

Exploring Judaism, Christianity and Islam in Encounter (TMM2267)

Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To explore and engage with the worldviews of Judaism and Islam in relation to Christianity.

To reflect on issues of identity and diversity in multi-faith Britain, focusing on thematic and contextual issues around which communities are formed, such as sources of authority in faith communities and relationships to the divine.

Content:

The module content is studied from the perspective of encounter with, and experience of, diversity and includes:

Orientation to the facts and beliefs pertinent to Judaism and Islam, including interrogation of the concept of 'Abrahamic faiths' as a means of exploring a basis for shared dialogue.

Engagement with topics such as Replacement Theory and Supersessionism, multiculturalism, radicalism and religious extremism, gender issues in the Abrahamic faiths, Scripture, and Israel and Palestine today.

Learning Outcomes:	By the end of this module students will be able to Subject Knowledge [SSK 3] Articulate an understanding of the life and practice of Judaism and Islam especially in relation to the concept of 'Abrahamic faiths'. Describe, analyse and evaluate the complex issues of faith, culture and identity in multi-faith Britain especially in relation to the questions raised for the historical role of churches in their relations with Judaism and Islam. Subject Skills [SSS 3] Draw on theological resources to reflect on how such engagement affects their own understandings and practices of discipleship, mission and ministry, communicating their findings effectively. Key Skills [KS 1, 2, 3] Identify, gather, analyse and evaluate textual source materials for a range of purposes, and communicate their findings with clarity and fairness. Undertake a critical analysis of information and arguments, communicating these effectively in diverse contexts, showing critical awareness of their own beliefs, commitments and prejudices. Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.
Modes of Teaching and Learning:	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.
Learning Hours:	Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
Formative Assessment:	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment:	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.