ham', *Criswell Theological Review* 6.2 (2009), 45-60.

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

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	…100%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	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.	Seminars though the VLE 14 hours/unit

	The proposed number of scheduled teaching hours:	
	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. **Module run (NB These should be set up four years in advance):**

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. **Timetabling information:**

(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

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, 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)

MA7204 WOMEN AND THE BIBLE

1.	**Module code:**	MA7204
2.	**Title:**	Women and the Bible
3.	**Credit points:**	20
4.	**FHEQ level:**	7
5.	**Start term:**	October 2023
6.	**Module leader:**	Julie Robb
7.	**Accredited by:**	Middlesex University
8.	**Module restrictions:**	Compensatable
	(cc) Pre-requisite	
	(dd) Programme restrictions	
	(ee) Level restrictions	
	(ff) Other restrictions or requirements	Optional

9. **Aims:**

1. Assess critically the voices of women in the Bible within the culture-specific circumstances of their experiences.
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.
3. Engender a responsible hermeneutical approach to the biblical story that foregrounds the experiences of women in those texts and in subsequent biblical interpretation.
4. Foster an appreciation of the contribution of women throughout the ages to hermeneutical theory and to understanding biblical texts.
5. To appreciate the contribution of women's biblical scholarship to the contemporary church and mission.

10. **Learning outcomes:**

Knowledge and Skills:
On successful completion of this module, the student will be able to demonstrate:

a. A comprehensive analysis of the voices and experiences of women in the biblical text.
b. A capacity to challenge critically the presuppositions of the white, western, male paradigm
c. A critically engaged synthesis of the hermeneutical experience of women from a diversity of ethnic backgrounds, within the contemporary Christian world.

11. **Syllabus:**

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.

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 & Ruth)

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 20th 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.

12. **Learning and teaching strategy:**

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.

Distance Education / Online 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.

Tutor interaction is enabled through interaction on the discussion forums, video conferencing (e.g. Zoom or MS Teams) and email interaction.

13. **Assessment scheme:**

(o) Formative assessment scheme

3. The submission of a 2,000-3,000 word draft of the essay for feedback and assessment.
4. The submission of an outline and approach to be taken in the Critical Reflection (1,000 words max) with indicative Bibliography.

(p) Summative assessment scheme

Task: **Essay**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
75%	3000 words	a, b	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Critical Reflection**

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1000 words	c.	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:

☐ an overall aggregate of grade 40;
☒ an overall aggregate of grade 40 with a minimum of grade 40 in each assessment component
☐ an overall aggregate of grade 40 with a minimum of grade 35-39 in each assessment component

Seen examination	0%
Unseen examination	0%
Coursework (no examination)	100%

14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	N/A

16.	**Learning materials**	
	• Essential	Ackerman, Susan, *Gods, goddesses, and the women who serve them,* : Eerdmans, 2022. (ebook) Clark-Soles, Jaime, *Women in the Bible,* Westminster John Knox Press, 2020. (ebook) Davison, Lisa Wilson, *More Than A Womb: Childfree Women in the Hebrew Bible as Agents of the Holy,* Cascade Books, 2021. (ebook) Junior, Nyasha., *An Introduction to Womanist Hermeneutics,* Westminster John Knox Press, 2015 (ebook). Sumner, Sarah, *Men and Women in the Church: Building Consensus on Christian Leadership.* IVP, 2003. (ebook)
	• Recommended	Avnery, Orit, 'On the Threshold: Liminality in the Stories of the Concubine of Gibeah and Ruth', *JSOT* 46.2 (2021), 230-248. Choi, Jin Young & Gregory Cuéllar (Eds), *Activist Hermeneutics of Liberation and the Bible: A Global Intersectional Perspective,* Routledge, 2023 (Esp. Chapter 9, Keun-Joo Christine Pae, '#MeToo #BibleToo: Teaching the Ethics of Sex with the Bible for Justice', pp.165-182. Collins, John J., T.M. Lemos, Saul M. Olyan (Eds), *Worship, Women and War: Essays in Honor of Susan Niditch,* Brown Judaic Studies no. 357, Brown Judaic Studies, 2015. (ebook) Cooper, Marjorie J., 'A Rhetorical Critique and Proposal for 1 Corinthians 14:34-35'. *Presbyterion* 48.1 (2022), 151-162. Cotter, WendyJ., 'Women's Authority Roles in Paul's Churches: Countercultural or Conventional', *Novum Testamentum* 36.4 (1994), 350-372. Dickson, Kimberly, 'Rape, Dismemberment, and Chaos in Judges 19-21', *Priscilla Papers* 36.1 (2022), 4-8. Fuchs, Esther, 'Reclaiming the Hebrew Bible for Women: The Neoliberal Turn in Contemporary Feminist Scholarship', *Journal of Feminist Studies in Religion* 24.2 (2008), 45-65. Greenbury, James, 'The Contribution of 1 Timothy 2:8-15 and 1 Corinthians 11:5 in the Discussion Concerning Women Speaking in Church', *Presbyterion* 44.2 (2018), 52-76. Japinga, Lynn, *From Widows to Warriors: Women's Stories from the Old Testament,* Westminster John Knox Press, 2020 (ebook) Keener, Craig S., *1 and 2 Corinthians,* Cambridge University Press, 2005. (ebook) Kozlova, Ekaterina E., *Maternal Grief in the Hebrew Bible,* Oxford University Press, 2017. Lakey, Michael J., *Image and Glory of God: 1 Corinthians 11:2-16 as a Case Study in Bible, Gender and Hermeneutics,* T & T Clark, 2010. (ebook)

McCabe, Elizabeth (Ed), *Women in the Biblical World Vol 2: A Survey of Old and New Testament Perspectives,* University Press of America, 2011 (ebook)

Murphy, Cullen, 'is the Bible Bad News for Women?', *The Wilson Quarterly* 22.3 (1998), 14-33.

Munger, Scott, 'Women, the Church and Bible Translation: Key Passages and Interpretive Options', *Priscilla Papers* 29.2 (2015), 6-13.

Myers, Alicia D., *Blessed among Women? Mothers and Motherhood in the New Testament,* Oxford University Press, 2017. (ebook)

Plamadeala, Cristina, 'Paul and Women: An Analysis of 1 Corinthians Reflecting Paul's Contradictory Attitudes', *Currents in Theology and Mission* 45.2 (2018), 34-37.

Reguer, Sara, *Onto Center Stage: The Biblical Woman,* Cherry Orchard Books, 2022 (ebook).

Schreiner, Thomas R., *1 Corinthians: An Introduction and Commentary*, TNTC Vol 7, IVP, 2018. (ebook)

Smith, Mitzi, (Ed), *I Found God in Me: A Womanist Biblical Hermeneutics Reader,* Cascade, 2015.

Thelle, Rannfrid Irene, 'Matrices of Motherhood in Judges 5' *JSOT* 43.3 (2019), 436-452.

Thomas, John Christopher, 'Women, Pentecostalism and the Bible: An Experiment in Pentecostal Hermeneutics' in Martin, L.R., *Pentecostal Hermeneutics: A Reader*, Brill, 2013, 81-94. (ebook)

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

17.	**UNISTATS - assessment**		
	Please indicate summary of the following assessment types #:		
	COURSEWORK	100%	
	EXAM	0%	
	PRACTICAL	0%	
18.	**UNISTATS – learning and teaching**		
	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):		None required

	For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	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.	60 hours

19. **Module run (NB These should be set up four years in advance):**

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20. **Timetabling information:**

(v) 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
(w) Timetabled	YES/~~NO~~
(x) 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	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)