

## Christian Faith and the Environment (TMM41820)

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Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

**Aims:**

To enable students to explore Christian understandings of environmental problems and, more fundamentally, the relationship between the earth, humankind, and other species.

To explore connections between themes from biblical theology, and the ministry and mission of Christians and the local church.

**Content:**

Exploration of selected environmental issues and their relation to social justice.

Christian environmental ethics in the context of church history and in comparison with secular environmentalism, raising questions of value and anthropocentrism.

Exploration of selected themes from biblical theology (creation, the Promised Land, dominion, sin and curse, covenant, the Law, the Kingdom of God, the good news and eschatology) from the perspective of relations between the earth, humankind, and other species.

Ministry in the congregation and social justice, lifestyle, and politics. Illustrations from mission agencies, including specialist Christian ecological ministries, and the environmental dimension of all relief and development.

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

**Subject Knowledge [SSK 1, 3]**

Demonstrate a detailed knowledge and analysis of at least one issue in the field of environment and sustainability.

Analyse and critically evaluate interpretations of biblical texts from the perspective of environmental concerns.

Critique and evaluate a range of Christian approaches to engaging with environmental issues in practice.

**Subject Skills [SSS 1, 3]**

Reflect theologically on a particular environmental issue in a sophisticated and rigorous manner, including identifying an appropriate practical Christian response.

**Key Skills [KS 1, 2, 3]**

Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness and imagination to specialist and non-specialist audiences.

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.

Exercise their independent learning skills to pursue further professional development or academic study.

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 postgraduate modules.

Indicative Reading

Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for postgraduate modules.