Selected Topic in Church History (TMM2877)

Module Level:	5
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None

Aims:

To enable students to gain a critical understanding of a selected topic in church history, e.g. the contents and contexts of a major confession or council; a key theological or ecclesial movement; the historical development of a significant theological topic or controversy in its entirety or during a specific period.

To nurture students' ability to read, analyse and evaluate primary historical sources.

To enable students to develop critical awareness of historical methods.

To enable students to make connections between historical movements or traditions and contemporary life and thought.

To enable students to integrate critical historical thinking further into their own spiritual formation and ministerial development.

Content:

This module offers students an in-depth introduction to a selected key topic in the history of the church not covered in detail elsewhere in the student's programme, and will include:

Study of relevant primary texts (in translation where not originally in English) and other sources (e.g. art, liturgy, hymnody or material evidence), where applicable.

Consideration of the connections between this topic and contemporary church practice and experience.

Learning Outcomes:

By the end of this module students will be able to

Subject Specific Knowledge [SSK 2]

Give a detailed account and analysis of a major development in Christian history, in its historical contexts.

Discuss intelligently one or more key questions and issues in contemporary scholarly debate about that development.

Subject Specific Skills [SSS 3]

Draw on key aspects of the historical and theological study undertaken to develop a critical analysis of at least one issue faced by the contemporary church.

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

Identify, gather, analyse 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, 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 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 undergraduate modules.