Introduction to Disability Theologies (TMM2397)

Module Level: 5

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To develop students' knowledge and understanding of disability theologies, with their theological, contextual, and social dimensions.

To enable students to evaluate and analyse arguments within disability theologies and to use them creatively within ministry settings.

To enable students to understand some of the key biblical and hermeneutical questions behind disability issues.

To help students integrate thinking about disability into their own ministerial practice.

Content: Models and critiques of disability theologies.

Disability in the Bible and the use of a disability hermeneutical lens.

Discussion of selected theological themes relevant to disability such as issue of human personhood (e.g. imago dei, embodiment), vulnerability, power dynamics, prayer, and healing.

Pastoral questions around the inclusion of those with disabilities in the life, ministry, and mission of the church.

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

Subject Specific Knowledge [SSK2]
Describe and analyse one or more key questions in disability theologies, and the controversies around them, and explain how they relate to aspects of faith, Church, and society.

Subject Specific Skills [SS3]
Apply knowledge of disability theologies to one or more complex contexts, evaluating their impact on the life and ministry of the Church.

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 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.