

The God Question

Section A: Headline Information	
Module title	The God Question: An Understanding of God for Today
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Rev Dr Dermot Ryan
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Trinity: A God One and Three'
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, tutorials,
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
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 the relevant discipline 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
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, Screen and 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						65 (Directed and independent study)	36 (Exam, continuous assessment and module presentation preparation)		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	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	This module is intended to help learners attain an understanding of and a language for expressing the persons of God in an appropriate fashion. It will allow the learners to explore the many questions which emerge from our understanding of God. In exploring the distinctions within God the learners will attempt to name God in a manner which is most suitable for them and their world today (IPLO 1,7 and 8)
Module Aims and Objectives	This module aims to provide a critical knowledge of key concepts/themes in and around the question of God: such as, but not limited to, naming God, the problems of distinctions in God, equality and inequality in God and the implications of our understanding of these questions for the world today. The module aims to equip the learners to have the confidence to independently think theologically about God.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Appreciate the importance of correct discourse about God: as how we speak ultimate shapes our understanding of and attitude towards all reality (MIPLO 1, 2, 4, 5)

	<ol style="list-style-type: none"> 2. Identify the central Christian claims about the God revealed in Jesus Christ (MIPLO 3, 4, 5) 3. Discuss different approaches to naming God in contemporary systematic theology and explore the consequences of these names. (MIPLO 3, 5, 6, 7)
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>Distinctions within God?</p> <ul style="list-style-type: none"> • God as Father • Jesus and a unique relationship with God. • The Holy Spirit, Jesus and God <p>The problems of relations</p> <ul style="list-style-type: none"> • A study of the relationships in God • An exploration of equality and “inequality” of the three persons of the Trinity and an examination of the implications of this radical equality for the world today. • An exploration of necessity and freedom in God <p>The God Question in Modern Theology</p> <ul style="list-style-type: none"> • A study of Modern Developments and understandings of God [Barth, Rahner, Moltmann, Sobrino] <p>The Knowledge of God</p> <ul style="list-style-type: none"> • An exploration of the awareness of the person of Jesus of his divine nature. • A study of the implications of the Godly works of Jesus as judge, creator and saviour <p>Towards our naming God</p> <ul style="list-style-type: none"> • A study of the attempts to classify God and the implications of these to the hearer • An exploration of attempts to express the Trinity in Art and Music
Module Teaching and Learning Strategy	<p>Lectures will be utilised as the primary means to deliver course content. The course is topic or questions based and group discussions will take place at the end of each topic. Tutorials will be utilised on selected topics to help the learners develop an ability to critically read and engage with the material.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>

E-Learning	<p>Moodle will be used to facilitate learners access to abbreviated course notes which is intended to facilitate greater interaction during lectures. Learners will have the opportunity to read ahead to prepare for upcoming lectures. These notes are also intended to reduced the need for copious in-lecture note taking thereby encouraging a more active participation.</p>
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 with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Assessment of this module is by practical assignment work</p> <p>A research essay of 1,000-1,250 words with bibliography (40%) (MIMLO 1, 2,3)</p> <p>An exam of 2-hr duration in which there will be 2 questions to be answered. This is intended as a summative form of assessment assessing the learners knowledge of the main topics and concepts covered during the semester in this module. (60%) (MIMLO 1,2, 3)</p>
Sample Assessment Materials	<p>Some indicative exam questions:</p> <p>God was God in the Old Testament too. Explore how it is that the Old Testament contains in anticipation categories later used by theology to express and elaborate on the question of God.</p> <p>Outline how the scriptures present an equality and inequality in the relationship between Jesus and the Father and explore how it is that equality is essential in our understanding of God.</p> <p>Origen explores the eternal generation of the Son by the Father. Outline and critique his understanding of this and his resulting contribution to our knowledge of God.</p> <p>Augustine explores in details the relations between the Father, Son and Holy Spirit. Examine the contributions he has made to our understanding of the God question of God.</p> <p>Naming God has proven controversial. Critically explore humanity’s search for names and images of God.</p> <p>A Sample essay title: Naming God for our world today (Critically explore humanities attempts to name God. Examine how they have been both helpful and hurtful and suggest a most appropriate manner of naming God for our world today)</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Kasper, W., <i>The God of Jesus Christ</i> (London: SCM Press, 1984)</p>

	<p>Letham, R., <i>The Holy Trinity</i>, (New Jersey: RandR Publishing, 2004)</p> <p>Marsh, T., <i>The Triune God: A biblical, historical and theological study</i> (Dublin: Columba Press, 1994)</p> <p>O'Collins, G., <i>The Tripersonal God</i> (New York: Paulist Press, 1999)</p> <p><u>Other Reading:</u></p> <p>Boff, L., <i>Trinity and Society</i> (London: Orbis, 1988)</p> <p>Johnson, E., <i>She Who Is: The Mystery of God in Feminist Thought</i> (New York, Crossroad, 1992)</p> <p>Lyons, E., <i>Jesus Self-Portrait by God</i> (Dublin: Columba Press, 1994)</p> <p>LcCugna, C., <i>God For Us: The Trinity and Christian Life</i> (San Francisco: Harper, 1993)</p> <p>Moltmann, J., <i>The Trinity and the Kingdom of God</i> (San Francisco: Harper, 1981)</p> <p>Olson, R., Christopher A. Hall, <i>The Trinity</i> (Cambridge: Eerdmans Pub. Company, 2002).</p> <p>Rahner, K., <i>The Trinity</i> trans J. Donceel, (New York: Crossroad, 1970)</p> <p>Torrance, T., <i>The Christian Doctrine of God</i> (New York: T and T Clarke, 1996)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Library, Screen and Projector, White Board</p>

