



BA (Hons.) Theological Studies

MODULE SPECIFICATIONS: SCQF LEVEL 10

2010-11



1	SUMMARY MODULE INFORMATION	
a	Module title	Genesis (Hebrew)
b	SITS module code	UV610732
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Mr Hector Morrison 01349 780000 Hector.Morrison@htc.uhi.ac.uk
h	Brief description of module	This module will enable students to demonstrate a comfortable familiarity with a wide range of skills, methods and approaches used by present day scholars of the Hebrew text of Genesis. Particular consideration will be given to issues of source, literary, historical, and feminist criticism, as well as to the theology of the passages considered which will be drawn mainly, although not exclusively, from Genesis 1-11.
i	Pre-requisites or co-requisites	UV 607164 (or equivalent) and competence in Hebrew
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	One essay of 3000 words developed from a seminar presentation - 40% One 3 hour exam - 60%
l	Key learning resources	Alter, R. <i>The Art of Biblical Narrative</i> (Basic Books, 1981) Bar-Efrat, S. <i>Narrative Art in the Bible</i> (Sheffield AP, 1989) Fokkelman, J.P. <i>Narrative Art in Genesis</i> (Van Gorcum, 1975) Sarna, N. <i>Genesis</i> (Jewish Publication Society, 1990) Trible, P. <i>God and the Rhetoric of Sexuality</i> (OBT 2) (Fortress, 1978) Van Seters, J. <i>Prologue to History. The Yahwist as Historian in Genesis</i> (W/JK, 1992) Von Rad, G. <i>Genesis OTL</i> , (SCM, 1961) Wenham, G.J. <i>Genesis vols 1&2</i> (Word, 1987)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	<p>This module aims:</p> <ol style="list-style-type: none"> 1. To enable students to develop and deepen in a focused area of study the skills and knowledge acquired in their course of study to date. 2. To enable students to demonstrate their comfortable familiarity with a wide range of the skills, methods, and approaches used by present day scholars in the study of the Hebrew text of Genesis. 3. To encourage students to engage at an advanced level with the scholarly debates concerning the interpretation of the text of Genesis and to begin to come to their own considered and mature conclusions.
b	Intended learning outcomes
	<p>Upon successful completion of this module you should be expected to:</p> <ol style="list-style-type: none"> 1. Demonstrate their comfortable familiarity with a wide range of the skills, methods, and approaches used by present day scholars in the study of the Hebrew text of Genesis. 2. Critically engage with a wide variety of interpretations of the Hebrew text of Genesis, representing the views of others sympathetically and arguing their own position with integrity.
c	Indicative content

Week	Indicative content
1	Genesis 1:1-5
2	Genesis 1:24-31
3	Critique of Hauser on Genesis 2-3; and of Gunn and Fewell (ch 9)
4	Critique of Jobling (ch 1)
5	Genesis 2:4-17
6	Genesis 2:18-25
7	Genesis 3:14-24
8	Critique of Tribble (chapters 5 and 6)
9	Genesis 4:1-16
10	Critique of the source criticism of the Flood Narrative
11	Genesis 9:1-17
12	Seminar – Historicity of the Patriarchs
13	Seminar – Patriarchal Religion
14	Revision
15	Examination

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face	26 hours
Video-conference (for remote students)	(26 hours)
Self-directed learning	124 hours
Total activity	150

e	<p>Assessment</p> <p><i>Formative:</i> In FT and PT modes formative assessment will be informal through discussion sessions in class and through both tutor and student peer feedback at student-led seminars.</p> <p><i>Summative:</i> Summative assessment will be the same for all modes and will consist of: One 3000 word essay developed from a seminar presentation (40%) One 3 hour examination (60%)</p> <table border="1" data-bbox="355 701 951 804"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>X</td> <td>X</td> </tr> <tr> <td>Exam</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	Essay	X	X	Exam	X	X
Assessment	LO 1	LO 2								
Essay	X	X								
Exam	X	X								
f	<p>Key learning resources</p> <p>Alter, R. <i>The Art of Biblical Narrative</i> (Basic Books, 1981) Bar-Efrat, S. <i>Narrative Art in the Bible</i> (Sheffield AP, 1989) Fokkelman, J.P. <i>Narrative Art in Genesis</i> (Van Gorcum, 1975) Sarna, N. <i>Genesis</i> (Jewish Publication Society, 1990) Trible, P. <i>God and the Rhetoric of Sexuality</i> (OBT 2) (Fortress, 1978) Van Seters, J. <i>Prologue to History. The Yahwist as Historian in Genesis</i> (W/JK, 1992) Von Rad, G. <i>Genesis OTL</i>, (SCM, 1961) Wenham, G.J. <i>Genesis vols 1&2</i> (Word, 1987)</p>									
g	<p>Additional background information</p> <p>Alexander, T.D. <i>Abraham in the Negev</i> (PP, 1997) Alexander, T.D. <i>From Paradise to the Promised Land, 2nd edition</i>, (PP, 2003) Anderson, B.W. <i>Creation in the Old Testament</i> (SPCK, 1984) Armerding, C E. <i>The Old Testament and Criticism</i> (Paternoster/Eerdmans, 1983) Blenkinsopp, J. <i>Introduction to the Pentateuch</i> (SCM, 1992) Bright, J. <i>History of Israel</i>³ (SCM, 1982) Childs, B S. <i>Introduction to the Old Testament as Scripture</i> (SCM, 1979) Clines, D.J.A. <i>The Theme of the Pentateuch</i>² (JSOT, 1997) Coats, G.W. <i>Genesis with an Introduction to Narrative Literature</i> FOTL (Eerdmans, 1983) Fishbane, M. <i>Text and Texture</i> (Schocken, 1979) Gunkel, H. <i>Genesis</i> (Mercer UP, 1997) Gunn, D.M. & Fewell, D.N. <i>Narrative in the Hebrew Bible</i> (Oxford: OUP, 1993) Hendel, R.S. <i>The Epic of the Patriarch</i> (Scholars Press, 1987) Hess/ Wenham et al <i>He Swore an Oath Biblical Themes from Genesis 12-50</i> 2nd</p>									

	<p>edition (PP, 1984)</p> <p>Jobling, D. <i>The Sense of Biblical Narrative. Structural Analyses in the Hebrew Bible II</i> JSOTSS 39 (Sheffield: JSOT Press, 1986) pp 17-43</p> <p>Matthews, K.A. <i>Genesis 1-11:26</i> (Broadman & Holman, 1996)</p> <p>Meyers, C. <i>Discovering Eve. Ancient Israelite Women in Context</i> (OUP, 1988)</p> <p>Millard/ Wiseman <i>Essays on the Patriarchal Narratives</i> (IVP, 1980)</p> <p>Pagolu, A. <i>The Religion of the Patriarchs</i> (Sheffield, 1998)</p> <p>Rendsburg, G.A. <i>The Redaction of Genesis</i> (Eisenbrauns, 1986)</p> <p>Rogerson, J.W. <i>The Pentateuch Sheffield Reader</i> (Sheffield, 1996)</p> <p>Syren, R. <i>The Forsaken First-Born</i> (JSOT, 1993)</p> <p>Thompson, T.L. <i>The Historicity of the Patriarchal Narratives: The Quest for the Historical Abraham</i> (de Gruyter, 1974)</p> <p>Tsumura, D.T. <i>The Earth and the Waters in Genesis 1 and 2</i> (Sheffield AP, 1989)</p> <p>Turner, L.A. <i>Announcements of Plot in Genesis</i> (JSOT, 1990)</p> <p>Van Seters, J. <i>Abraham in History and Tradition</i> (Yale UP, 1975)</p> <p>Van Seters, J. <i>The Pentateuch. A Social Science Commentary</i> (Sheffield, 1999)</p> <p>Westermann, C. <i>Genesis 1-11</i> (SPCK, 1981)</p> <p>Whybray, R.N. <i>The Making of the Pentateuch</i> (JSOT, 1987)</p>
	<p>Specialist resource requirements</p>

Psalms (Hebrew Text)

**Module
Descriptor**

1	SUMMARY MODULE INFORMATION	
a	Module title	Psalms (Hebrew Text)
b	SITS module code	UV610752
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jamie Grant 01349 780000 jamie.grant@uhi.ac.uk
h	Brief description of module	This module will focus on the exegesis of the Psalms based on the Hebrew text. It will deal with the questions of the theological interpretation of the Psalter and focus in some detail on questions of poetics, canonical form and hermeneutics.
i	Pre-requisites or co-requisites	None.
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).
l	Key learning resources	P.S. Johnston & D.G. Firth (eds.), <i>Interpreting the Psalms: Issues and Approaches</i> (Leicester: Apollos, 2005) P. W. Flint & P. D. Miller (eds.), <i>The Book of Psalms: Composition and Reception</i> . (VT Sup 99; Leiden: Brill, 2004)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To look in depth at the Hebrew text of the Psalter and to consider the key issues of the translation of poetry; 2. To examine questions of the formation of the book of Psalms, its reception and the evidence of the Qumran psalms manuscripts;

	<ol style="list-style-type: none"> 3. To consider in detail key questions of interpretation related to the Psalter (e.g. the imprecatory psalms and Christian ethics); 4. To examine in some depth the canonical structure of the Psalter in the MT and its place within the Hebrew Bible and the Old Testament; 5. To consider the theological application of the Psalms and their continuing relevance to the Christian community.
b	Intended learning outcomes
	<p>Students who successfully complete this module will be able:</p> <ol style="list-style-type: none"> 1. To translate freely from the poetics texts of the Psalter; 2. To identify and address the key issues of the interpretation and application of Hebrew poetic texts; 3. To exegete poems from the Psalter with an awareness of how they are impacted by their canonical context; 4. To reflect on the composition of the Book of Psalms; 5. To reflect upon and to relate issues raised by the Psalms to problems encountered in practical ministry.
c	Indicative content

Week	Indicative content	Translation & Exegesis
1	The Hebrew Psalter: An Introduction	
2	The Hebrew Psalter: Reception & the Qumran Documents	Psalms 8
3	The Hebrew Psalter: Place in the Jewish & Christian Canons	Psalms 1
4	Canonical Readings of the Psalter	Psalms 19
5	Poetics & Interpretation: Parallelism & Metaphor	Psalms 95
6	Poetics & Interpretation: Poetry, relevance theory & didactic purpose	Psalms 2
7	Poetics & Interpretation: Genre Theory	Psalms 89
8	Lament & Christian Spirituality	Psalms 73
9	Imprecation & Christian Ethics	Psalms 137
10	Royal Psalms & Christology	Psalms 110
11	Theological Interpretations of the Psalms	Psalms 94
12	A Theological Centre of the Psalter?	Psalms 93, 97
13	The Psalms in the NT & in Christian Tradition	Psalms 23

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	26 hrs or	17 %
Self-directed learning	124 hrs or	83 %
Total activity	150	100%

e	Assessment																		
	<p>Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> <th>LO 5</th> </tr> </thead> <tbody> <tr> <td>Exegesis</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Exam</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO 4	LO 5	Exegesis	x	x	x	x	x	Exam	x	x	x	x	x
Assessment	LO 1	LO 2	LO 3	LO 4	LO 5														
Exegesis	x	x	x	x	x														
Exam	x	x	x	x	x														

	LO4 will be met during teaching sessions.
f	Key learning resources
	<p>P.S. Johnston & D.G. Firth (eds.), <i>Interpreting the Psalms: Issues and Approaches</i> (Leicester: Apollos, 2005)</p> <p>P. W. Flint & P. D. Miller (eds.), <i>The Book of Psalms: Composition and Reception</i> (VT Sup 99; Leiden: Brill, 2004)</p>
g	Additional background information
	<p>Brueggemann, Walter 1995 <i>The Psalms and the Life of Faith</i>. Edited by P. D. Miller. Minneapolis: Fortress Press.</p> <p>Day, John <i>Psalms. OTG</i>. Sheffield: JSOT Press.</p> <p>Durham, John I. 1984 "The King as 'Messiah' in the Psalms." <i>RevExp</i> 81: 425-35.</p> <p>Grant, Jamie A. 2001 "Psalms 73 and 89: The Crisis of Faith." In <i>Praying by the Book: Reading the Psalms</i>, 61-86. Edited by C. G. Bartholomew and A. West. Carlisle: Paternoster Publishing. 2005 "The Psalms and the King." In <i>Interpreting the Psalms: Issues and Approaches</i>, 101-18. Edited by P. S. Johnston and D. G. Firth. Leicester: Apollos. 2006 "Singing the Cover Versions: Psalms, Reinterpretation and Biblical Theology in Acts 1-4." <i>SBET</i> 24/2.</p> <p>Gunkel, Hermann 1998 <i>Introduction to the Psalms: The Genres of the Religious Lyric of Israel</i>. Translated by James D. Nogalski. Macon: Mercer University Press.</p> <p>Heim, Knut M. 1995 "The Perfect King of Psalm 72: An 'Intertextual' Inquiry." In <i>The Lord's Anointed: Interpretation of Old Testament Messianic Texts</i>, 223-48. Edited by Philip E. Satterthwaite, Richard S. Hess and Gordon J. Wenham. Carlisle / GrandRapids: Paternoster Press / Baker Book House. 1998 "The (God-)Forsaken King of Psalm 89: A Historical and Intertextual Enquiry." In <i>King and Messiah in Israel and the Ancient Near East: Proceedings of the Oxford Old Testament Seminar</i>, 296-322. Edited by J. Day. JSOTSup 270. Sheffield: Sheffield Academic Press.</p> <p>Howard, David M. 1997 <i>The Structure of Psalms 93-100</i>. BJS/UCSD 5. Winona Lake: Eisenbrauns.</p> <p>Mays, James L. 1994 <i>The Lord Reigns</i>. Louisville: Westminster John Knox Press.</p> <p>McCann, J. Clinton 1993 <i>The Shape and Shaping of the Psalter</i>. JSOTSup 159. Sheffield: JSOT Press. 1993 <i>A Theological Introduction to the Books of Psalms</i>:</p>

	<p>The Psalms as Torah. Nashville: Abingdon Press.</p> <p>Miller, Patrick D. 1986 Interpreting the Psalms. Philadelphia: Fortress Press. 1995 "Kingship, Torah Obedience and Prayer." In <i>Neue Wege der Psalmenforschung</i>, 127-42. Edited by K. Seybold and E. Zenger. Freiburg: Herder.</p> <p>Mitchell, David C. 1997 The Message of the Psalter: An Eschatological Programme in the Book of Psalms. JSOTSup 252. Sheffield: Sheffield Academic Press.</p> <p>Sarna, Nahum M. 1993 On the Book of Psalms: Exploring the Prayer of Ancient Israel. New York: Schocken Books.</p> <p>Wagner, J. Ross 1999 "From the Heavens to the Heart: The Dynamics of Psalm 19 as Prayer." CBQ 61: 245-61.</p> <p>Wilson, Gerald H. 1985 The Editing of the Hebrew Psalter. SBLDS 76. Chico, CA: Scholars Press.</p> <p>Zenger, Erich "The Composition and Theology of the Fifth Book of the Psalter." JSOT 80: 77-102.</p> <p>Reference will also be made to the major commentaries on the Psalms.</p>
h	Specialist resource requirements

Quest for the Historical Jesus

**Module
Descriptor**

1	SUMMARY MODULE INFORMATION	
a	Module title	Quest for the Historical Jesus
b	SITS module code	UV610753
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jason Maston 01349 780000 jason.maston@htc.uhi.ac.uk
h	Brief description of module	This module constitutes a study of the Historical Jesus with attention given to a critical and historical study of the life of Jesus and its scholarly apparatus.
i	Pre-requisites or co-requisites	UV607159, UV607141
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment will consist of a 1,000 word book review weighted at 20%, and two 2500 word essays each weighted at 40%
l	Key learning resources	Theissen G. and A. Merz, <i>The Historical Jesus: A Comprehensive Guide</i> (London: SCM, 1998). Witherington, Ben. <i>The Jesus Quest</i> (Downers Grove, IL: IVP, 1997).
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To make the student comfortably familiar with the contours of the history of study of Jesus as an historical figure. 2. To expose the student to a wide range of potential sources for studying the historical person Jesus and to develop appropriate skills required for evaluating their value. 3. To enable the student to assess several important 'models' for understanding Jesus ('charismatic', 'prophet', 'healer', 'sage'). 4. To relate the 'Quest of the Historical Jesus' to the theology of the church.

b	Intended learning outcomes
	<ol style="list-style-type: none"> 1. To provide a brief summary of the course of 'the Quest of the Historical Jesus' from A. Schweitzer to the present. 2. To demonstrate critical skills in constructive evaluation of potential sources of knowledge about Jesus. 3. To explain how Jesus related to his first century Jewish context in social, religious and political terms. 4. To evaluate various recent scholarly presentations of Jesus and offer a personal presentation which builds on recent scholarship.
c	Indicative content

Week	Indicative content
	<u>Lecture</u>
1	Quest for the Historical Jesus
2	Sources about Jesus
3	Framework for Life of Jesus
4	Chronology and Geography of Jesus
5	Jesus as Charismatic Prophet
6	Jesus as Eschatological Prophet
7	Jesus as Healer and Exorcist
8	Jesus as Poet and Sage
9	Jesus and Judaism
10	Jesus and his Death
11	Jesus and the Resurrection
12	Jesus and Christology
13	The Historical Jesus and New Testament Theology
14	Revision
15	Essay Preparation

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face	26 hours
Video-conference (for remote students)	(26 hours)
Supported online learning	
Self-directed learning	124 hours
Total activity	150

e	Assessment										
	<p>In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.</p> <p>Summative assessment will consist of a 1,000 word book review weighted at 20%, and two 2500 word essays each weighted at 40%</p>										
	<table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO 4					
Assessment	LO 1	LO 2	LO 3	LO 4							

	<table border="1"> <tr> <td>Book Review</td> <td></td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <td>Essays</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	Book Review		x		x	Essays	x	x	x	x
Book Review		x		x							
Essays	x	x	x	x							
f	Key learning resources										
	<p>Theissen G. and A. Merz <i>The Historical Jesus: A Comprehensive Guide</i> (London: SCM, 1998)</p> <p>Witherington, Ben. <i>The Jesus Quest</i> (Downers Grove, IL: IVP, 1997).</p>										
g	Additional background information										
	<p>Baukhham, Richard. <i>Jesus and the Eyewitness: The Gospels as Eyewitness Testimony</i> (Grand Rapids: Eerdmans, 2008).</p> <p>Blomberg, C. <i>Interpreting the Parables</i> (Leicester: IVP, 1990).</p> <p>Borg, M. <i>Conflict, Holiness and Politics in the Teaching of Jesus</i> (2nd edition; Valley Forge: TPI, 1998).</p> <p>Charlesworth, J.H. <i>Jesus Within Judaism</i> (London: SPCK, 1989).</p> <p>Chilton, B. & Evans, C.A. <i>Studying the Historical Jesus</i> (Leiden: Brill, 1994).</p> <p>Crossan, J.D. <i>The Historical Jesus</i> (Edinburgh: T&T Clark, 1991).</p> <p>Crossan, J.D., <i>Jesus: A Revolutionary Biography</i> (San Francisco: Harper, 1994).</p> <p>Dawes, G.W. (ed.), <i>The Historical Jesus Quest</i> (Louisville: W/JKP, 1999).</p> <p>Dunn, J.D.G. <i>A New Perspective on Jesus: What the Quest for the Historical Jesus Missed</i> (London: SPCK, 2005).</p> <p>Funk, Hoover, et al. <i>The Five Gospels: The Search for the Authentic Words of Jesus</i> (New York: Macmillan, 1993).</p> <p>Jeremias, J. <i>New Testament Theology</i> (London: SCM, 1971).</p> <p>Meier, J.P. <i>A Marginal Jew</i> (4 vols; New York: Yale Doubleday, 1991, 1994, 2007, 2009).</p> <p>Newman, C.C. (ed.) <i>Jesus and the Restoration of Israel</i> (Downers Grove: IVP, 1999).</p> <p>Powell, M.A. <i>The Jesus Debate</i> (Oxford: Lion, 1998).</p> <p>Sanders, E.P. <i>Jesus and Judaism</i> (London: SCM, 1985).</p> <p>Schweitzer, A. <i>The Quest of the Historical Jesus: Complete Edition</i> (London: SCM, 2001).</p> <p>Strimple, R.B. <i>The Modern Search for the Real Jesus</i> (Phillipsburg: P&R, 1995).</p> <p>Stuhlmacher, P. <i>Jesus of Nazareth – Christ of Faith</i> (Peabody: Hendrickson, 1994).</p> <p>Twelftree, G.H. <i>Jesus the Miracle Worker</i> (Downers Grove: IVP, 1999).</p> <p>Vermes, G. <i>Jesus the Jew</i> (London: SCM, 1973).</p> <p>Witherington, B. <i>Jesus the Sage</i> (Edinburgh: T&T Clark, 1994).</p> <p>Witherington, B. <i>Jesus the Seer</i> (Peabody: Hendrickson, 1999).</p> <p>Wright, N.T. <i>Jesus and the Victory of God</i> (London: SPCK, 1996).</p>										
h	Specialist resource requirements										

1 Corinthians

Module Descriptor

1	SUMMARY MODULE INFORMATION	
a	Module title	1 Corinthians
b	SITS module code	UV610701
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jason Maston 01349 780000 jason.maston@htc.uhi.ac.uk
h	Brief description of module	This module constitutes a study of the First Epistle to the Corinthians with attention given to exegesis of the letter and its theological message.
i	Pre-requisites or co-requisites	UV608405 (Pauline Theology)
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment will consist of a 3,000 word essay and a three hour exam, each weighted at 50%
l	Key learning resources	Thiselton, A. <i>The First Epistle to the Corinthians</i> (NIGTC; Carlisle: Paternoster, 2000). Furnish, Victor Paul. <i>The Theology of the First Letter to the Corinthians</i> (NTT; Cambridge: CUP, 1999).
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To enable the student to interpret 1 Corinthians in its original historical setting. 2. To enable the student to demonstrate comfortable familiarity with the methods and resources required for Greek text exegesis. 3. To enable the student to appreciate the significance of 1 Corinthians for the Christian community today in respect of its theological and ethical teaching.
b	Intended learning outcomes
	<ol style="list-style-type: none"> 1. To clearly present an outline of the progression of Paul's thought in 1 Corinthians, noting distinctive literary and theological characteristics.

	<ol style="list-style-type: none"> 2. To carry out detailed analysis of selected sections of the Greek text of 1 Corinthians. 3. To recognise and describe the most important theological themes in the letter, and their relationship to matters of ethics and church order. 4. To discuss with sensitivity a range of modern views on various ethical, pastoral and theological issues, indicating contemporary application of 1 Corinthians, while maintaining the integrity of the historical document.
c	Indicative content

Week	Indicative content
1	Text of 1 Corinthians
2	1:1-31
3	4:1-21
4	4:1-21
5	Theology of 1 Corinthians
6	7:1-40
7	8:1-13
8	10:1-11:1
9	10:1-11:1
10	12:1-31a
11	12:1-31a
12	15:1-58
13	15:1-58
14	Revision
15	Exam Preparation

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face	26 hours
Video-conference (for remote students)	(26 hours)
Supported online learning	
Self-directed learning	124 hours
Total activity	150

e	<p>Assessment</p> <p>In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.</p> <p>Summative assessment will consist of a 3,000 word essay and a three hour exam, each weighted at 50%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>Exam</td> <td>x</td> <td>x</td> <td>x</td> <td></td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO 4	Essay			x	x	Exam	x	x	x	
Assessment	LO 1	LO 2	LO 3	LO 4												
Essay			x	x												
Exam	x	x	x													
f	<p>Key learning resources</p> <p>Thiselton, A. <i>The First Epistle to the Corinthians</i> (NIGTC; Carlisle: Paternoster,</p>															

	2000). Furnish, Victor Paul. <i>The Theology of the First Letter to the Corinthians</i> (NTT; Cambridge: CUP, 1999).
g	Additional background information
	<p>Barrett, C.K. <i>A Commentary on the First Epistle to the Corinthians</i> (A&C Black, 1968)</p> <p>Bruce, F.F. <i>I & II Corinthians</i> (Grand Rapids: Eerdmans, 1971)</p> <p>Carson, D.A. <i>Showing the Spirit: A Theological Exposition of 1 Corinthians 12-14</i> (Grand Rapids: Baker, 1987)</p> <p>Conzelmann, H. <i>1 Corinthians</i> (Hermeneia; Fortress, 1975)</p> <p>Dunn, J.D.G. <i>1 Corinthians</i> (NTG; Sheffield, 1997)</p> <p>Dunn, J.D.G. <i>Jesus and the Spirit</i> (London: SCM, 1975)</p> <p>Fee, G.D. <i>The First Epistle to the Corinthians</i> (Grand Rapids: Eerdmans, 1987)</p> <p>Fee, G.D. <i>God's Empowering Presence</i> (Peabody: Hendrickson, 1994)</p> <p>Furnish, V. P., <i>The Theology of the First Letter to the Corinthians</i> (New Testament Theology; Cambridge: CUP, 1999)</p> <p>George, Timothy. "Is Christ Divided?" in, <i>The Mark of Jesus: Loving in a Way the World Can See</i> (Chicago: Moody, 2005).</p> <p>Garland, David E. <i>1 Corinthians</i> (BECNT; Grand Rapids, MI: Baker, 2003).</p> <p>Goulder, Michael. "Libertines? (1 Cor. 5-6)," <i>NovT</i> 41 (1999): 334-48.</p> <p>Grudem, W. <i>The Gift of Prophecy</i> (Eastbourne: Kingsway, 1988)</p> <p>Hays, R.B. <i>First Corinthians</i> (Louisville: WJKP, 1997)</p> <p>Keener, Craig S. <i>1-2 Corinthians</i> (Cambridge: CUP, 2005).</p> <p>Klutz, Todd E. "Re-Readings 1 Corinthians after <i>Rethinking 'Gnosticism'</i>," <i>JSNT</i> 26 (2003): 193-216.</p> <p>Mitchell, M.M. <i>Paul and the Rhetoric of Reconciliation</i> (WJKP, 1991)</p> <p>Murphy-O'Connor, J. <i>St Paul's Corinth: Texts and Archaeology</i> (Wilmington: Michael Glazier, 1983)</p> <p>Rosner, B.S. <i>Paul, Scripture and Ethics: A Study of 1 Corinthians 5-7</i> (BSL; Grand Rapids: Baker, 1999 [1994])</p> <p>Rosner, Brian. "Temple Prostitution in 1 Corinthians," <i>NovT</i> 40 (1998): 336-51.</p> <p>Theissen, G. <i>The Social Setting of Pauline Christianity: Essays on Corinth</i> (London: SCM, 1982)</p> <p>Thiselton, A. <i>The First Epistle to the Corinthians</i> (NIGTC; Carlisle: Paternoster, 2000)</p> <p>Turner, M. <i>The Holy Spirit and Spiritual Gifts</i> (Carlisle: Paternoster, 1996)</p> <p>Winter, Bruce W. "Theological and Ethical Responses to Religious Pluralism – 1 Corinthians 8-10," <i>TynBul</i> 41 (1990): 209-26.</p> <p>Witherington, B. <i>Conflict and Community at Corinth</i> (Grand Rapids, MI: Eerdmans, 1994)</p>



Hermeneutics

Module
Descriptor

1	SUMMARY MODULE INFORMATION	
a	Module title	Hermeneutics
b	SITS module code	UV610735
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jamie Grant 01349 780000 jamie.grant@uhi.ac.uk
h	Brief description of module	This module will offer an entrance into the more technical aspects of the discipline of hermeneutics, thus providing the opportunity of acquiring a fuller understanding of the principles governing application of an ancient text.
i	Pre-requisites or co-requisites	None.
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).
l	Key learning resources	D. Jasper, <i>A Short Introduction to Hermeneutics</i> (Louisville: WJKP, 2004) G. Osborne, <i>The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation</i> (Nottingham: Apollos, 2006) Volumes 1 & 2 of the Scripture and Hermeneutics Series (C. G. Bartholomew, et al [eds.]). <i>Renewing Biblical Interpretation</i> (Carlisle: Paternoster, 2000) and <i>After Pentecost: Language and Biblical Interpretation</i> (Carlisle: Paternoster 2001)
m	Suitable for access via Learning Centres?	Yes.

2 MODULE DESCRIPTOR

a Aims

	<ol style="list-style-type: none"> 1. To critically trace the historical development of the discipline of hermeneutics. 2. To enable the student to gain comfortable familiarity with the terminology and methodology of hermeneutics. 3. To allow the student first-hand acquaintance and engagement with important scholarly contributions to the discipline. 4. To enable the student to use sound hermeneutical principles in the interpretation of biblical texts. 5. To engage with different approaches to literary interpretation, discourse, intertextuality (etc.). 6. To consider a variety of ideological and contextualised approaches to the application of the biblical text.
b	Intended learning outcomes
	<p>Students who successfully complete this module will be able:</p> <ol style="list-style-type: none"> 1. To clearly define 'hermeneutics', recognising the variety of uses of the word and discussing the primary characteristics of the discipline. 2. To discuss accurately and fairly recent scholarly contributions to the field of hermeneutics. 3. To demonstrate the significance of hermeneutics for biblical interpretation through worked examples. 4. To show awareness of the broad variety of literary approaches that enhance the reader's understanding of the biblical text. 5. To engage with a broad variety of ideological and contextualised hermeneutical approaches to the biblical text, assessing their relative merits.
c	Indicative content

Week	Indicative content
1	Defining 'Hermeneutics'
2	The Hermeneutical Challenge: Language & Historical Distance
3	The Hermeneutical Challenge: Culture & Worldview
4	Historical Overview of Hermeneutical Approaches
5	From Exegesis to Hermeneutics
6	Language Theory & Meaning
7	Locations of Meaning: Author, Text & Reader
8	Literary Approaches to the Text: Discourse Analysis & Rhetoric
9	Literary Approaches to the Text: Intertextuality & Ambiguity
10	Speech-Act, Reader-Response & Performative theories
11	Ideological Readings: Feminist & Liberation Readings of the Text
12	Contextualised Readings: African Hermeneutics
13	Hermeneutics & Homiletics

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	26 hrs or	17 %
Self-directed learning	124 hrs or	83 %
Total activity	150	100%

e	Assessment																		
	<p>Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO4</th> <th>LO5</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Exam</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO4	LO5	Essay	x	x	x	x	x	Exam	x	x	x	x	x
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Essay	x	x	x	x	x														
Exam	x	x	x	x	x														
f	Key learning resources																		
	<p>D. Jasper, <i>A Short Introduction to Hermeneutics</i> (Louisville: WJKP, 2004)</p> <p>G. Osborne, <i>The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation</i> (Nottingham: Apollos, 2006)</p> <p>Volumes 1 & 2 of the Scripture and Hermeneutics Series (C. G. Bartholomew, <i>et al</i> [eds.]). <i>Renewing Biblical Interpretation</i> (Carlisle: Paternoster, 2000) and <i>After Pentecost: Language and Biblical Interpretation</i> (Carlisle: Paternoster 2001)</p>																		
g	Additional background information																		
	<p>Bartholomew, C, C. Green & K. Möller (eds) <i>Renewing Biblical Interpretation</i> (Carlisle: Paternoster, 2000)</p> <p>Bray, G. <i>Biblical Interpretation, Past and Present</i> (Leicester: IVP, 1996)</p> <p>Conn, H. (ed.) <i>Inerrancy and Hermeneutic</i> (Grand Rapids: Baker, 1988)</p> <p>Grant, R. M. & David Tracy, <i>A Short History of the Interpretation of the Bible</i> (2nd edition; Philadelphia: Fortress, 1984)</p> <p>Green, J.B. (ed) <i>Hearing the New Testament</i> (Carlisle: Paternoster, 1995)</p> <p>Green, J. B., and M. Turner, <i>Between Two Horizons: Spanning New Testament Studies and Systematic Theology</i> (Grand Rapids: Eerdmans, 2000)</p> <p>Jeanrond, W. G., <i>Theological Hermeneutics</i> (London: Macmillan, 1991)</p> <p>Klein, W., C. Blomberg & R. L. Hubbard <i>Introduction to Biblical Interpretation</i> (Dallas: Word, 1993)</p> <p>Lampe, G, <i>The Cambridge History of the Bible</i> (Cambridge, 1976)</p> <p>Maier, G. <i>Biblical Hermeneutics</i> (Wheaton: Crossway Books, 1994)</p> <p>Silva, M. <i>Biblical Words and Their Meaning</i> (Grand Rapids: Zondervan, 1994)</p> <p>Silva, M. (ed.) <i>Foundations of Contemporary Interpretation</i> (Leicester: Apollos, 1998)</p> <p>Thiselton, A. <i>New Horizons in Hermeneutics</i> (Carlisle: Paternoster, 1992)</p> <p>Vanhoozer, K.J. <i>Is There a Meaning in this Text?</i> (Leicester: Apollos, 1998)</p> <p>Watson, F. <i>Text, Church and World</i> (Edinburgh: T&T Clark, 1994)</p> <p>Walton, J. H. & Hill, A. E., <i>Old Testament Today: A Journey from Original Meaning to Contemporary Significance</i> (Grand Rapids: Zondervan, 2004)</p> <p>Young, F., <i>The Art of Performance: Towards a Theology of Holy Scripture</i> (London: DLT, 1990)</p>																		

Biblical Theology 1

Module
Descriptor

1	SUMMARY MODULE INFORMATION	
a	Module title	Biblical Theology 1
b	SITS module code	UV610707
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jamie Grant 01349 780216 jamie.grant@uhi.ac.uk
h	Brief description of module	This module will provide an introduction to the history and methodology of the discipline of Biblical Theology. It will examine the primary characteristics of the field and discuss the standing of the discipline in contradistinction to both Biblical Studies and Systematic Theology.
i	Pre-requisites or co-requisites	None.
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).
l	Key learning resources	B. S. Childs, <i>Biblical Theology a Proposal</i> (Facets; Minneapolis: Fortress, 2002) S. Haffemann (ed.), <i>Biblical Theology: Retrospect and Prospect</i> (Leicester: Apollos, 2002) C. G. Bartholomew, et al (eds.), <i>Out of Egypt: Biblical Theology & Biblical Interpretation</i> (Carlisle: Paternoster, 2004)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> To encourage the student to critically reflect on the nature of the academic discipline of Biblical Theology. To enable the student to enter into dialogue with contemporary scholarship on

	<p>Biblical Theology.</p> <ol style="list-style-type: none"> 3. To develop skills in treating the biblical texts of Old and New Testaments both responsibly and creatively. 4. To familiarise the student with the central issues surrounding the relationship between the canons of Scripture. 5. To enable the student to consider questions of unity & diversity within the Bible. 6. To equip students in the observation of themes and to discuss their continuity and divergence between the testaments. 7. To reflect upon the idea of a central theme of the Bible.
b	Intended learning outcomes
	<p>Students who successfully complete this module will be able:</p> <ol style="list-style-type: none"> 1. To explain the character of Biblical Theology as a discipline distinct from other theological disciplines. 2. To trace the history of the discipline, providing informed comment on the various stages. 3. To describe fully and accurately the various issues that are at stake in the ongoing debate over the possibility of doing Biblical Theology and to provide reasoned comment on these issues in the light of contemporary scholarly literature. 4. To deal with the biblical text of both Old and New Testaments in a way that does justice both to the continuity and discontinuity between testaments, and to the rich diversity in the biblical documents. 5. To discuss knowledgeably the central issue of the hermeneutical relationship between Old and New Testaments.
c	Indicative content

Week	Indicative content
1	Introductory meeting
2	Definition and History of Biblical Theology
3	The Problem of the Canon
4	Biblical Theology or Biblical Theologies?
5	The New Testament's Use of the Old Testament
6	Salvation-History Approaches to BibTh: Vos/Westminster & Moore College
7	The Canonical Method & BibTh: B. S. Childs,
8	Development of the Canonical Method: C.R. Seitz & F. Watson
9	Alternative Approaches to BibTh: Barr and Brueggemann
10	Test Case 1: Beale's BibTh of Temple
11	Test Case 2: Moberly on the Akedah
12	Final discussion seminar

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	26 hrs or	17 %
Self-directed learning	124 hrs or	83 %
Total activity	150	100%

e	Assessment
	Summative assessment consists of one three-hour examination (60% of total mark) and one 3000 word essay (40% of total mark).

	Assessment	LO 1	LO 2	LO 3	LO4	LO5
	Exegesis	x	x	x	x	x
	Exam	x	x	x	x	x
f	Key learning resources					
	<p>B. S. Childs, <i>Biblical Theology a Proposal</i> (Facets; Minneapolis: Fortress, 2002)</p> <p>S. Haffemann (ed.), <i>Biblical Theology: Retrospect and Prospect</i> (Leicester: Apollos, 2002)</p> <p>C. G. Bartholomew, et al (eds.), <i>Out of Egypt: Biblical Theology & Biblical Interpretation</i> (Carlisle: Paternoster, 2004)</p>					
g	Additional background information					
	<p>Alexander, T.D & B. Rosner <i>New Dictionary of Biblical Theology</i> (Leicester: IVP, 2000)</p> <p>Baker, D.L. <i>Two Testaments, One Bible</i> (2nd edition; Leicester: Apollos, 1991)</p> <p>Balla, P. <i>Challenges to New Testament Theology: An Attempt to Justify the Enterprise</i> (Peabody: Hendrickson, 1998)</p> <p>Barr, J. <i>The Concept of Biblical Theology: An Old Testament Perspective</i> (London: SCM, 1999)</p> <p>Barr, J. "Biblical Theology" IDBSup 104-111</p> <p>Caird, G.B. <i>New Testament Theology</i> (Oxford: OUP, 1994)</p> <p>Carson, D.A. "Current Issues in Biblical Theology: A New Testament Perspective" <i>BBR</i> 5 (1995) 17-41</p> <p>Childs, B.S. <i>Biblical Theology in Crisis</i> (1970)</p> <p>Childs, B.S. <i>Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible</i> (London: SCM, 1992)</p> <p>Collins, J.J., <i>Encounters with Biblical Theology</i> (Minneapolis: Fortress, 2005)</p> <p>Goldsworthy, G. <i>According to Plan</i> (Leicester: IVP, 1991)</p> <p>Goppelt, L. <i>Typos – The Typological Interpretation of the Old Testament in the New</i> (Grand Rapids: Eerdmans, 1982)</p> <p>Harbin, M., <i>The Promise and the Blessing: A Historical Survey of the Old and New Testaments</i> (Grand Rapids: Zondervan, 2006)</p> <p>Hays, R.B. <i>Echoes of Scripture in the Letters of Paul</i> (New Haven: Yale UP, 1989)</p> <p>Moberly, R.W.L. <i>The Bible, Theology and Faith: A Study of Abraham and Jesus</i> (Cambridge: CUP, 2000)</p> <p>Morgan, R. <i>The Nature of New Testament Theology: The Contribution of William Wrede and Adolf Schlatter</i> (London: SCM, 1973)</p> <p>Ollenburger, B.E.A. Martens & G.F. Hasel <i>The Flowering of Old Testament Theology</i> (Winona Lake: Eisenbrauns, 1992) [Includes translation of Gabler's 1787 address.]</p> <p>Olson, D.T. "Biblical Theology as Provisional Monologization: A Dialogue with Childs, Brueggemann and Bakhtin" <i>BI</i> 6 (1998) 162-80</p> <p>Pokorný, P. "The Problem of Biblical Theology" <i>HBT</i> 15 (1993) 83-94</p> <p>Räsänen, H. <i>Beyond New Testament Theology</i> (London: SCM, 1990)</p> <p>Seitz, C. <i>Word Without End: The OT as Abiding Theological Witness</i> (Grand Rapids: Eerdmans, 1998)</p>					

	<p>Scobie, C.H.H. "The Challenge of Biblical Theology" <i>TynB</i> 42 (1991) 3-30</p> <p>Scobie, C.H.H. "The Structure of Biblical Theology" <i>TynB</i> 42 (1991) 163-94</p> <p>Scobie, C.H.H. <i>The Ways of our God: An Approach to Biblical Theology</i> (Grand Rapids: Eerdmans, 2002)</p> <p>Stendahl, K. "Biblical Theology, Contemporary" <i>IDB</i> 1:418-432</p> <p>Stuhlmacher, P. <i>How To Do Biblical Theology</i> (Allison Park: Pickwick, 1995)</p> <p>VanGemeren, W. <i>The Progress of Redemption</i> (Carlisle: Paternoster, 1995 [1988])</p> <p>Vos, G. <i>Biblical Theology</i> (Edinburgh: Banner of Truth, 1975 [1948])</p> <p>Watson, F. <i>Text and Truth</i> (Edinburgh: T&T Clark, 1997)</p>
h	Specialist resource requirements



Module
Descriptor

Biblical Theology 2

1	SUMMARY MODULE INFORMATION	
a	Module title	Biblical Theology 2
b	SITS module code	UV610708
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Jamie Grant 01349 780216 jamie.grant@uhi.ac.uk
h	Brief description of module	This module, building on Biblical Theology 1, provides opportunity for the student to engage in sustained theological analysis of biblical materials according to the principles worked out in the previous module. Thus the student has the opportunity to apply the various methodologies discussed in BibTh 1 to various biblical themes.
i	Pre-requisites or co-requisites	UV610707 (BS 402) Biblical Theology 1
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment consists of two seminar presentations written up into exegetical papers of 3,000 words (50% each)
l	Key learning resources	B. S. Childs, <i>Biblical Theology a Proposal</i> (Facets; Minneapolis: Fortress, 2002) S. Haffemann (ed.), <i>Biblical Theology: Retrospect and Prospect</i> (Leicester: Apollos, 2002) C. G. Bartholomew, et al (eds.), <i>Out of Egypt: Biblical Theology & Biblical Interpretation</i> (Carlisle: Paternoster, 2004)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	1. To provide an opportunity for the student to build on the work done in Biblical Theology 1 by developing sound theological treatments of biblical-theological topics

	<p>which take account of contemporary academic discussion.</p> <p>2. To allow the student to apply some of the methodologies discussed in Biblical Theology 1 and to assess their practical applicability when it comes to the treatment of the biblical text.</p>
b	Intended learning outcomes
	<p>Students who successfully complete this module will be able:</p> <ol style="list-style-type: none"> 1. Offer theological presentations of biblical material which demonstrate sensitivity to the unity and diversity of the biblical material, especially with regard to questions of continuity and discontinuity between the Testaments. 2. Integrate a broad range of scholarly methods and materials into their treatment of the biblical text. 3. To demonstrate a critical awareness of the strengths and weaknesses of a variety of methodological approaches to the text.
c	Indicative content

Throughout the 13 teaching weeks of the semester students will assess four themes from the list below, with three weeks being devoted to each topic. The pattern for each three week block is as follows:

- Week 1: Tutors present an overview of the biblical material related to the topic and suggest initial research sources.
- Week 2: Students presents their initial research findings and discuss questions of subject matter and method in more detail with the tutors and other students.
- Week 3: Students present their seminar paper on the topic followed by classroom discussion.

Themes for classroom discussion:

Creation	Sabbath	Temple
Eden/Paradise	The Nations	Covenant
Spirit	Word	City
Prophethood	Priesthood	Kingship
Marriage	Worship	Sacrifice

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	26 hrs or	17 %
Self-directed learning	124 hrs or	83 %
Total activity	150	100%

e	Assessment												
	<p>Summative assessment consists of two seminar presentations written up into exegetical papers of 3,000 words (50% each)</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO4</th> <th>LO5</th> </tr> </thead> <tbody> <tr> <td>Seminar papers</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO4	LO5	Seminar papers	x	x	x	x	x
Assessment	LO 1	LO 2	LO 3	LO4	LO5								
Seminar papers	x	x	x	x	x								

f	Key learning resources
	<p>B. S. Childs, <i>Biblical Theology a Proposal</i> (Facets; Minneapolis: Fortress, 2002)</p> <p>S. Haffemann (ed.), <i>Biblical Theology: Retrospect and Prospect</i> (Leicester: Apollos, 2002)</p> <p>C. G. Bartholomew, et al (eds.), <i>Out of Egypt: Biblical Theology & Biblical Interpretation</i> (Carlisle: Paternoster, 2004)</p>
g	Additional background information
	<p>Alexander, T.D & B. Rosner <i>New Dictionary of Biblical Theology</i> (Leicester: IVP, 2000)</p> <p>Baker, D.L. <i>Two Testaments, One Bible</i> (2nd edition; Leicester: Apollos, 1991)</p> <p>Balla, P. <i>Challenges to New Testament Theology: An Attempt to Justify the Enterprise</i> (Peabody: Hendrickson, 1998)</p> <p>Barr, J. <i>The Concept of Biblical Theology: An Old Testament Perspective</i> (London: SCM, 1999)</p> <p>Barr, J. "Biblical Theology" IDBSup 104-111</p> <p>Caird, G.B. <i>New Testament Theology</i> (Oxford: OUP, 1994)</p> <p>Carson, D.A. "Current Issues in Biblical Theology: A New Testament Perspective" <i>BBR</i> 5 (1995) 17-41</p> <p>Childs, B.S. <i>Biblical Theology in Crisis</i> (1970)</p> <p>Childs, B.S. <i>Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible</i> (London: SCM, 1992)</p> <p>Collins, J.J., <i>Encounters with Biblical Theology</i> (Minneapolis: Fortress, 2005)</p> <p>Goldsworthy, G. <i>According to Plan</i> (Leicester: IVP, 1991)</p> <p>Goppelt, L. <i>Typos – The Typological Interpretation of the Old Testament in the New</i> (Grand Rapids: Eerdmans, 1982)</p> <p>Harbin, M., <i>The Promise and the Blessing: A Historical Survey of the Old and New Testaments</i> (Grand Rapids: Zondervan, 2006)</p> <p>Hays, R.B. <i>Echoes of Scripture in the Letters of Paul</i> (New Haven: Yale UP, 1989)</p> <p>Moberly, R.W.L. <i>The Bible, Theology and Faith: A Study of Abraham and Jesus</i> (Cambridge: CUP, 2000)</p> <p>Morgan, R. <i>The Nature of New Testament Theology: The Contribution of William Wrede and Adolf Schlatter</i> (London: SCM, 1973)</p> <p>Ollenburger, B.E.A. Martens & G.F. Hasel <i>The Flowering of Old Testament Theology</i> (Winona Lake: Eisenbrauns, 1992) [Includes translation of Gabler's 1787 address.]</p> <p>Olson, D.T. "Biblical Theology as Provisional Monologization: A Dialogue with Childs, Brueggemann and Bakhtin" <i>BI</i> 6 (1998) 162-80</p> <p>Pokorný, P. "The Problem of Biblical Theology" <i>HBT</i> 15 (1993) 83-94</p> <p>Räisänen, H. <i>Beyond New Testament Theology</i> (London: SCM, 1990)</p> <p>Seitz, C. <i>Word Without End: The OT as Abiding Theological Witness</i> (Grand Rapids: Eerdmans, 1998)</p> <p>Scobie, C.H.H. "The Challenge of Biblical Theology" <i>TynB</i> 42 (1991) 3-30</p> <p>Scobie, C.H.H. "The Structure of Biblical Theology" <i>TynB</i> 42 (1991) 163-94</p> <p>Scobie, C.H.H. <i>The Ways of our God: An Approach to Biblical Theology</i> (Grand</p>

	<p>Rapids: Eerdmans, 2002)</p> <p>Stendahl, K. "Biblical Theology, Contemporary" <i>IDB</i> 1:418-432</p> <p>Stuhlmacher, P. <i>How To Do Biblical Theology</i> (Allison Park: Pickwick, 1995)</p> <p>VanGemeren, W. <i>The Progress of Redemption</i> (Carlisle: Paternoster, 1995 [1988])</p> <p>Vos, G. <i>Biblical Theology</i> (Edinburgh: Banner of Truth, 1975 [1948])</p> <p>Watson, F. <i>Text and Truth</i> (Edinburgh: T&T Clark, 1997)</p> <p>In addition to these texts which address primarily questions of method the student will interact with the secondary literature that focuses on the biblical themes under discussion (monographs, articles, commentaries etc.).</p>
h	Specialist resource requirements

Person and Work of the Holy Spirit

1	SUMMARY MODULE INFORMATION	
a	Module title	Person and Work of the Holy Spirit
b	SITS module code	UV610749
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Robert Shillaker 01349 780000 Robert.Shillaker@htc.uhi.ac.uk
h	Brief description of module	In this module we look at the doctrine of the Person and Work of the Holy Spirit. Beginning with the Person of the Spirit, we will deal with the ontological and Trinitarian issues which lie at the heart of any attempt to formulate this doctrine, not least the debate between the eastern and western churches over the <i>filioque</i> clause. The next part of the module will deal with the biblical description of the Work of the Spirit, specifically in relation to the application of redemption. We will deal with the <i>ordo salutis</i> , focussing particularly on union with Christ, thereby seek to understand the relationship between Christ and the Spirit in the accomplishment of salvation. The final part of the module will look at some of the controversial debates in relation to the Spirit such as the gifts of the Spirit and the phenomenon of the Pentecostal and charismatic movements.
i	Pre-requisites or co-requisites	UV609542
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment will consist of two essays of 3,000 words (50% each).
l	Key learning resources	Sinclair B. Ferguson <i>The Holy Spirit</i> (Leicester: IVP, 1996) George Smeaton <i>The Doctrine of the Holy Spirit</i> (Edinburgh: Banner of Truth, 1974 [or later])
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To deepen and expand students' knowledge of the Person and Work of the Holy Spirit, building upon the understanding of the doctrine of God gained in UV609542. 2. To highlight the key ontological issue in the doctrine, namely, the relation of the Spirit to the Father and the Son. 3. To explain the theological rationale for the work of the Holy Spirit in applying the death and resurrection of Christ to individual believers, as spelled out in the <i>ordo salutis</i>.
b	Intended learning outcomes
	<ol style="list-style-type: none"> 1 Demonstrate a depth of understanding of the intra-Trinitarian relationships, appropriate to honours' level study. 2 Express their view on the legitimacy or otherwise of the <i>filioque</i> clause as formulated in the historic Creeds and Confessions of the Church. 3 Articulate clearly a doctrine of the Work of the Holy Spirit which demonstrates nuanced understanding of the link between soteriology and pneumatology. 4 Formulate and defend an <i>ordo salutis</i> which is coherent and biblical. 5 Demonstrate critical interaction with the writings of theologians from several different perspectives
c	Indicative content
	<ol style="list-style-type: none"> 1 Scriptural teaching & Trinitarian issues 2 Seminar: George Smeaton, <i>The Doctrine of the Holy Spirit</i> (Edinburgh: Banner of Truth, 1958), 1-94; (1974, on), 1-99 3 Seminar: Meredith Kline, <i>Images of the Spirit</i> (Grand Rapids: Baker, 1980) 4 Christ: Incarnation, Baptism & Witness 5 Weinandy, <i>The Father's Spirit of Sonship</i> (Edinburgh: T & T Clark, 1995) and <i>Filioque</i> 6 Reading Week 7 Church: Pentecost, Evangelism & Sacraments 8 Seminar: <i>Federal Pneumatology of George Smeaton</i>, 1-7, [91-159,] 160-233. 9 Christian life: Union with Christ & Regeneration 10 Seminar: James D G Dunn, <i>Baptism in the Holy Spirit</i> (London: SCM, 1970) 11 Baptism, filling & sealing of the Holy Spirit 12 Seminar: Max Turner, <i>The Holy Spirit and Spiritual Gifts: Then and Now</i>, Max, 1947- (Carlisle: Paternoster, 1996), 286-359 Wayne Grudem, <i>The Gift of Prophecy : in the New Testament and Today</i> (Eastbourne: Kingsway, 1988), 191-252 John MacArthur, <i>Charismatic Chaos</i> (Grand Rapids: Zondervan, 1992), 184-299 George Mallone, <i>Those Controversial Gifts</i> (London: IVP, 1983), 1-95 13 Student Choice: <ol style="list-style-type: none"> 1. Holy Spirit and Scripture [if Doctrine of Scripture module not taken]; or 2. Gwyn Walters, <i>The Sovereign Spirit: The Doctrine of the Holy Spirit in the Writings of John Calvin</i> (Edinburgh: Rutherford House, 2009); or

	John Owen (ed. Sinclair Ferguson), <i>The Holy Spirit: His Gifts and Power</i> (Fearn: Mentor, 2004)					
d	Mode(s) of delivery and support for teaching and learning					
	Face-to-face/Video-Conferencing	26 hours or	17 %			
	Self-directed learning	124 hours or	83 %			
	Total activity	150	100%			
e	Assessment					
	Assessment	LO 1	LO 2	LO 3	LO 4	LO5
	Essay	x	X	x	x	X
	<p>In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.</p> <p>Summative assessment will consist of two essays of 3,000 words (50% each).</p>					
f	Key learning resources					
	Sinclair B. Ferguson <i>The Holy Spirit</i> (Leicester: IVP, 1996)					
	George Smeaton <i>The Doctrine of the Holy Spirit</i> (Edinburgh: Banner of Truth, 1974 [or later])					
g	Additional background information					
	Hendrikus Berkhof <i>The Doctrine of the Holy Spirit</i> (London: Epworth, 1965)					
	Donald Bloesch <i>The Holy Spirit: Works and Gifts</i> (Downers Grove: IVP, 2000)					
	James Buchanan <i>The Office and Work of the Holy Spirit</i> (London: Banner of Truth, 1966)					
	Victor Budgen <i>The Charismatics and the Word of God</i> (Welwyn: Evangelical Press, 1985)					
	J.D.G. Dunn <i>Baptism in the Holy Spirit</i> (London: SCM, 1970)					
	Gordon D. Fee <i>God's Empowering Presence</i> (Carlisle: Paternoster, 1994)					
	A.I.C Heron <i>The Holy Spirit</i> (Philadelphia: Westminster: 1983)					
	Veli-Matti Karkkainen <i>Pneumatology</i> (Grand Rapids: Baker, 2002)					
	Graham W.P. McFarlane <i>Christ and the Spirit</i> (Carlisle: Paternoster, 1996)					
	Donald Macleod <i>The Spirit of Promise</i> (Tain: CFP, 1986)					
	John McIntyre <i>The Shape of Pneumatology</i> (Edinburgh: T & T Clark, 1997)					
	Jurgen Moltmann <i>The Spirit of Life</i> (London: SCM, 1992)					
	Tom Smail <i>The Giving Gift</i> (London: Hodder & Stoughton, 1988)					
	Thomas Weinandy <i>The Father's Spirit of Sonship</i> (Edinburgh: T&T Clark, 1995)					
h	Specialist resource requirements					

Christian Ethics

1	SUMMARY MODULE INFORMATION	
a	Module title	Christian Ethics
b	SITS module code	UV610713
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Robert Shillaker 01349 780000 Robert.Shillaker@htc.uhi.ac.uk
h	Brief description of module	In this module we will begin by seeking a biblical rationale for Christian Ethics. We will then ask whether such a system of ethics, with its inherent concepts of truth and falsehood, right and wrong, good and bad, is possible in a postmodern, before examining the traditional debate between neonomianism and antinomianism. We will also discuss three significant modern areas, namely, bioethics, virtual morality and green ethics.
i	Pre-requisites or co-requisites	None
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment will consist of: two essays of 3,000 words (50% each).
l	Key learning resources	Norman L. Geisler <i>Christian Ethics</i> (Grand Rapids: Baker, 1989)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To apply the theological skills and methods learned in earlier modules to the study of Christian ethics. 2. To help students to apply the theological principles learned in earlier modules to concrete issues. 3. To demonstrate the ways in which biblical exegesis, theological reflection and

	pastoral considerations all impact on moral and ethical decision-making.												
b	Intended learning outcomes												
	<ol style="list-style-type: none"> 1. Articulate clearly the foundation principles of Christian ethics. 2. Compare and assess different ethical systems and identify strengths and weaknesses in each. 3. Demonstrate a familiarity with the main Christian responses to controversial ethical issues and cogently express personal conclusions. 4. Critically interact with the challenges to Christian ethics presented by postmodern, pluralist and relativist approaches. 												
c	Indicative content												
	<p>In this module we will begin by seeking a biblical rationale for Christian Ethics. We will then ask whether such a system of ethics, with its inherent concepts of truth and falsehood, right and wrong, good and bad, is possible in a postmodern age when a relativistic view of morality often prevails. We will explore this further by discussing concepts of law and commandment, examining the traditional debate between neonomianism and antinomianism. We will then focus on particular ethical areas, including the ethics of knowledge, personal ethics and corporate (or systemic) morality. We will also discuss three significant modern areas, namely, bioethics, virtual morality and green ethics.</p>												
d	Mode(s) of delivery and support for teaching and learning												
	Face-to-face/Video-Conferencing	26 hours or	17 %										
	Self-directed learning	124 hours or	83 %										
	Total activity	150	100%										
e	Assessment												
	<p>In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.</p> <p>Summative assessment will consist of: two essays of 3,000 words (50% each).</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>			Assessment	LO 1	LO 2	LO 3	LO 4	Essay	x	x	x	x
Assessment	LO 1	LO 2	LO 3	LO 4									
Essay	x	x	x	x									
f	Key learning resources												
	Norman L. Geisler <i>Christian Ethics</i> (Grand Rapids: Baker, 1989)												
g	Additional background information												
	<p>Dietrich Bonhoeffer <i>Ethics</i> (New York: Simon & Schuster, 1995) D.A. Carson <i>The Gagging of God</i> (Leicester: Apollos, 1996) Norman L. Geisler <i>Christian Ethics</i> (Grand Rapids: Baker, 1989) Robin Gill <i>A Textbook of Christian Ethics</i> (Edinburgh: T & T Clark, 1985) Stanley J. Grenz <i>The Moral Quest: Foundations of Christian Ethics</i> (Downers Grove: IVP, 1997) Walter C. Kaiser <i>Toward Old Testament Ethics</i> (Grand Rapids: Zondervan, 1992) John Murray <i>Principles of Conduct</i> (Grand Rapids: Eerdmans, 1991)</p>												

	Esther D. Reed <i>The Genesis of Ethics</i> (London: Darton, Longman & Todd, 2000) J.R.W. Stott <i>New Issues Facing Christians Today</i> (London: Marshall Pickering, 1999)
h	Specialist resource requirements

1	SUMMARY MODULE INFORMATION	
a	Module title	Reformed Theology
b	SITS module code	UV610754
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Dr. Robert Shillaker 01349 780000 Robert.Shillaker@htc.uhi.ac.uk
h	Brief description of module	In this module we look at Reformed theology, namely, the theological strand of the Protestant Reformation which derived principally from the work of John Calvin. We will contrast this with other contemporary expressions of the Protestant theology, before looking at its development. Finally we will show the continuing relevance of Reformed theology for the Church today.
i	Pre-requisites or co-requisites	none
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	Summative assessment will consist of one essay of 3,000 words (50%) and one three hour examination (50%)
l	Key learning resources	J. Calvin <i>Institutes of the Christian Religion</i> Battles edition (Philadelphia: Westminster Press, 1977) T. George <i>Theology of the Reformers</i> (Leicester: Apollos, 1988)
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1. To help students apply their theological skills through an in-depth study of one theological perspective, namely, Reformed theology. 2. To sketch the development of Reformed theology from Calvin to the present. 3. To demonstrate that Reformed theology is not only a theological system but a world

	and life view															
b	Intended learning outcomes															
	<ol style="list-style-type: none"> 1. Articulate the key differences between Lutheran, Anglican, Arminian and Reformed theology. 2. Compare and contrast the two main views concerning the development of Reformed theology. 3. Demonstrate a familiarity with the key theological elements of Reformed theology as formulated in the Confessional statements of the post-Reformation period. 4. Critically interact with the writings of key Reformed theologians. 															
c	Indicative content															
	<p>In this module we look at Reformed theology, namely, the theological strand of the Protestant Reformation which derived principally from the work of John Calvin. We will note the differences between Reformed theology and other contemporary expressions of the Protestant theology, including Lutheranism, before looking at its development. We will focus upon the differences between Reformed theology as expressed in the <i>Westminster Confession of Faith</i> and as expressed in Arminianism and Amyraldianism. We will then examine the debate between those who see 17th century Calvinism as a natural and legitimate development from Calvin's own theology and those who see it as a scholastic deviation. Finally we will show the continuing relevance of Reformed theology for the Church today.</p>															
d	Mode(s) of delivery and support for teaching and learning															
	<table border="1"> <tr> <td>Face-to-face/Video-Conferencing</td> <td>26 hours or</td> <td>17 %</td> </tr> <tr> <td>Self-directed learning</td> <td>124 hours or</td> <td>83 %</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total activity</td> <td>150</td> <td>100%</td> </tr> </table>	Face-to-face/Video-Conferencing	26 hours or	17 %	Self-directed learning	124 hours or	83 %				Total activity	150	100%			
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e	Assessment															
	<p>In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.</p> <p>Summative assessment will consist of one essay of 3,000 words (50%) and one three hour examination (50%)</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>Exam</td> <td>x</td> <td>x</td> <td>x</td> <td></td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO 4	Essay	x	x	x	x	Exam	x	x	x	
Assessment	LO 1	LO 2	LO 3	LO 4												
Essay	x	x	x	x												
Exam	x	x	x													
f	Key learning resources															
	<p>J. Calvin <i>Institutes of the Christian Religion</i> Battles edition (Philadelphia: Westminster Press, 1977)</p> <p>T. George <i>Theology of the Reformers</i> (Leicester: Apollos, 1988)</p>															
g	Additional background information															
	<u>General Volumes:</u>															

J. Calvin *Institutes of the Christian Religion* Battles edition (Philadelphia: Westminster Press, 1977)

W. Cunningham *The Reformers and the Theology of the Reformation* (Edinburgh: Banner of Truth, 1967)

W. Edgar *Truth in all its Glory* (Phillipsburg: P&R, 2004)

T. George *Theology of the Reformers* (Leicester: Apollos, 1988)

D.G. Hagopian (ed) *Back to Basics* (Phillipsburg: P & R, 1976)

H. Heppel *Reformed Dogmatics* (London: Wakeman Trust, n.d.)

A.T.B. McGowan (ed.) *Always Reforming* (Nottingham: Apollos, 2006)

A.T.B. McGowan 'Edinburgh to Westminster', in J. Ligon Duncan III (ed), *The Westminster Confession into the 21st Century* vol.1 (Fearn: Mentor, 2003), 187-212

A.T.B. McGowan "Was Westminster Calvinist?" in L. Quigley (ed) *Reformed Theology in Contemporary Perspective* (Edinburgh: Rutherford House, 2006), 46-65

A.E. McGrath *Reformation Thought* 2nd edition (Oxford: Blackwell, 1993)

D. McKay *The Bond of Love* (Fearn:CFP, 2001)

L. Quigley (ed.) *Reformed Theology in Contemporary Perspective* (Edinburgh: Rutherford House, 2006)

R.C. Sproul *The Heart of Reformed Theology* (London: Hodder & Stoughton, 1997)

Calvin/Calvinism debate:

Paul Helm "Calvin, English Calvinism and the Logic of Doctrinal Development" *SJT* 34 (1981) pp.179-185.

Paul Helm "Calvin and Natural Law" *SBET* 2 (1984), 5-22.

Paul Helm *Calvin and the Calvinists* (Edinburgh: Banner of Truth, 1982)

R.T. Kendall *Calvin and English Calvinism to 1649* (London: O.U.P, 1979).

A.T.B. McGowan *The Federal Theology of Thomas Boston* (Carlisle: Paternoster, 1997)

Holmes Rolston III *John Calvin versus the Westminster Confession* (Richmond: John Knox Press, 1972).

Holmes Rolston III "Responsible Man in Reformed Theology: Calvin versus the Westminster Confession" *SJT* 23 (1970), 129-156.

G.M. Thomas *The Extent of the Atonement* (Carlisle: Paternoster, 1997)

J.B. Torrance "The Covenant Concept in Scottish Theology and Politics and its Legacy" *SJT* 34 (1981), 225-243.

J.B. Torrance "Strengths and Weaknesses of the Westminster Theology" in *The Westminster Confession in the Church Today* A. Heron (ed) (St. Andrew Press, 1982).

J.B. Torrance "The Contribution of McLeod Campbell to Scottish Theology" *SJT* 26 (1973), 295ff.

The following all appeared *in Evangelical Quarterly* (55, April 1983)

Paul Helm "Calvin and the Covenant: Unity and Discontinuity", 65-81.

J.B. Torrance "The Incarnation and Limited Atonement", 83-94.

Tony Lane "The Quest for the Historical Calvin", 95-113

M.C. Bell "Calvin and the Extent of the Atonement", 115-123.
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Exploring Christian Spirituality

**Module
Descriptor**

1	SUMMARY MODULE INFORMATION	
a	Module title	Exploring Christian Spirituality
b	SITS module code	UV610775
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	(Rev) Dr. Innes Visagie 01349 780000 innes.visagie@htc.uhi.ac.uk
h	Brief description of module	An evaluation of and a critical engagement with the reality of current Christian Spirituality.
i	Pre-requisites or co-requisites	Introduction To Pastoral And Practical Theology
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	One 3,000 word essay, demonstrating skills of theological synthesis and critical evaluation in relationship to a contemporary issue in the field of Christian Spirituality - 70% A 2,000 report based on an empirical survey and critical evaluation of the spirituality of any specific Christian denomination of choice – 20% A personal journal of 1,000 words, demonstrating a maturing ability in the disciplines needed for productive self-reflection - 10%
l	Key learning resources	Adam, P. <i>Hearing God's Words: Exploring Biblical Spirituality (New Studies in Biblical Theology)</i> , (InterVarsity Press, 2004) Collins, K. J. (ed.) <i>Exploring Christian Spirituality: An Ecumenical Reader</i> (Grand Rapids: Baker Books, 2000) Bloesch, D. G. <i>Spirituality Old & New: Recovering Authentic Spiritual Life</i> , (IVP Academic, 2007) Rice, H. <i>Reformed Spirituality</i> (Louisville: Westminster/John Knox Press, 1991)
m	Suitable for access via Learning Centres?	Yes.

2	MODULE DESCRIPTOR	
a	Aims	
	<ol style="list-style-type: none"> 1. To enable students to develop a biblical theology of spirituality. 2. To expose students to the range of expressions of Christian spirituality in church history. 3. To enable students to evaluate some contemporary trends in spirituality, especially in the light of the rise of postmodernism. 4. To assist students in the development of their own spiritual maturity. 	
b	Intended learning outcomes	
	<p>Upon successful completion of this module you should be expected to:</p> <ol style="list-style-type: none"> 1. identify the main elements of a biblical theology of spirituality at a standard commensurate with honours level work 2. Demonstrate the ability to engage with and evaluate with fairness and integrity historical and/or contemporary spirituality movements, both within and outside the Christian church. 3. Devise appropriate criteria for such an evaluative process. 4. Engage in a theologically informed self-reflection on their (own) spiritual development. 	
c	Indicative content	
	<p>Spirituality, both within and out-with the Christian community, is currently a subject that provokes immense interest and discussion. Out-with the Church, the last decade or more has witnessed a meteoric rise in interest in the subject, whether this be at the level of “pop culture”, counselling training, health care education, the prevalence of “New Age” concepts and practices, environmentalism or alternative medicine. Within the Church, not least in its evangelical wing, the same period has seen a remarkable increase in the number of books, seminars, retreats, conferences and communities dealing with the subject and its implications. Many of these take us back to the roots of spirituality as found in the evangelical and reformed tradition.</p> <p>One of the key issues is that of definition. This module begins by defining spirituality by the development of a biblical theology of spirituality. We then seek to trace the elements of this biblical theology through different traditions of the Church, exposing the students to many primary sources in seminar work, with a particular focus on the evangelical and reformed tradition. The module then examines spirituality as it appears in some of its contemporary modes, using the materials developed earlier in the module to provide the basis for engaging in some critical theological reflection.</p> <p>While the main focus of the module is on Christian spirituality, we do spend some time comparing and contrasting this with alternative views, particularly as seen in the contemporary culture and in health care, and the impact of these developments on our own pastoral practice. Students will be required to engage with reading from the current “best seller list” of books on spirituality and/or alternative/complementary therapies. While we are doing all of these things, time is also taken to develop the student’s own spiritual awareness and self-reflective abilities through journal writing and small group work.</p>	

Week	Indicative content
1	Defining Spirituality

2	Spirituality and Scripture
3	Spirituality and Philosophical Roots
4	Spirituality and the Early Fathers; Latin Fathers; Eastern Fathers; Medieval West
5	Reformed Spirituality
6	The Celtic, Anglican & Methodist Spirituality
7	Evangelistic Spirituality
8	Current Spirituality: Orthodoxy, Roman Catholicism, Anglicanism and Methodist
9	Current Spirituality: Protestantism, Ecumenical Spirituality, Pentecostals, Charismatic Movement & Spirituality in a Post-Modern World
10	Spirituality and other Religions
11	Spirituality and Theology
12	Spirituality and the Trinity
13	Pastoral Applications of Spirituality
14	Revision
15	Essay Preparation

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	26 hours
Supported online learning	
Self-directed learning	124 hours
Total activity	150

e	Assessment
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Assessment	LO 1	LO 2	LO 3	LO 4
Essay	x	x	x	
Seminar		x	x	x
Reflection				x

One 3,000 word essay, demonstrating skills of theological synthesis and critical evaluation in relationship to a contemporary issue in the field of Christian Spirituality - 50%

A 2,000 word report based on an empirical survey and critical evaluation of the spirituality of any specific Christian denomination of choice – 30%

A personal journal of 1,000 words, demonstrating a maturing ability in the disciplines needed for productive self-reflection - 20%

f	Key learning resources
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Adam, P. *Hearing God's Words: Exploring Biblical Spirituality (New Studies in Biblical Theology)*, (InterVarsity Press, 2004)
Collins, K. J. (ed.) *Exploring Christian Spirituality: An Ecumenical Reader* (Grand Rapids: Baker Books, 2000)
Bloesch, D. G. *Spirituality Old & New: Recovering Authentic Spiritual Life*, (IVP Academic, 2007)
Rice, H. *Reformed Spirituality* (Louisville: Westminster/John Knox Press, 1991)

g	Indicative list
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Adam, P. *Hearing God's Words: Exploring Biblical Spirituality (New Studies in*

Biblical Theology), (InterVarsity Press, 2004)

Allen, D. *Spiritual Theology: The Theology of Yesterday for Spiritual Help Today* (Cambridge MA: Cowley Publications, 1997)

Bloesch, D. G. *Spirituality Old & New: Recovering Authentic Spiritual Life*, (IVP Academic, 2007)

Caldwell, J. *Intimacy with God* (Joplin: College Press Publications, 1992)

Callen, Barry L. *Authentic Spirituality* (Carlisle: PP, 2001)

Chan, S. *Spiritual Theology* (Downers Grove: IVP, 1998)

Collins, K. J. (ed.) *Exploring Christian Spirituality: An Ecumenical Reader* (Grand Rapids: Baker Books, 2000)

Davie, G. *Religion in Britain Since 1945*

Davie, G. *Religion in Modern Europe* (Oxford University Press, 2000)

De Reuver, A. *Sweet Communion: Trajectories of Spirituality from the Middle Ages through the Further Reformation* (Texts and Studies in Reformation and Post-Reformation Thought (Baker Academic, 2007)

Drane, J. *Cultural Change and Biblical Faith* (Carlisle: Paternoster 2000)

Drane, J. *What is the New Age Still Saying to the Church* (Marshall, Pickering, 1999)

Dreyer, A.; Burrows Mark, *Minding the Spirit: The Study of Christian Spirituality* (Baltimore: John Hopkins University Press, 2005)

Driskill, J. D. *Protestant Spiritual Exercises* (Harrisburgh: Morehouse Publications, 1999)

Foster, R. *Streams of Living Water: Celebrating the Great Traditions of the Christian Faith* (London: HarperCollinsReligious, 1999)

Godon, J. M. *Evangelical Spirituality From The Wesleys to John Stott* (London: SPCK, 1991)

Horton, M. H. *In the Face of God: The Dangers and Delights of Spiritual Intimacy* (Dallas: Word Publishing 1996)

Jones, C., Wainwright, G. and Yarnold, E. (Ed.) *The study of Spirituality* (London: SPCK, 1986)

Lovelace, R. F. *Renewal as a Way of Life: A Guide Book for Spiritual Growth* (Exeter: Paternoster Press, 1985)

McGrath, Alister E. *Christian spirituality: An introduction*. (Oxford: Blackwellpublishing, 1999)

Peterson, E. *The Contemplative Pastor: Returning to the Art of Spiritual Direction* (Grand Rapids: Eerdmans, 1990)

Rice, H. *Reformed Spirituality* (Louisville: Westminster/John Knox Press, 1991)

Rolheiser, R. *The Holy Longing: The Search for A Christian Spirituality* (New York: Doubleday – division of Random House, 1999)

Schaeffer, F. *True Spirituality* (London: Hodder and Stoughton, 1992)

	Sheldrake, P. A Brief History of Spirituality (Oxford: Blackwell Publisher, 2007)
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Christian Communication in a Postmodern World

Module
Descriptor

1	SUMMARY MODULE INFORMATION	
a	Module title	Christian Communication in a Postmodern World
b	SITS module code	UV610712
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	Rev. Dominic Smart 01349 780000
h	Brief description of module	This module pursues a biblical theology of communication in a postmodern world. Students who have found their interest sparked in earlier modules now have the chance to develop their thinking significantly.
i	Pre-requisites or co-requisites	None
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Blended learning with delivery face-to-face on site, remote learning using VC.
k	Assessment	One 4,000 word essay demonstrating skills of theological synthesis and critical evaluation in relationship to a contemporary issue (60%) Two 500-word book reviews demonstrating skills in critical analysis (10% each) Seminar participation, including preparedness in reading, willingness to contribute, maturity of contribution and evidence of personal insight (20%)
l	Key learning resources	Carson, D. A. (ed) <i>Telling the Truth</i> (Zondervan: 2000)
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> To enable students to develop a biblical theology of communication. To provide students with an overview of the history and development of

	<p>communication theory.</p> <p>3. To expose students to some of the issues that postmodern literary theory poses for biblical hermeneutics.</p> <p>4. To enable students to evaluate some contemporary Christian responses to the problems of communication in a postmodern environment.</p>												
b	Intended learning outcomes												
	<p>1. Describe and discuss the main elements of a biblical theology of communication at a standard commensurate with Honours level work.</p> <p>2. Demonstrate the ability to reflect theologically on current methods and theories of Christian communication.</p> <p>3. Synthesise appropriate responses to particular questions raised by the assumptions of postmodern literary theory.</p>												
c	Indicative content												
	<p>This module proceeds on two paths, in tandem. While students are developing a biblical theology of communication through seminar and discussion work, they are also being exposed to the history of communication theory and the rise of postmodernism through a series of extended lecture days. The biblical theology component of the module covers issues of communication inherent within the biblical narrative itself (e.g. creation, modes of revelation, covenant and sign, incarnation, proclamation etc.), and seeks to address the issues of communication in the widest biblical context. The lectures on communication theory cover classical formulations of the problem of communication, tracing the changes to the classical model seen through key developments (e.g. Laswell, Shannon-Weaver, Osgood and Schramm, McQuail etc.). The major features of postmodernity are then reviewed, giving way to an extended discussion of the rise of postmodern literary theory. The latter part of the module engages in theological reflection on particular aspects of Christian communication in a postmodern world. These are determined in part by the model developed in the biblical theology seminars, but could include issues such as the relevance of preaching, alternative modes of gospel communication, communication and community, communication and cultural identity, to name just a few.</p>												
d	Mode(s) of delivery and support for teaching and learning												
	<table border="1"> <tr> <td>Face-to-face/Video-Conferencing</td> <td>19.5 hours or</td> <td>13 %</td> </tr> <tr> <td>Self-directed learning</td> <td>130.5 hours or</td> <td>87 %</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total activity</td> <td>150</td> <td>100%</td> </tr> </table>	Face-to-face/Video-Conferencing	19.5 hours or	13 %	Self-directed learning	130.5 hours or	87 %				Total activity	150	100%
Face-to-face/Video-Conferencing	19.5 hours or	13 %											
Self-directed learning	130.5 hours or	87 %											
Total activity	150	100%											
e	Assessment												

Assessment	LO 1	LO 2	LO 3
Essay	x	x	x
Review	x	x	x
Participation	x	x	x

In FT and PT modes formative assessment will be partly informal through question-answer sessions in class and through both tutor and peer feedback at student-led seminars.

Summative assessment will consist of:

One 4,000 word essay demonstrating skills of theological synthesis and critical evaluation in relationship to a contemporary issue (60%)

Two 500-word book reviews demonstrating skills in critical analysis (10% each)

Seminar participation, including preparedness in reading, willingness to contribute, maturity of contribution and evidence of personal insight (20%)

f Key learning resources

Carson, D. A. (ed) *Telling the Truth* (Zondervan: 2000)

g Additional background information

Barthes, R. *Selected Writings* (Sontag, S. ed. London: Fontana, 1983)

Baudrillard, J. *Selected Writings* (Poter, M. ed. Cambridge: Polity Press, 1987)

Bartholemew, C. et. al (eds) *Renewing Biblical Interpretation* (Carlisle: Paternoster, 2000)

Carson, D. A. (ed) *Telling the Truth* (Zondervan: 2000)

Carson, D. A. *The Gaggling of God* (Leicester: Apollos, 1996)

Derrida, J. *Writing and Difference* (Bass, A. ed. Chicago: University of Chicago Press, 1978)

Fish, S. *Is There a Text in the This Class: The Authority of Interpretive Communities* (Cambridge Mass: Harvard University Press, 1980)

Hicks, P. *Transmission* (Leicester: IVP 1999)

Johnston, R. K. *Reel Spirituality: Theology and Film in Dialogue* (Grand Rapids: Baker, 2000)

Liotard, J-F. *The Postmodern Condition: A Report on Knowledge* (Bennington, G. & Massumi, B. trans., Minneapolis 1984)

Mangalwadi, V. *Missionary Conspiracy: Letters to a Postmodern Hindu* (Carlisle: OM Publishing, 1999)

Nash, R. H. *World Views in Conflict: Choosing Christianity in a World of Ideas* (Grand Rapids: Zondervan, 1992)

Newbigin L. *The Gospel in a Pluralist Society* (Grand Rapids: Eerdmans 1986)

	<p>Norrington, D. C. To Preach or Not to Preach: The Church's Urgent Question (Carlisle: Paternoster, 2000)</p> <p>Rorty, R. Contingency, Irony and Solidarity (Cambridge: Cambridge University Press, 1989)</p> <p>Stevens, R. P. The Abolition of the Laity: Vocation, Work and Ministry in a Biblical Perspective (Carlisle: Paternoster, 2000)</p> <p>Thomlinson, D. The Post-evangelical (Triangle/SPCK, 1998)</p> <p>Vanhoozer, K. Is there a meaning in this text? (Leicester: Apollos, 1998)</p> <p>Webber, R. Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World (Carlisle: Paternoster, 2000)</p>
h	Specialist resource requirements



Guided Reading (Theological Studies)

**Module
Descriptor**

1	SUMMARY MODULE INFORMATION	
a	Module title	Guided Reading
b	SITS module code	UV610734
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	15
g	Module leader and contact details (email, phone)	(Rev) Dr. Innes Visagie 01349 780000 innes.visagie@htc.uhi.ac.uk
h	Brief description of module	This module constitutes of a series of tutorials based on a number of assigned readings.
i	Pre-requisites or co-requisites	NA
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Students will embark on a number of assigned readings as directed by the course tutor. These reading will be discussed during tutorials where students will also present reviews and assignments.
k	Assessment	Summative assessment will consist of three tutorial papers, each of 2000 words written up in essay form. These are equally weighted (2 x 33% and 1 x 34%)
l	Key learning resources	To be directed by course tutor.
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<ol style="list-style-type: none"> 1 To enable students to have a sustained interaction with a major theme or scholar of their choice. 2 To demonstrate an appropriate methodology for reading and assessing a text.
b	Intended learning outcomes
	<ol style="list-style-type: none"> 1 Be able to articulate verbally the core content of the texts studied. 2 Be able to reach a fair and critical assessment of the texts studied on the basis of sustained theological reflection. 3 Have so developed a method of studying key texts as to enable further study beyond the course, with particular reference to postgraduate study.

	4 Have critically summarised in writing the texts studied and discussed this in tutorial sessions.
c	Indicative content

It is intended that this guided reading module will be available across the disciplines within the theological studies course and so the content will vary. The student will study a number of volumes and there will be between four and 10 sessions, each tutorial covering a discrete section of text(s).

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	8 hours
Supported online learning	
Self-directed learning	142 hours
Total activity	150

e	Assessment										
	Summative assessment will consist of three 2, 000 word essays, equally weighted (33.33% each).										
	<table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> </tr> </thead> <tbody> <tr> <td>Essays 1-3</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Assessment	LO 1	LO 2	LO 3	LO 4	Essays 1-3	x	x	x	x
Assessment	LO 1	LO 2	LO 3	LO 4							
Essays 1-3	x	x	x	x							
f	Key learning resources										
	NA										
g	Additional background information										
	NA										
h	Specialist resource requirements										



Module
Descriptor

Dissertation (Theological Studies)

1	SUMMARY MODULE INFORMATION	
a	Module title	Dissertation
b	SITS module code	UV610727
c	UHI Subject Network	Theology and Religious Studies
d	Exam board	B.A. (Hons.) Theological Studies
e	SCQF level	Level 10
f	SCOTCAT credit points	30
g	Module leader and contact details (email, phone)	(Rev) Dr. Innes Visagie 01349 780000 innes.visagie@htc.uhi.ac.uk
h	Brief description of module	This module constitutes a written dissertation on a topic agreed between a supervisor and a student. It can cover theology, biblical studies, church history, practical theology or interdisciplinary areas.
i	Pre-requisites or co-requisites	NA
j	Primary mode(s) of delivery and support (eg Face-to-face teaching, blended, block teaching, wholly online, etc)	Learning will include initial consultation with tutor on an agreed topic, self-directly learning, research and writing by the student, and interaction with the tutor during the course of researching and writing the dissertation.
k	Assessment	Summative assessment will consist of a single 10,000 paper (100%). A <i>viva voce</i> may be held at the discretion of the internal examiner.
l	Key learning resources	Booth, Wayne C., et. al., <i>The Craft of Research</i> (2nd edn; Chicago: University of Chicago Press, 2003). Murray R. <i>How to Write a Thesis</i> (Maidenhead, England: Open University Press, 2002). Vyhmeister, Nancy Jean. <i>Quality Research Papers: For Students of Religion and Theology</i> (Grand Rapids, MI: Zondervan, 2001). Knight, James and Tom Power, A Graham Library Guide to Biblical & Theological Research. Cited 06 Jan 07. http://www.trinity.utoronto.ca/Library/Theology/sevensteps.html Williams, Tyler. <i>Guidelines for Research Writing in Religion and Theology</i> . Cited 06 Jan 07. http://www.taylor-edu.ca/taylorsem/pdf/Writing%20Guidelines%20-%20SBL.pdf
m	Suitable for access via Learning Centres?	Yes

2	MODULE DESCRIPTOR
a	Aims
	<p>1. To provide students with the opportunity of, and responsibility for, undertaking an investigative project on their own over an extended period of nearly two semesters.</p> <p>2. To encourage further understanding of, and competence in, research methodology.</p> <p>This is achieved by making students responsible for:</p> <p>(a) selecting the relevant material and information.</p> <p>(b) organising the information systematically and developing logically the chosen theme and argument.</p> <p>(c) expressing clearly and accurately the collated information with its assessment.</p> <p>(d) developing the students ability to criticise data, including opinions and arguments in a reasonable and convincing manner.</p> <p>(e) using resources and skills already acquired in reading primary texts.</p>
b	Intended learning outcomes
	<p>1. Undertaken the relevant information search necessary for a dissertation of approx. 10,000 words</p> <p>2. Gained valuable experience of working on their own</p> <p>3. Improved their skills in learning to be selective, critical, and accurate in developing their project in a logical manner.</p> <p>4. Obtained considerable understanding of their chosen area of research.</p> <p>5. Gained a sense of achievement as they organise and complete a project within strict time limits.</p>
c	Indicative content

NA

d	Mode(s) of delivery and support for teaching and learning
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Face-to-face/Video-Conferencing	5 hours or	2.5 %
Supported online learning	... hours or	%
Self-directed learning	... hours or	97.5 %
Total activity	145	100%

e	<p>Assessment</p> <p>Summative assessment will consist of one 10, 000 word essay weighted at 100%.</p> <table border="1"> <thead> <tr> <th>Assessment</th> <th>LO 1</th> <th>LO 2</th> <th>LO 3</th> <th>LO 4</th> <th>LO 5</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table> <p>In the Assessment procedure the dissertation will be marked by the supervising tutor and then by a second tutor to be appointed by the Programme Leader. A viva voce may be held in the presence of the Programme Leader at the discretion of the internal examiner. The external examiner will see all the dissertations prior to the Examinations Board.</p>	Assessment	LO 1	LO 2	LO 3	LO 4	LO 5	Essay	x	x	x	x	x
Assessment	LO 1	LO 2	LO 3	LO 4	LO 5								
Essay	x	x	x	x	x								
f	<p>Key learning resources</p> <p>NA</p>												
g	<p>Additional background information</p> <p>Notes for Guidance</p> <p>a. <u>Choice and Approval of the Subject</u></p> <p>During the first two weeks of the third year, students should make contact with the tutor that specialised in the field of interest the student is interested in doing his/her dissertation. The purpose is to discuss arrangements for the dissertation. During these discussions, detailed advice will be given on matters such as choice of title, standard of work expected, and the possibility of an interdisciplinary dimension to the study. The initial choice is made by the student in discussion with the supervisor of the discipline concerned. In this discussion, a variety of things are considered including the student's intended destination on graduation. At the beginning of the first week of the first semester in the fourth year, the student presents a plan of his work to the supervisor which they will discuss together.</p> <p>If you are not sure which tutor to speak to you must make an appointment with the B.A. Programme Leader (Dr.Innes Visagie) for guidance in this regard.</p> <p>Please note that students wishing to do a dissertation in the area of Biblical Studies must have a good facility with the appropriate biblical language(s). This will normally mean that they have successfully completed the appropriate Hebrew and/ or Greek modules in Levels H1-H3.</p> <p>b. <u>Supervision of the Dissertation</u></p> <p>The following rules apply:</p> <p>(a) The subject and title of the dissertation are be chosen by the student in consultation with the supervisor.</p> <p>(b) Each student will be allocated a dissertation supervisor.</p> <p>(c) The supervisor is chosen on the basis of his expertise and area of teaching</p>												

which must relate as closely as possible to the student's title/subject.

(d) The supervisor's responsibilities include:

1. initially discussing possible subjects/titles with the student towards the end of the third year and in the first week of the fourth academic year prior to final approval of topic;
2. indicating resources for the research and stimulating the student in the organisation/presentation of the material;
3. meeting with the student regularly, that is, for one hour every three weeks, in order to monitor progress and discuss the project with the student;
4. to ensure that the project is submitted in the appropriate way and promptly.
5. to ensure that the dissertation is not the work of the supervisor;
6. normally draft written work submitted to the supervisor will be returned to the student within 10 working days.

(e) The student's responsibilities are:

1. to arrange a meeting with the supervisor at least every three weeks for 1 hour;
2. give evidence to the supervisor in these meetings that the project is developing with the presentation of new work;
3. when handing in new work to the supervisor this must be done at least 5 working days before the agreed meeting;
4. presenting the dissertation in a suitable form for examination;
5. the student must ensure that the dissertation is his/her own work.

c. Submission of the Dissertation

The completed dissertation must be submitted by the Thursday of week 10 in Semester 2.

The submitted piece of work, which will not be returned, need not be bound, but the pages must be held together adequately. An appropriate cover sheet should also be completed.

The dissertation will have, in the following order:

- * a title page indicating the full title
- * a contents page
- * an abstract summarising the nature of the work and the thesis in about 300 words.

In addition, the work should:

- * be typed, double-spaced, on one side of paper

	<ul style="list-style-type: none">* be on A4 paper* have the pages numbered consecutively* have Bibliographical references indicated by footnotes.
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