

Christian Anthropology: The Human Question

Section A: Headline Information							
Module title		Christian Anthropology: The Human Question					
Module NFQ level (only if an NFQ level can be demonstrated)		7/8					
Module number/reference		TBC					
Module Co-ordinator		Michael Sherman					
Parent programme(s)		BA (Honours) in Arts and Humanities					
Stage of parent programme		2					
Semester (semester1/semester2 if applicable)		2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures and tutorials.					
Entry requirements (statement of knowledge, skill and competence)		Successful completion of Stage 1 of the programme or equivalent is required.					
Pre-requisite module titles							
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Theology or a closely cognate area.					
Maximum number of learners per module		60					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.33					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Computer, Projector, White Board.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1:6				47 hours (directed and independent study)	50 hours (10 hours for the Mind Map, 15 hours for the tutorial assignment, 25 hours for the essay)	N/A	125 hours
Allocation of marks (within the module)										
							Proctored practical examination	Proctored written examination		
							Supervised project			Total
Percentage contribution		40%						60%		100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Theology has a substantial contribution to make in understanding what it means to be human in contemporary culture and society. This module explores the question of what it is to be human through a study of a number of classical theological topics that include creation, redemption, nature, grace, eschatology, the body, desire, inter-subjectivity, and prayer. The module builds on and develops the content studied in prior theology modules (<i>Introduction to Theology, Theological Themes in World Literature, Cinema, and Music</i>) by developing learners' critical and analytical abilities through reading a series of theological texts. In particular, this module meets the following IPLO's: 1, 2, and 8.
Module Aims and Objectives	The aim of this module is to explore what it means to be human through the lens of Christian theology. The module will examine the development of the doctrines of creation, grace, original sin, death, and redemption in Christian theology. The module will study in some detail the Christian anthropology that is to be had in Vatican II's <i>Gaudium et Spes</i> . The theme of 'ecological conversion' (<i>Laudato Si</i>) will also be explored with a view to reflecting critically on what it means to be human in an ecologically responsible way.
Minimum Module Learning Outcomes	On successful completion of this module learners should be able to:

	<ol style="list-style-type: none"> 1. Articulate and discuss themes that are pertinent to Christian anthropology, (MIPLO 1, 8) 2. Analyse and evaluate specific aspects in Christian Doctrine. (MIPLO 2) 3. Critique contributions to the understanding of the Human as Relational, Dialogical, Embodied, and Linguistic. (MIPLO 1, 8) 4. Discuss the Christian anthropology of <i>Gaudium et Spes</i>. (MIPLO 1).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Christian Anthropology:</p> <ul style="list-style-type: none"> - God as Other: A Model for all Relationships; Human Vulnerability and Living Space; - The Body as Revelatory; the Human Person and the Christian Tradition; - Freedom as Responsibility; Heaven, Hell, and all the Spaces in Between; - Augustine and Pelagius on the doctrine of Creation and Grace; - Structural Shifts at Vatican II: Anthropology of <i>Gaudium et Spes</i>. <p>Organisation and Structure:</p> <p>This course 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.</p>
Module Teaching and Learning Strategy	<p>While the lectures are primarily used for content delivery, each lecture will have short group discussions after each topic is introduced. Learners are regularly invited to give feedback on the level of content and the mode of delivery. Tutorials are organised around close readings and discussions of both primary and secondary texts in order to develop and deepen their understanding of Christian anthropology. Tutorials have a smaller ratio of learner to tutor in order to develop individual skills.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required were the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Continuous Assessment: 40% (10% for a Mind Map, 30% for a written piece). Learners will do a Mind Map on the first tutorial reading to be submitted at the end of week three (MIMLO 1). Feedback will be given on the Mind Map exercise one</p>

	<p>week later. An 800-word essay will be assigned to be submitted at the end of week 10 (MIMLO 2 and 3). The essay will build on the material covered in the Mind Map assignment. Both forms of the continuous assessment will be summative and formative.</p> <p>Proctored, Written Examination 60 % (MIMLO 3 and 4). Two hours in duration and learners will answer two questions.</p>
<p>Sample Assessment Materials</p>	<p>Sample Tutorial Reading for Mind Map exercise:</p> <p>Saracino, Michele. 'The God Complex,' in <i>Christian Anthropology: An Introduction to the Human Person</i> (New York: Paulist Press, 2015), 29-47.</p> <p><i>Sample Essay Title:</i> The Pivotal role of Anthropology in Contemporary Religious Experience</p> <p><i>Sample Exam Question:</i> Outline and discuss <i>Gaudium et Spes</i>' assertion that anthropology is central to the proclamation of the Gospel.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Haight, Roger, 'Sin and Grace,' in <i>Systematic Theology: Roman Catholic Perspectives, Francis Schüssler Fiorenza and John P. Galvin, (eds), 2nd edn (Minneapolis, MN: Fortress Press, 2011)</i></p> <p>Saracino, Michele, <i>Christian Anthropology: An Introduction to the Human Person</i> (New York: Paulist Press, 2015)</p> <p>Vanier, Jean, <i>Becoming Human</i> (Mahwah, NJ: Paulist Press, 2008)</p> <p>Other Reading: Haight, Roger, <i>The Experience and Language of Grace</i> (Dublin: Gill and Macmillan, 1992)</p> <p>Lombardo O.P., and E. Nicholas, <i>The Logic of Desire: Aquinas in Emotion</i> (Washington: Catholic University of America Press, 2011)</p> <p>Loughlin, Gerard. <i>Alien Sex: The Body and Desire in Cinema and Theology, Challenges in Contemporary Theology Series</i> (Oxford: Blackwell, 2004)</p> <p>Moltman, Jürgen, <i>Man: Christian Anthropology in the Conflict of the Present</i> trans. John Sturdy (London: SPCK, 1976)</p> <p>Sherry Turkle, 'The Flight from Conversation,' http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html (Published 21 April, 2012)</p> <p>Yuval Noah Harari, 'The Anthropocene,' in <i>Homo Deus: A Brief History of Tomorrow</i> (London: Vintage, 2017)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Computer, Projector, White Board.</p>