

Trinity: A God One and Three

Section A: Headline Information	
Module title	Trinity: A God One and Three
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 'The God Question'
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						101			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 build upon the learners understanding of the Trinity as a central concept in Christian theology today. It will facilitate learners in exploring the Christian understanding of God as it emerges from the history of Israel and through the person of Jesus. The study will, by tracing the development of a Trinitarian doctrine, explore ways in which an understanding of the Trinity has very real consequences, not only for theology but also, life today.
Module Aims and Objectives	This module aims to equip the learners to develop an appropriate language and understanding of the Trinity. It aims to emphasise the important in all theology of maintaining an awareness of the triune nature of God and the resultant impact this has on theology, faith and the Christian existence.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the importance of a discussion of the Trinity for theology – in spite of its problematic and enigmatic nature ((MIPLO 2, 4 ,5) 2. Be familiar with the development of the Trinitarian doctrine of God in the early Church and theology (MIPLO 3, 6, 7, 8) 3. Discuss different approaches to retrieving the doctrine of the Trinity in contemporary systematic theology (MIPLO 3, 5, 6, 7) 4. Explore the manner in which the doctrine of the Trinity has such radical consequences for Christian life today (MIPLO 4, 5, 6)

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>God as the object of theology</p> <ul style="list-style-type: none"> • The Trinity, in spite of what we have learned, how it remains a neglected doctrine. • The Trinity an enigma in theology – and its real importance in, and contribution to, <i>all</i> theology.. • An attempt towards reclaiming a neglected doctrine. <p>A Triune God and Us</p> <ul style="list-style-type: none"> • The Trinity viewed as an invite into an existential relationship <p>Our knowledge of God</p> <ul style="list-style-type: none"> • A study of attempts to discover the triune God in the fathers of the Church, Ireaneus, Origin and Tertullian • • An Exploration of Karl Rahner’s Grundaxiom; suggesting an understanding of the Trinity is possible. • Tracing an understanding of the Trinity: <ul style="list-style-type: none"> ○ The Old Testament - clues contained in anticipation? [The God of the OT; The creation of humanity - in our image; Israel’s monotheism and its implications for an understanding of the Trinity] <p>The Trinity and life</p> <ul style="list-style-type: none"> • An exploration of the possible implications of a triune God for our lives/world today.
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, 4)</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, 3, 4)</p>
Sample Assessment Materials	<p>Some indicative exam questions:</p> <p>Nicholas Lash argues that “any doctrine of God which has ceased to be Trinitarian in character has thereby ceased to be Christian”. Critically explore the importance of the Trinity in understanding Christian faith and life.</p> <p>Robert Letham notes that in exploring the Trinity “one is always balanced precariously on a narrow path, with dangers looming on both sides – and many are those who fail to retain their balance”. Present two incorrect views of the Trinity and explore the consequences of these for our understanding of God.</p> <p>When the initial euphoria had passed the early believers were faced with the task of explaining how God could be triune. Critically assess an early understanding of the Trinity as it was presented by Irenaeus <u>or</u> Tertullian.</p> <p>“<i>The economic Trinity is the immanent Trinity and vice-versa</i>”. Explain the benefits of Rahner’s insight for us and explore some areas in which his thought could lead to error.</p> <p>A Sample essay title: Towards an understanding of the Trinity that can Help us today (Critically explore how an understanding of the make up and functioning of the Trinity could help us today)</p>
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Rahner, K., <i>The Trinity</i>, Trans J. Donceel, (New York: Crossroad, 1970)</p> <p>Lorenzen, L., <i>Introduction to the Trinity</i> (Collegeville: Liturgical Press, 1999)</p> <p>Olson, R., Christopher A. Hall, <i>The Trinity</i> (Cambridge: Eerdmans Pub. Company, 2002)</p> <p>Letham, R., <i>The Holy Trinity</i> (New Jersey: R and R Publishing, 2004)</p> <p>Other Reading:</p>

	<p>Omerod, N., <i>The Trinity, Retrieving Western Tradition</i> (Milwaukee: Marquette University Press, 2005)</p> <p>O'Collins, G., <i>The Tripersonal God</i> (New York: Paulist Press, 1999)</p> <p>Kasper, W., <i>The God of Jesus Christ</i> (London: SCM Press, 1984)</p> <p>Marsh, T., <i>The Triune God: A biblical, historical and theological study</i> (Dublin, Columba Press, 1994)</p> <p>Boff, L., <i>Trinity and Society</i> (London: Orbis, 1988)</p> <p>Boff, L., <i>Holy Trinity Perfect Community</i> (New York: Maryknoll, 2000)</p> <p>Moltmann, J., <i>The Trinity and the Kingdom of God</i> (San Francisco: Harper, 1981)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Library, Screen and Projector, White Board</p>