

The Bible and Applied Christian Ethics

7.1 Module Overview									
Module Number		Module Title	The Bible & Applied Christian Ethics						
Stage of Principal Programme			3	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E Core	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓ if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent, self-directed reading 					✓	46			
<ul style="list-style-type: none"> Research, preparation and completion of assessments 					✓	55			
Total						125			

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

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	Y	If Yes, describe	The capstone is a large piece of assessment that allows the learner to demonstrate the range of skills and knowledge they have developed in the subject over the course of the programme. It provides scope for the learner to showcase their own research and ideas on the topic.	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Combine and apply prior transdisciplinary learning and theories to specific social justice issues.	1
2. Develop their critical reading and interpretation of recommended biblical, theological and magisterial texts.	2
3. Critically interpret and apply selected key biblical texts to social justice issues.	2

7.3 Indicative Module Content, Organisation and Structure

This module will provide learners with an opportunity to combine and apply transdisciplinary ethical theory, theological method and the biblical hermeneutical process to contemporary social justice issues.

In the context of the Common Good, a Preferential Option for the Poor and key magisterial texts, the module's structure will use an exegetical methodology to critically interpret and apply selected key biblical texts to social justice issues such as Environmental Ethics, Poverty, and Homelessness. Areas of focus will include an exegesis of the Creation Narratives, the Sermon on the Mount and the biblical notion of hospitality, with national and international Case Study.

The module will also provide the learner with an overview of Carlow College's long tradition of producing graduates who work in advocacy, activism, and politics, in particular, JKL and John Therry.

Learners will learn to apply prior transdisciplinary learning and theories to specific social justice issues.

- The Sermon on the Mount and the identity of Christian Ethics
- The principles of Catholic Social Justice and the common good
- Wealth and poverty in the Irish context and church teaching
- The biblical notion of hospitality, Catholic Social Justice and homelessness - a national and international case study
- The Creation Narratives, Francis' ethics and environmental responsibility
- Carlow College's contribution: John Joseph Therry as Apostle & Friend to Convicts (includes an examination of Paul's Imprisonments and Roman Prison Conditions, using Acts and Philippians).

The content of the module will address the programme themes of equality, inclusion, and climate action, and is research-led. This exploration of contemporary social justice issues in the context of traditional biblical texts, ethics and activism, with a focus on the historical context of Therry in colonial Australia, 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 biblical, theological and magisterial texts, case studies, and group discussion of key concepts and terminology. 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.

Assessment for the module consists of Continuous Assessment (90%) and Attendance (10%).

- 90%: 3000 – 3500 word extended essay.

In the application of transdisciplinary and Christian ethical theories, principles and language to a social justice issue, this essay assesses the learner's ability to source and critically interpret appropriate biblical and magisterial texts, and academic journal articles, to produce a well-crafted theological and exegetical essay reflecting the programme's intended learning outcomes. The essay will be assessed using the College Written Assessment Marking Criteria Guidelines and should use the MHRA style for referencing (MIMLO 1, 2, 3).

- 10% Attendance.

This grade is intended to encourage learners to attend regularly. The attendance mark points to the activities that learners will engage with in class – participation will include answering of questions and collaborative close, active reading of scriptural texts through the lens of social justice issues from the perspectives of the ancient view of hospitality; the advocacy, activism, and politics, of Carlow College graduates, JKL and John Therry; and the contemporary option for the poor.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 3	Extended Essay: In the application of transdisciplinary and Christian ethical theories, principles and language to any one social justice issue, this essay assesses the learner's ability to source and critically interpret appropriate biblical and magisterial texts, and academic journal articles, to produce a well-crafted theological and exegetical essay reflecting the learner's programme's intended learning outcomes.	90%
	Attendance: This grade is intended to encourage Learners to attend regularly.	10%

7.8 Sample Assessment Materials

Assessment will be composed of one **extended essay (90%), 3000-3500-words**

Sample:

In the context of Christian biblical ethics and your own Programme's disciplines and themes, demonstrate the relevance and transformative potential of any one CST principle on a contemporary social justice issue of your choice. Using theological method, your essay resources ought to also include evidence of journal research. Complete and use this title template: 'The relevance and transformative potential of __(CST principle)__ on __(Social Justice issue)___'.

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:

Mills, Mary E., *Biblical Morality. Moral Perspectives in Old Testament Narratives*, (Aldershot: Ashgate, 2001)

Pope Francis, *Laudato Si'*, [Laudato si' \(24 May 2015\) | Francis \(vatican.va\)https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html](https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html) [accessed 16 November 2023]

Pope Francis, *Laudate Deum*,

https://www.vatican.va/content/francesco/en/apost_exhortations/documents/20231004-laudate-deum.html [accessed 16 November 2023]

The Pontifical Council for Justice and Peace, *Compendium of the Social Doctrine of the Church* (Dublin: Veritas, 2005)

Trócaire, 'Build Back Better: Global Solidarity for a Just Recovery' [trocaire_building_back_better_global_solidarity.pdf](#) [accessed 16 November 2023]

Indicative Other Resources:

Berkley Center, 'Pacem in Terris: Its Role in Catholic Social Teaching and its Impact on World Politics',

<https://www.youtube.com/watch?v=zpnD1G8cksU> [accessed 16 November 2023]

Hargaden, K. *Theological ethics in a neoliberal age: confronting the Christian problem with wealth*. Eugene, Oregon: Cascade Books, 2018, Chp. 3, 'Telling Stories About Irish Money', pp. 81 - 127.

Lawler, Michael G., and Todd A. Salzman. "'You Always Have the Poor with You.'" *The Furrow*, Vol. 69, No. 10, 2018, pp. 528–37.

Rapske, Brian, *The Book of Acts and Paul in Roman Custody* (Grand Rapids, Eerdmans; Paternoster Press; 1994).

Riordan, Patrick, 'Housing, Public Policy, and the Common Good', <https://www.youtube.com/watch?v=b63JCUUhaH8> [accessed 16 November 2023]

[Resources - Laudato Si' Movement \(laudatosimovement.org\)](https://www.laudatosimovement.org) [accessed 16 November 2023]