

## The Bible: Interpretation & Inspiration

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	The Bible: Interpretation and Inspiration						
<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>					✓	42			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessments</li> </ul>					✓	55			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	Introduction to Theology	
<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>	<b>Staff - Learner Ratio X:Y</b>
Lecturer/Tutor	A minimum level 9 qualification in Theology or closely cognate area	1:120
Tutor	A minimum level 9 qualification in Theology or closely cognate area	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> <b>On completion of this module a learner will be able to:</b>	<b>Related MIPLO #</b>
1. Locate, read and analyse biblical texts.	<b>2</b>

2. Demonstrate competency with the use of biblical atlases and online bible mapping resources.	<b>2</b>
3. Understand the identification of the Bible as a classic.	<b>2</b>
4. Understand the technical genre of biblical exegesis and demonstrate competency with biblical research tools and methods.	<b>3</b>

### 7.3 Indicative Module Content, Organisation and Structure

This module will provide learners with an understanding of how Ancient Near Eastern contextual issues (geography, language, politics, religion and society) influence the understanding of God then, and now. Learners will become familiar with the historical geography of the biblical lands and will demonstrate competency with the use of biblical atlases and online bible mapping resources. This will include particular focus on the historical and cultural context of the Book of Ruth, with an introduction to the Women's Bible.

Learners will also understand both the identification of the Bible as a classic, and its modes of interpretation as Scripture, examining how the various literary forms in the Bible have inspired and been interpreted through language and the creative arts, with particular focus on the Song of Songs, Psalms, and the Birth Narratives. The structure of the module will allow learners to build upon their Stage 1 theology modules, to now develop an understanding of the technical genre of biblical exegesis and demonstrate their competency with biblical research tools and methods.

Lecture topic Outline:

- The Historical-Critical Method of, and Feminist Approach to, Biblical Interpretation
- Historical Geography of the ANE
- The Bible and Family in ANE Society (the Book of Ruth; the Akedah and its cultural interpretation)
- The Bible and Sexuality (the Song of Songs, and its cultural interpretation)
- The Psalms and their cultural interpretation
- The Political and Religious World of the New Testament
- Paul and Letter Writing in the NT World (Acts; Philemon; Romans)
- The Bible, the Nativity and its cultural interpretation

Tutorial Topic Outline:

- guidance and instruction on identifying and preparing a biblical text for exegesis
- guidance and instruction on writing the exegetical essay
- close reading of Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*, (Rome: Editions Pauline, 1993), Parts A and E.
- consideration of the Synoptic Problem in the Resurrection accounts in the four Gospels.

The content of the module will address the programme themes of equality, inclusion, and digital transformation, among other SDGs, and is research-led. This content addresses intersectionality by introducing the exploration and studying of traditional biblical texts and imagery through both the historical-critical and feminist lens, reflecting on biblical texts and imagery in the context of contemporary cultural representations of the Bible.

### 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, with tutorial support. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process.

In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type (Moodle 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. Lectures will include formative use of laminated bible maps noting the location / routes / topography of the biblical passage in the previous lecture. These can be photographed and saved by the Learner, before wiping clean prior to its next use (MIMLO 2).

There may be an opportunity for learning outside the classroom with a Field Trip to Dublin's Chester Beatty Library's collection of biblical papyri. Assessment employs different instruments to include digital, verbal and written formats, with assignments providing a variety of modes of engagement. The Presentation provides feed-forward for its final submission. The essay ought to limit intrusion of AI in its writing.

Assessment for the module consists of 100% continuous assessment as follows:

### **Bible Map Project (20%):**

This assessment is linked to the Lecture topics, Essay, and readings and work done in tutorials. This assesses the learner's ability to read and analyse biblical texts and use both hard copy and online biblical atlases; and assesses the Learner's digital skills and ability to use current biblical geography and online research and mapping technology. Hardcopy submission (MIMLO 1, 2, 4).

### **Infographic (20%)**

This assessment is on the Learner's understanding of the Bible as a Classic (10%), with marks also allocated to the learner's use of poster-making apps: (10%). This assesses the learner's critical understanding of the characteristics of a classic, and how the Bible can be considered as such, with examples; while also assessing the learner's digital skills. Electronic submission (MIMLO 1, 3, 4).

### **Essay (60%)**

A 1500-word essay assesses the learner's ability to find, read and critically analyse an assigned biblical text, and apply exegetical research tools and methods to produce a technically correct exegetical essay. The essay will be assessed using the Written Assessment Marking Criteria Guidelines for this module and should use the MHRA style for referencing. Turnitin submission (MIMLO 1, 4).

## 7.7 Summative Assessment Strategy for this module

<i>MIMLOs</i>	<i>Technique(s)</i>	<i>Weighting</i>
<b>1, 2, 4</b>	<b>Bible Map Project</b> This assessment necessitates the learner identifying relevant biblical texts and associated geographical locations of narratives and/or events, which then must be pinned on a map using free online tools.	<b>20%</b>
<b>1, 3, 4</b>	<b>Infographic</b> This assessment requires the learner's use of free poster-making apps to prepare an Infographic identifying how the Bible can be interpreted as a 'classic'. Learners must select examples of its diverse literary forms, and/or exploration of universal themes, and/or well-developed characters. They ought to illustrate its influence on art, music or literature and/or its historical or cultural impact and ability to resonate with readers across time and cultures.	<b>20%</b>
<b>1, 4</b>	<b>1500-word Exegetical Essay</b> This assessment requires the learner to find, read and critically analyse an assigned biblical text, and apply exegetical research tools and methods to produce a technically correct exegetical essay. Learners will use the examples and guidance provided in the tutorial support.	<b>60%</b>

## 7.8 Sample Assessment Materials

Assessment will be composed of three parts:

### 1. A map project using online resources and apps

Sample Choice:

Using an app:

- map and give a biblical reference for Israel's main international and local highways; 5 valleys; 3 bodies of water; and 3 significant cities in the Hebrew Bible;
- map and give the biblical references for the locations identified on Abraham's journey in Genesis;
- map and give the biblical references for the locations identified during Saul's pursuit of David;
- map and give the biblical references for 7 important NT narratives; identify the possible routes from Jericho to Jerusalem; and from Judah to Galilee; and indicate the different geo-political regions.
- map and give the biblical references for Paul's journey to Rome; 2 routes taken by Philip and 2 routes taken by Peter during their ministries and indicate the different geo-political regions.

### 2. Infographic:

Submit a digital poster of your understanding of the characteristics of a Classic, and how the Bible can be understood as a Classic.

### 3. Essay: 1500-word exegetical essay:

Sample Choice:

'Ruth 1:6 - 2:23 and the Challenges Facing Immigrants in Ireland Today'.

'Ruth 1:6 - 2:23 and how its theme of loyalty arising from family commitment is reflected in Ireland today'.

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:

Brenner, Athalya and Carole Fontaine, eds, *A Feminist Companion to Reading the Bible, Approached, Methods and Strategies*, (Sheffield: Sheffield Academic Press, 1997)

Brown, Raymond E., Joseph A. Fitzmyer and Roland E. Murphy, *The New Jerome Biblical Commentary* (London: Geoffrey Chapman, 1990)

Browne, R., *An Introduction to the New Testament* (New York: Anchor Bible Reference Library, 1997)

Collins, John, J. *A Short Introduction to the Hebrew Bible*, (Minneapolis: Fortress, 2007)

Curtis, A. and H. G. May, *Oxford Bible Atlas*, 4th edn (Oxford: Oxford University Press, 2007)

Stirewalt, M. Luther, *Paul, the Letter Writer* (Grand Rapids, Mich.: William B. Eerdmans, 2003)

### Indicative Other Reading:

*Biblica* and *Biblical Theology Bulletin* Journals

Challies, Tim and Byers, Josh, *Visual Theology Guide to the Bible: Seeing and Knowing God's Word*, Illustrated edition (Grand Rapids, Mich.: Zondervan, 2019)

Stendahl, Krister, 'The Bible as a Classic and the Bible as Holy Scripture', in *Journal of Biblical Literature*, 103.1 (Mar., 1984), 3-10

Thompson, Hillary, Edward F. Duffy and Erin Dawson, *The Infographic Guide to the Bible: The Old Testament: A Visual Reference For Everything You Need To Know*, Illustrated Edition (N.Y.: Adams Media Corporation, 2017)

**Indicative Other Resources:**

[Bible-history.com](http://Bible-history.com)