

Biblical Perspectives on Social Justice and Equality (TMM2791)

Module Level:	5
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM1721 Biblical Perspectives on Social Justice and Equality

Aims:	<p>To enable students to understand a range of biblical conceptions of social justice and equality.</p> <p>To enable students to make critical and informed connections between biblical texts and current thinking on social justice and equality. This may make particular reference to one or more fields such as Community Development thinking.</p> <p>To encourage students to explore what it means to work for social justice and equality by:</p> <ul style="list-style-type: none">• Celebrating the strengths, skills and assets in communities• Acknowledging and challenging inequalities, injustices and imbalances of power• Promoting human and civil rights and responsibilities
-------	---

Content:	<p>This module offers:</p> <p>Critical engagement with biblical thinking on the themes of social justice and equality.</p> <p>A range of approaches in contemporary biblical scholarship to the themes of social justice and equality, including socio-political readings.</p> <p>An in-depth engagement with particular biblical texts.</p> <p>An exploration of some contemporary thinking on social justice and equality, and analysis of how this may relate to biblical texts.</p>
----------	---

Learning Outcomes:	By the end of this module students will be able to
--------------------	--

Subject Specific Knowledge [SSK1]

Analyse a range of approaches to reading the Bible in the context of socio-political engagement.

Engage in detail with selected Old and New Testament texts addressing issues of social justice and equality, and articulate the texts'

significance for church and community contexts and the questions to which they give rise.

Subject Specific Skills [SSS1]

Apply different approaches to reading and interpreting biblical texts addressing issues of social justice and equality, communicating these with relevance and sensitivity.

Key Skills [K3 1,2,3]

Identify, gather and evaluate source materials for a range of purposes.

Undertake a critical analysis of information and arguments, communicating these effectively, showing critical self-awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time and 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'
Contact Hours:	Contact hours to be specified by each TEI using the 'Guidelines for Contact 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 programmes.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.