

## *Christology: Encountering Jesus of Nazareth*

<b>Section A: Headline Information</b>	
<b>Module title</b>	Christology: Encountering Jesus of Nazareth
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	7/8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Michael Sherman
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	2
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures and tutorials.
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 1 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>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)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Theology
<b>Maximum number of learners per module</b>	60
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.33
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, Computer, Projector, White Board.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

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				60 (directed and independent study)	37 (Exam prep. and continuous assessment prep.)	N/A	125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

### Section B: Module Descriptor

<p><b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b></p>	<p>Christology plays a central role in all Christian theological discourse. Over the last forty years there has been a flood of research and publications in Christology with significant contributions being made even from across the Humanities. Pedagogically, Christology is not only essential for developing theological reading skills and studies, it can also nourish rich exchanges with a number of discipline across the Humanities. Thus, for example, studying the Christological controversies in the early Church with their implications for one's understanding of salvation and justification can considerably enhance a historian's independent research and reading of the Reformation in Europe. This applies, furthermore, to learners of English Literature, where Christological themes (both implicit and explicit) are frequent subtexts in literary works such as Joyce's <i>Finnegan's Wake</i>, Milton's <i>Paradise Lost</i>, and Dante's <i>Inferno</i>. This module will, in addition, introduce learners to a range of skills that draw on narrative analysis, rhetorical analysis, semiotics, cultural anthropology, etc., as per the directives of the Pontifical Biblical Commission.</p> <p>This module meets the following IPLO's: 1, 2, 5, and 8.</p>
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<b>Module Aims and Objectives</b>	<p>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. Building on the Stage 1 modules (<i>Introduction to Theology, Theological Themes in World Literature, Cinema, and Music</i>) learners will read and critically reflect on a number of theological texts. The module will also explore representation of Jesus in film, Literature, and contemporary culture.</p>
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Critically discuss the historical figure, Jesus of Nazareth, and its role at the origin of Christianity. (MIPLO 1)</li> <li>2. Examine and evaluate the so-called 'quests' of the historical Jesus. (MIPLO 2, 8)</li> <li>3. Examine and appraise various approaches and interpretations of the resurrection. (MIPLO 5)</li> <li>4. Study the historical development of Christology. (MIPLO 1, 8)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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>
<b>Module Content, Organisation and Structure</b>	<p>Encountering Jesus of Nazareth:</p> <ul style="list-style-type: none"> <li>- The Quests for the Historical Jesus;</li> <li>- Christological debates of the early Church Councils;</li> <li>- The Preaching and Ministry of Jesus;</li> <li>- The Easter Tradition;</li> <li>- African, Asian, and Feminist Christologies.</li> </ul> <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>
<b>Module Teaching and Learning Strategy</b>	<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</p>

	texts in order to develop and deepen the learner's understanding of Christology. Tutorials have a smaller ratio of learner to tutor in order to develop individual skills.
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners Staffing requirements: 1 lecturer The maximum tutor:learner ratio is 20 However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.
<b>Module Summative and Formative Assessment Strategy</b>	This module is assessed by 100% continuous assessment (MIMLOs 1-4). Continuous assessment is broken down as follows: <ul style="list-style-type: none"> <li>- 10% for two in-class quizzes worth 5% each throughout the course. The quizzes will be based on the assigned tutorial readings.</li> <li>- 20% for Mindmap of Essay Plan</li> <li>- 70% for the essay (1,750- 2,000 words).</li> </ul>
<b>Sample Assessment Materials</b>	<b>Sample tutorial readings:</b> <ol style="list-style-type: none"> <li>1. Rausch, S.J., Thomas P., <i>Who is Jesus? An Introduction to Christology</i> (Minnesota: Liturgical Press, 2004), 1-8. This reading introduces learners to the various starting points for Christology.</li> <li>2. Rausch, <i>Who is Jesus?</i> 9-19. This reading presents and critiques the quests for the historical Jesus.</li> </ol> <b>Sample Essay Titles:</b> <ol style="list-style-type: none"> <li>1. Critically evaluate the 'New Quest' for the Historical Jesus</li> <li>2. The Resurrection in the writings of a Contemporary Catholic Theologian</li> </ol>
<b>Reading Lists and Other Information Resources</b>	<b>Essential Reading:</b> Clogher, Paul, 'The Jesus Film and Tradition: A Hermeneutical Reflection,' in <i>Gregorianum</i> 94, 1 (2013): 119-40. Pontifical Biblical Commission, <i>The Interpretation of the Bible in the Church</i> (23 April, 1993) Rausch, Thomas P., <i>Who is Jesus? An Introduction to Christology</i> (Minnesota: Liturgical Press, 2003) Wiley, Tatha, (ed) <i>Thinking of Christ: Proclamation, Explanation, Meaning</i> (London: Continuum, 2003) <b>Other Reading:</b> Lane, Dermot, <i>Christ at the Centre: Selected Issues in Christology</i> (Dublin: Paulist Press, 1990)

	<p>Steinberg, Leo, <i>The Sexuality of Christ in Renaissance Art and in Modern Oblivion</i>, 2<sup>nd</sup> edn (Chicago: University of Chicago Press, 1996)</p> <p><i>Tóibín, Colm, The Testament of Mary</i> (New York: Scribner, 2012)</p> <p><b><u>Essential Viewing:</u></b>  <i>Jesus of Montreal, The Last Temptation of Christ, Silence, The Life of Brian, Alien</i></p> <p><b><u>Listening:</u></b>  Johnny Cash's <i>American IV: The Man Comes Around</i>; Guido Haazen's <i>Missa Luba</i>; Jeff Buckley's <i>Grace</i>.</p>
<b>Module Physical Resource Requirements</b>	Lecture Hall, Computer, Projector, White Board.