

## Christology: Encountering Jesus of Nazareth

7.1 Module									
<b>Module Number</b>		<b>Module Title</b>	Christology: Encountering Jesus of Nazareth						
<b>Stage of Principal Programme</b>			<b>2</b>	<b>Semester</b>	<b>1</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	E Core	<b>Hours of Learner Effort / Week</b>	<b>2.3</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent, self-directed reading</li> </ul>					✓	49			
<ul style="list-style-type: none"> <li>Research and Completion of Assessments</li> </ul>					✓	48			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Theology or closely cognate area
Tutor	A minimum level 9 qualification in Theology or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>100%</b>	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>N</b>	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Critically discuss the historical figure, Jesus of Nazareth, and its role at the origin of Christianity.	<b>2, 6</b>

2. Examine and evaluate the so-called 'quests' of the historical Jesus.	<b>2, 7</b>
3. Examine and appraise various approaches and interpretations of the resurrection.	<b>3</b>
4. Study the historical development of Christology.	<b>2</b>

### 7.3 Indicative Module Content, Organisation and Structure

The aim of this module is to provide an introduction to the critical issues and theoretical frameworks for understanding how one encounters Jesus of Nazareth. It will explore contemporary debates and methods of historical enquiry as they emerge in the various quests for the historical Jesus. Special attention will be given to the parameters of an intellectually rigorous and credible discourse on the resurrection. An historical overview will focus on the early Church, the formative controversies, and their development in classical Christological discourse. Learners will read and critically reflect on a number of Christology texts. The module will also explore representation of Jesus in film, literature, and contemporary culture. This module will, in addition, introduce learners to a range of skills that draw on narrative analysis, rhetorical analysis, cultural anthropology, etc., as per the directives of the Pontifical Biblical Commission.

Below is an indicative structure of the module content:

- Encountering Jesus of Nazareth:
  - The Quests for the Historical Jesus;
  - Christological debates of the early Church Councils;
  - The Preaching and Ministry of Jesus;
  - The Easter Tradition;
  - African, Asian, and Feminist Christologies.
  - Christ-figures in Literature and Film

This module is delivered through both lectures and tutorials. The lectures are primarily used for the delivery of content, while the tutorials facilitate the development of individual skills of reading and analysis.

The content of the module will address the programme themes of intersection

This exploration of contemporary feminist, African, and Asian case studies in Christology and social justice issues in the context of traditional biblical texts, addresses intersectionality.

### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

### 7.5 Specific module resources required *(if applicable)*

N/A

### 7.6 Application of programme teaching, learning and assessment strategies to this module

Lectures will be delivered in two-hour lectures over a twelve-week period. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Lectures will facilitate the development of individual skills through critical reading and interpretation of recommended Christology texts on topics including the 'Quests of the Historical Jesus,' 'The Kingdom of God,' 'Council of Chalcedon,' 'The Arian Controversy,' and 'Liberation Theology.' In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type (VLE audio-visual/apps/podcasts; visual and infographic guides to the Bible available in the library), in addition to hard copy and on-line reading, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

**Assessments:**

**In-Class Quiz:** The quiz ensures that the learners have learned the basic facts and principles necessary to engage with the ideas in this module. In addition, the quiz encourages attendance and engagement in lectures. (MIMLO 2).

**Mind-Map:** This assessment allows learners to visually express their research for the essay. The use of this form of assessment is in line with the programmes' focus on UDL. (MIMLOs 1 and 4).

**Essay:** The essay is linked to the Mind-Map in that learners must incorporate feedback from the Mind-Map assignment into their essay. This format is in line with the UDL principle of Scaffolding Learner Learning, and it also has the advantage of reducing the likelihood of AI misuse (MIMLO1, 3, and 4).

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2	<b>In-Class Quiz</b> 15% for three in-class quizzes worth 5% each throughout the course. The quizzes will be every two weeks for the first six weeks of the module. The quizzes will be based on the assigned tutorial readings and will explore the various stages of the Quests for the Historical Jesus.	15%
1, 4	<b>Mind-Map</b> For this assignment learners are required to design a Mind-Map that presents the research they are doing for their essay. The Mind-Map is to be submitted during week 8 of the module.	15%
1, 3, 4	<b>Essay:</b> The essay (c. 2,000-2,500 words) is to be submitted one week after the end of the course. The essay will be a critical exploration on one of five essay titles. Learners will also have to opportunity to modify their essay title according to their own interest in Christology; the new title must be agreed with the lecturer.	70%

7.8 Sample Assessment Materials
<p>This module is assessed by 100% continuous assessment. Continuous assessment is broken down as follows:</p> <p>In-Class Quizzes (15%) – Week 2, 4, and 6            Mind-Map (15%) – Week 8            Essay (70%) – Week 13</p> <p><b>In-Class Quiz (15%)</b>            This will be a short ten-question quiz based on reading material assigned during the first three weeks of the module.</p> <p><b>Mind-Map (15%)</b>            The Mind-Map will be based on the essay the learner chooses to do.</p> <p><u>Sample Assignment:</u>            Design a Mind-Map (A3 size) that explores and visually presents the topic of your essay.</p> <p><b>Essay (70%)</b>            Learners will be given five essay title to choose from.</p> <p><u>Sample Essay Titles:</u></p> <ol style="list-style-type: none"> <li>1. The impact of the Council of Chalcedon on the Development of Christology</li> <li>2. The Resurrection in the writings of a Contemporary Catholic Theologian</li> <li>3. The Arian Controversy</li> <li>4. The Incarnation and Sexuality of Christ in Contemporary Art</li> </ol>

## 5. The First Quest for the Historical Jesus

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

### 7.9 Indicative reading lists and other information resources

#### **Indicative Core Reading:**

*Thinking of Christ: Proclamation, Explanation, Meaning*, ed. by Tatha Wiley (London: Continuum, 2003)

Clogher, Paul, 'The Jesus Film and Tradition: A Hermeneutical Reflection', in *Gregorianum* 94.1 (2013), 119-40.

Rausch, Thomas P., *Who is Jesus? An Introduction to Christology* (Collegeville, Minnesota: Liturgical Press, 2003)

Johnson, Elizabeth, *Consider Jesus: Waves of Renewal in Christology* (New York: Crossroads, 1990).

#### **Other Reading:**

Lane, Dermot, *Christ at the Centre: Selected Issues in Christology* (Dublin: Paulist Press, 1990)

Pontifical Biblical Commission, *The Interpretation of the Bible in the Church* (23 April, 1993)

Steinberg, Leo, *The Sexuality of Christ in Renaissance Art and in Modern Oblivion*, 2nd edn (Chicago: University of Chicago Press, 1996)

Tóibín, Colm, *The Testament of Mary* (New York: Scribner, 2012)

#### **Essential Viewing:**

*Jesus of Montreal, The Last Temptation of Christ, Silence, The Life of Brian, Alien*