

# The Bellarmine Institute at Heythrop College

Faculty of Theology

Baccalaureate in Sacred Theology

Proposed Programme of Studies

2013-2015

18 July 2012

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Heythrop College

Bellarmino Institute

Programme of Studies

THEOLOGY

**BACCALAUREATE IN SACRED THEOLOGY**

(STB)

Academic Years 2013-2015

# BACCALAUREATE IN SACRED THEOLOGY

## OVERVIEW OF THE PROGRAMME

### 1 The Programme

The STB at the Bellarmine Institute is a specialised bachelor's in Sacred Theology.

All programmes offered through the Bellarmine Institute conform to the requirements of the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA 'Bologna').<sup>1</sup> For the purposes of this document, credit values are expressed as ECTS (European Credit Transfer and Accumulation System) points.

### 2 Admission

To be admitted for the STB, the following general requirements must be met:

- Applicants must have the necessary level of English.
- Applicants must be registered for the University of London Heythrop College Bachelor of Divinity (BD) and fulfil the entry requirements for both programmes.
- Applicants for the STB must have completed at least two years of philosophical studies. Applicants who have completed these two years of philosophical study at a non-Ecclesiastical institution or at an Ecclesiastical institution that does not grant canonical degrees may be asked to take an entrance examination organized by the Bellarmine Institute.
- Applicants must provide certificates and/or transcripts of previous studies issued and authenticated by the appropriate university, faculty, seminary or some other appropriate educational institution.
- Applicants are required to provide a letter of recommendation testifying to their good standing in the Church, their good character and moral integrity. In the case of seminarians or diocesan clergy, this should be from their Ordinary or from the Rector of their college; for members of Institutes of Consecrated Life or of Societies of Apostolic Life, this should be from their Superior or Major Moderator or Director of Studies; for other applicants, this should be from an ecclesiastical person who knows them well.
- Where appropriate, the modules of study in the programmes of the Bellarmine Institute may be open to other students studying for University degrees and modules of equivalent levels at Heythrop College.

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<sup>1</sup> See: <http://www.gaa.ac.uk/Publications/InformationAndGuidance/Documents/BolognaLeaflet.pdf>

### **3 Explanatory note on UK course structure, credit frameworks and the European Credit Transfer and Accumulation System (ECTS)**

UK degrees are generally made up from fewer, 'bigger' courses than in Europe i.e. modules of 30 and 15 credits (15 and 7.5 ECTS). The European Framework for Qualifications sets out the overall expected credits for the award at each level:

- Masters – 120-240 (60-120 ECTS) – the STL is 240 (120 ECTS)
- Undergraduate level – min 360 (UK) 180 (ECTS) – STB is 360 (180 ECTS)

At master's level, modules are awarded 15 ECTS as they cover a wider range of material as well as requiring extended in-depth study of more specialist subjects and the written assignments are longer pieces of work. Students also receive one-to-one tutorials and supervision on the dissertation. The composition of these licentiate programmes reflects this practice.

At undergraduate level, modules are typically 7.5 ECTS for one term of study or 15 ECTS for a course which is taught over two terms. This reflects the number of teaching hours, the number of written assignments and the final assessment requirements.

Practice in the UK equates one ECTS credit with two UK credits. One UK credit equates to 10 *notional* study hours and one ECTS credit corresponds to 25 to 30 hours of work. The UK 'notional' study hours are based on the 2 formal teaching terms/semesters in a normal academic year. In addition to this students work during vacations on project work, written course work or dissertations and preparation for written assessment and examinations in the summer term.

Heythrop College has adopted the national credit framework that is audited by the Quality Assurance Agency in the UK (a member of ENQA) and which is compliant with the Bologna Process. The College was most recently audited by the QAA in 2011 and gained the result of "full assurance". Credits from College courses of study are recognized by Heythrop's more than 25 partner universities in Europe for students in the Erasmus programme at both undergraduate and master's levels.

It is also important to note that the UK practice is that credit is awarded for the achievement of learning outcomes at the appropriate level and not on workload only. UK credit practice has been successfully self-certified with the aid of independent European experts as in conformity with the Bologna Process.

### **4 Programme Structure**

To be eligible for the award of the STB, students must take:

- Modules to a value of 60 ECTS credit points at level 4 in their first year, unless stated otherwise. All modules are compulsory.
- Modules to a total value of 60 ECTS credit points at level 5 in their second and further modules to a total value of 60 ECTS credit points at level 6 in their third year.
- The four modules taught as a summer school in the summer term of the first or second year, depending on availability and timetabling, with a total value of 30 ECTS credit points.

By the end of year three, provided that all programme and examination requirements have been met, students will be eligible for the award of the BD (University of London) degree, and the STB (Ecclesiastical) degree.

The availability of optional modules may vary from time to time. The College reserves the right to make changes to the list of optional modules.

The list of modules is given in section 5 below.

## **5 Curriculum**

### **Year 1 (Level 4) compulsory modules**

Students take modules to a value of 60 ECTS credit points in their first year, unless stated otherwise. All modules are compulsory, unless stated otherwise.

<b>Code</b>	<b>Name</b>	<b>ECTS points</b>	<b>Notes</b>
BSB101A	Foundations in Biblical Studies I	7.5	
BSB101B	Foundations in Biblical Studies II	7.5	
CHB102A	The History of Christianity I	7.5	
CHB102B	The History of Christianity II	7.5	
LNB100A	Latin I	7.5	
LNB100B	Latin II	7.5	
SRB102	Christianity in the Modern World	7.5	
STB103	Fundamentals of Revelation	7.5	

### **Year 1 (Level 4) alternative modules**

Students may apply to replace a required [compulsory] module by an alternative module of similar level, if available, provided they have met the requirements of the programme, either at Heythrop or another course of study approved by the faculty.

### **Year 2 (Level 5) or Year 3 (Level 6) compulsory modules**

All modules are compulsory but may be taken in either Year 2 (Level 5) or Year 3 (Level 6), unless stated otherwise. Please note that not all modules are available every year.

Students must take modules to a total value of 60 credit points in each year from the list below.

<b>Code</b>	<b>Name</b>	<b>ECTS points</b>	<b>Notes</b>
LEB300*	Dissertation – Essay*	15	<i>Year 3 (Level 6) module only</i>
NTB300	New Testament 2	7.5	
OTB300	Prophecy and Psalms	7.5	
PSB300A	Fundamental Moral Theology I	7.5	
PSB300B	Fundamental Moral Theology II	7.5	
PSB305A*	Canon Law I*	7.5	<i>Year 3 (Level 6) module only</i>
PSB305B*	Canon Law II*	7.5	<i>Year 3 (Level 6) module only</i>
PSB308*	Special Moral Theology - Relational & Social Ethics*	7.5	<i>Year 3 (Level 6) module only</i>
STB300A	Christ, God and Salvation I	7.5	
STB300B	Christ, God and Salvation II	7.5	
STB302	Liturgy	7.5	
STB303	Sacraments	7.5	
STB304	Grace and Eschatology	7.5	
STB306	Ecclesiology	7.5	
STB307	Ecumenism	7.5	

*\*NB: LEB300 (Dissertation – Essay); PSB305 (Canon Law); and PSB308 (Special Moral Theology - Relational & Social Ethics) are offered at Level 6 only and must be taken in the third year*

### **Summer School compulsory modules (Level 5)**

The following modules are compulsory for all students who wish to be eligible for the award of the Baccalaureate in Sacred Theology (STB). The modules are taught as a summer school in the summer term of the first or second year, depending on availability and timetabling.

<b>Code</b>	<b>Name</b>	<b>ECTS points</b>	<b>Notes</b>
STBB201	Theology of the Eucharist	7.5	
STBB202	Theology of Orders & Ministry	7.5	
STBB203	Mariology	7.5	
STBB204	Bible and Church	7.5	

## Year 2 (Level 5) or Year 3 (Level 6) alternative modules

Students may apply to replace a required [compulsory] module by an alternative module from the list below, if available, provided they have met the requirements of the programme (Years One, Two, Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.

Code	Name	ECTS points	Notes
NTB307A	Selected Texts from 1 Corinthians in Greek I	7.5	
NTB307B	Selected Texts from 1 Corinthians in Greek II	7.5	
NTB308	Selected New Testament Texts in English – Parables	7.5	
NTB309	Selected New Testament Texts in English – Epistles	7.5	
NTB310A	Selected Texts from the Fourth Gospel in Greek I	7.5	
NTB310B	Selected Texts from the Fourth Gospel in Greek II	7.5	
PHB318A	Aquinas and Bonaventure I	7.5	
PHB318B	Aquinas and Bonaventure II	7.5	
PSB311	Sociology of Religion	7.5	
STB308	Political Theology	7.5	
STB309	Theologies of Liberation	7.5	
STB311	Belief and Unbelief	7.5	

## 6 Assessment

6.1 All requirements for each module need to be satisfied, including the end of year examinations.

## 7 Computation of the Final award for the STB (HEYTHROP) from 2013:

7.1 All marks are those agreed by examiners in the BD programme. Any adjustment made to these marks by external examiners (or for any other agreed reason) will be valid also for the STB computation.

Take the average mark for all the theology courses (out of 100%) as follows:

- 1<sup>st</sup> year: average % including two summer school modules
- 2<sup>nd</sup> year: average % including two summer school modules
- 3<sup>rd</sup> year: average % not including the dissertation

Take the mark for the dissertation (out of 100%)

This equals a total out of 400. Divide by 4 gives the % mark for the degree.

## 7.2 Award classification

70% and above: SUMMA CUM LAUDE

60% to 69%: MAGNA CUM LAUDE

50% to 59%: CUM LAUDE

45% to 49%: CUM FRUCTU

40% to 44%: PASS

Below 40%: FAIL

## 8 The Board of Examiners

The final award is agreed by an examination board consisting of all of: The Dean of the Faculty, any three members of the Bellarmine Institute, a member of the Heythrop Faculty who is not a member of the Institute (to be appointed by the Director).

The board is free to make adjustments to the final award according to criteria of good practice as found in institutions of tertiary education, particularly those used by Heythrop College. These criteria may include, but are not restricted to: evidence of significant improvement in the final year, evidence of unexpected deterioration in student performance owing to illness or other unavoidable and grave reasons (such as bereavement of a relative), adjustments involving fractions of a % but not more than .5%. The student is required to make known to the Institute and to provide evidence of valid reasons for deterioration in performance. This evidence should be of the same standard as for Heythrop College: medical evidence or notification from a member of the faculty, and so forth.

Students have the right to appeal decisions of the board in cases of administrative or clerical error. Appeals are to be adjudicated by the Director (or an independent person appointed by the Director) and at least two members of the Bellarmine Institute who were not party to the original decision. No appeal regarding individual marks for modules will be allowed.



**FACULTY OF THEOLOGY**  
**THE PROPOSED LIST OF QUALIFIED TEACHERS FROM WHICH THE LECTURERS OF**  
**THE FACULTY WILL BE DRAWN**

**DEAN DESIGNATE**

Rev Dr Michael Kirwan SJ

**PROFESSORS AND LECTURERS**

Dr Anna Abram

Very Rev Dr Kevin John Alban O Carm

Rev Dr Nicholas Austin SJ

Rev Dr Michael Barnes SJ

Rev Dr Anthony Baxter

Prof Rachel Blass

Rev Dr Andrew Cameron-Mowat SJ

Sr Dr Helen Costigane SHCJ

Rev Francesco Donega

Very Rev Dr Martin Ganeri OP

Rev John Hemer MHM

Rev Dr Damian Howard SJ

Rev Dr Brendan Killeen

Rev Dr Joseph O'Hanlon

Rev Monsignor Mark O'Toole

Rev Dr Martin Poulsom SDB

Rev Dr Dermot Power

Rev Prof Richard Price

Rev Dr Dominic Robinson SJ

Dr Sean Ryan

Sr Dr Gemma Simmonds CJ

Rev Dr James Sweeney CP

## MODULE OUTLINES

*Please note that the following module outlines are presented in alpha-numeric order. For a summary of the level and year of the modules, please see **Overview of the Programme, paragraph 4: Curriculum** above.*

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline BSB101A: Foundations in Biblical Studies I**

<b>Module Title:</b>	<b>Foundations in Biblical Studies I</b>
<b>Module Code</b>	BSB101A
<b>Year/Level</b>	Year 1 (Level 4)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the historical, cultural, conceptual and geographical background to the texts they will study and the purposes of selected Biblical writings;</li> <li>▪ Relate the text to the literary corpus in which they are found;</li> <li>▪ Discuss the literary diversity of the texts under examination;</li> <li>▪ Handle issues in contemporary scholarship in the areas of Biblical criticism;</li> <li>▪ Discuss some theological issues involved.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the Bible – notions of canon</li> <li>▪ Major sections of the Hebrew Bible (Torah, Prophets, Writings)</li> <li>▪ Ways of approaching Biblical material with special focus on texts to be studied – to include major critical methodologies</li> <li>▪ A study of selected major texts in their historical and literary context indicatively. Genesis, Isaiah, Job, Psalms.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p>By the end of the module, students will:</p> <ul style="list-style-type: none"> <li>▪ Understand the concept of ‘canon’ in relation to biblical collections;</li> <li>▪ Have a clear understanding of the geography of ancient Israel and its position with relation to the other Ancient Near Eastern political entities;</li> <li>▪ Be familiar with the content and organization of the material in the Bible;</li> <li>▪ Have an understanding of the literary genres of the texts studied;</li> <li>▪ Have developed a critical understanding of history writing and of ideology;</li> <li>▪ Have an overview of the critical questions surrounding selected Biblical texts;</li> <li>▪ Have a working knowledge of methodological issues concerning texts under consideration and of their reception in traditions.</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<p><b>Old Testament:</b></p> <ul style="list-style-type: none"> <li>▪ Anderson B.W, <i>The Living World of the Old Testament</i> (Harlow: Longman, 1988)</li> <li>▪ Barton, J <i>Reading the Old Testament: Method in Biblical Study</i> (London: Darton, Longman and Todd, 1984)</li> <li>▪ Barton, John, <i>The Bible: The Basics</i>, (London &amp; New York, Routledge, 2010)</li> <li>▪ Blenkinsopp, J., <i>The Pentateuch. An Introduction to the First Five Books of the Bible</i>. New York 1992.</li> <li>▪ Blenkinsopp, J. <i>A History of Prophecy in Israel</i> (Louisville, KY: Westminster John Knox Press, 1996)</li> <li>▪ Clements (ed.), R E <i>The World of Ancient Israel: Sociological, Anthropological and Political Perspectives</i> (Cambridge: Cambridge University Press, 1989)</li> <li>▪ Clines, D J A <i>The Theme of the Pentateuch</i> (Sheffield;JSOT Press, 1997)</li> <li>▪ Coggins, R <i>Introducing the Old Testament</i> (Oxford University Press, 1990)</li> <li>▪ Collins, John J., <i>Introduction to the Hebrew Bible</i>, (Fortress, 2004 )</li> </ul>

	<p>Crenshaw, James L., <i>Old Testament Wisdom: An Introduction</i> (3rd ed; Louisville, KY: Westminster John Knox, 2010)</p> <ul style="list-style-type: none"> <li>▪ Garbini, G <i>History and Ideology in Ancient Israel</i> (SCM Press: London, 1988)</li> <li>▪ Gillingham, S., <i>Psalms Through the Centuries I</i> (Blackwell Bible Commentaries), Oxford: Blackwell, 2008.</li> <li>▪ McKenzie, S.L &amp; M.P. Graham (eds.) <i>The History of Israel's Traditions: The Heritage of Martin Noth</i> (Sheffield: Sheffield Academic Press, 1994)</li> <li>▪ Thompson, T L <i>The Origin Tradition of Ancient Israel</i> (Sheffield: JSOT Press, 1987)</li> <li>▪ Whybray, R.N <i>The Making of the Pentateuch</i> (Sheffield:JSOT Press, 1987)</li> </ul>
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**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline BSB101B: Foundations in Biblical Studies II**

<b>Module Title:</b>	<b>Foundations in Biblical Studies II</b>
<b>Module Code</b>	BSB101B
<b>Year/Level</b>	Year 1 (Level 4)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate the historical, cultural, conceptual and geographical background to the texts they will study and the purposes of selected Biblical writings;</li> <li>▪ Relate the text to the literary corpus in which they are found;</li> <li>▪ Discuss the literary diversity of the texts under examination;</li> <li>▪ Handle issues in contemporary scholarship in the areas of Biblical criticism;</li> <li>▪ Discuss some theological issues involved.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Major sections of the New Testament (Gospels, Acts, Epistles, Revelation)</li> <li>▪ Ways of approaching Biblical material with special focus on texts to be studied – to include major critical methodologies</li> <li>▪ A study of selected major texts in their historical and literary context indicatively. Mark, John, 1 Corinthians, Revelation.</li> </ul>

<b>Module Learning Outcomes</b>	<p>By the end of the module, students will:</p> <ul style="list-style-type: none"> <li>▪ Understand the concept of ‘canon’ in relation to biblical collections;</li> <li>▪ Be familiar with the content and organization of the material in the Bible;</li> <li>▪ Have an understanding of the literary genres of the texts studied;</li> <li>▪ Have developed a critical understanding of history writing and of ideology;</li> <li>▪ Have an overview of the critical questions surrounding selected Biblical texts;</li> <li>▪ Have a working knowledge of methodological issues concerning texts under consideration and of their reception in traditions.</li> </ul>
<b>Module Assessment</b>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<b>Select Bibliography</b>	<p><b>New Testament:</b></p> <ul style="list-style-type: none"> <li>▪ Ashton, J <i>Understanding the Fourth Gospel</i> (Oxford 1991, 2<sup>nd</sup> Ed. 2007)</li> <li>▪ Barton, Stephen C (ed) <i>The Cambridge companion to the Gospels</i> (Cambridge : Cambridge University Press, 2006)</li> <li>▪ Brown, R.E. <i>An Introduction to the New Testament</i> (Anchor Bible Reference Library, Doubleday 1997)</li> <li>▪ Crossley, James G <i>How to read the New Testament : contemporary approaches</i> (London: Routledge 2010)</li> <li>▪ Dunn, J.D.G. (Ed.) <i>The Cambridge Companion to St Paul</i>, (Cambridge, CUP, 2003)</li> <li>▪ Hooker, M. D. <i>Paul: A Beginner’s Guide</i>, (Oxford, Oneworld, 2008)</li> <li>▪ Goodacre, Mark <i>The Synoptic Problem: A Way through the Maze</i> (London, New York: Sheffield/Continuum 2001)</li> <li>▪ Horrell, D <i>An Introduction to the Study of Paul</i> (London: Continuum 2000)</li> <li>▪ Throckmorton, B.H <i>Gospel Parallels: a Comparison of the Synoptic Gospels</i> (Nashville: Thomas Nelson Inc 5th ed1992)</li> <li>▪ Stanton, G.N, <i>The Gospels and Jesus</i> (Oxford: Oxford University Press 1989; 2nd expanded edition 2002)</li> </ul>

	<ul style="list-style-type: none"><li>▪ Rowland, C.R <i>Christian Origins</i> (London SPCK 1985)</li><li>▪ Sanders, E.P <i>Paul</i> (Oxford: Oxford University Press 1991)</li><li>▪ Telford, William <i>The New Testament: a Short Introduction</i> (Oxford: Oneworld Books 2002)</li></ul>
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**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline CHB102A: The History of Christianity I**

<b>Module Title</b>	<b>The History of Christianity I</b>
<b>Module Code</b>	CHB102A
<b>Year/Level</b>	Year 1 (Level 4)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Michael Lang
<b>Module Aims</b>	To convey a broad knowledge of the history of the Catholic Church and of Christianity in general.
<b>Module Content</b>	<ol style="list-style-type: none"> <li>1. From the origins of Christianity to c600, with special attention being given to the doctrinal and institutional developments of this period.</li> <li>2. From the early to the 'high' Middle Ages (c1200), with special attention being given to the Church and society in Christian Europe.</li> </ol>
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ give an account of the most significant personalities, events and developments in the history of the Catholic Church;</li> <li>▪ show knowledge of the origin and character of some of the main non-Catholic churches and denominations.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ identify elements of both continuity and discontinuity in the history of Christianity;</li> <li>▪ be aware of the political, social and cultural contexts of doctrinal developments;</li> <li>▪ appreciate how the history of the Church shapes her identity and culture today.</li> </ul>

	<p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ By the end of the module, students should have attained the ability to express their knowledge and understanding in written form, both succinctly in an examination and more fully in essay form.</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Norman TANNER, <i>New Short History of the Catholic Church</i> (London and New York, 2011).</li> <li>▪ Joseph H. LYNCH, <i>Early Christianity: A Brief History</i> (New York, 2010).</li> <li>▪ H. CHADWICK, <i>The Early Church</i> (London, 1986).</li> <li>▪ Thomas F. X. NOBLE and Julia M. H. SMITH (ed.), <i>The Cambridge History of Christianity vol. 3: Early Medieval Christianities, c.600-c.1110</i> (Cambridge, 2007).</li> <li>▪ Joseph H. LYNCH, <i>The Medieval Church: A Brief History</i> (London and New York, 1992).</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline CHB102B:  
The History of Christianity II

<b>Module Title</b>	<b>The History of Christianity II</b>
<b>Module Code</b>	CHB102B
<b>Year/Level</b>	Year 1 (Level 4)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Michael Lang
<b>Module Aims</b>	To convey a broad knowledge of the history of the Catholic Church and of Christianity in general.
<b>Module Content</b>	<ol style="list-style-type: none"> <li>1. From the Fourth Lateran Council (1215) to the eve of the Reformation (1517), with special attention being given to Conciliarism, Humanism and the Renaissance.</li> <li>2. 1400-1618, with special attention being given to Conciliarism, the Renaissance and Reformation.</li> </ol>
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ give an account of the most significant personalities, events and developments in the history of the Catholic Church;</li> <li>▪ show knowledge of the origin and character of some of the main non-Catholic churches and denominations.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ identify elements of both continuity and discontinuity in the history of Christianity;</li> <li>▪ be aware of the political, social and cultural contexts of doctrinal developments;</li> <li>▪ appreciate how the history of the Church shapes her identity and culture today.</li> </ul>

	<p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ By the end of the module, students should have attained the ability to express their knowledge and understanding in written form, both succinctly in an examination and more fully in essay form.</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Norman TANNER, <i>New Short History of the Catholic Church</i> (London and New York, 2011).</li> <li>▪ Joseph H. LYNCH, <i>The Medieval Church: A Brief History</i> (London and New York, 1992).</li> <li>▪ Diarmaid MacCULLOCH, <i>The Reformation: Europe's House Divided 1490-1700</i> (London, 2003).</li> <li>▪ Hubert JEDIN (ed.), <i>History of the Church vol. V: Reformation and Counter-Reformation</i> (E.T., London, 1980).</li> <li>▪ Robert BIRELEY, <i>The Refashioning of Catholicism, 1450-1700: A Reassessment of the Counter Reformation</i> (Washington DC, 1999).</li> <li>▪ W. R. WARD, <i>Christianity under the Ancien Régime 1648-1789</i> (Cambridge, 1999).</li> <li>▪ Jeremy MORRIS, <i>The Church in the Modern Age</i> (London, 2007).</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline LEB300: Dissertation Essay**

<b>Module Title</b>	<b>Dissertation Essay</b>
<b>Module Code</b>	LEB300
<b>Year/Level</b>	Year 3 (Level 6)
<b>ECTS Credit Equivalent</b>	15 points
<b>Module type</b>	Compulsory
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Andrew Cameron-Mowat SJ
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To produce under supervision a 15,000 word essay on a topic appropriate to the degree.</li> <li>▪ To engage in a detailed, independent investigation of a topic of particular interest relevant to the programme title;</li> <li>▪ To draw upon, integrate and develop knowledge, understanding and skills gained from the study of other modules;</li> <li>▪ To gain the skills needed to present an extended piece of work in a scholarly fashion.</li> </ul>
<b>Module Content</b>	Content to be determined by the student, with agreement of a suitable supervisor from academic staff
<b>Module Learning Outcomes</b>	<p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify a topic which is suitable for in-depth investigation</li> <li>▪ Select and follow through appropriate lines of enquiry</li> <li>▪ Build upon and develop existing knowledge, understanding and skills</li> <li>▪ Demonstrate a greater degree of independence than is required for the study of the other modules in their programme</li> <li>▪ Manage their time and resources in order to complete the project over a period of time</li> <li>▪ Construct a well-argued and well-presented case within an extended piece of writing.</li> </ul>
<b>Module Assessment</b>	Dissertation
<b>Select Bibliography</b>	Dependent on subject choice

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline LNB100A:  
Latin for beginners I

<b>Module Title</b>	<b>Latin for beginners I</b>
<b>Module Code</b>	LNB100A
<b>Year/Level</b>	Year One (Level 4)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core Option
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Prof Richard Price
<b>Module Aims</b>	To learn the basic grammar, syntax and vocabulary of one of the three principal ancient languages.
<b>Module Content</b>	The basic grammar, syntax and vocabulary of classical Latin.
<b>Module Learning Outcomes</b>	After successfully completing the module, students will: <ul style="list-style-type: none"> <li>▪ Have a knowledge of the basic grammar and vocabulary of the Latin language;</li> <li>▪ Be able to study Latin texts in the original.</li> </ul>
<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ P.V. JONES &amp; K.C. SIDWELL, <i>Reading Latin</i>, Cambridge, 1986</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline LNB100B: Latin for beginners II

<b>Module Title</b>	Latin for beginners II
<b>Module Code</b>	LNB100B
<b>Year/Level</b>	Year One (Level 4)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core Option
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Prof Richard Price
<b>Module Aims</b>	To learn the basic grammar, syntax and vocabulary of one of the three principal ancient languages.
<b>Module Content</b>	The basic grammar, syntax and vocabulary of classical Latin, concluding with the reading of a sample of biblical or ecclesiastical texts (Gospel of Luke).
<b>Module Learning Outcomes</b>	<p>After successfully completing the module, students will:</p> <ul style="list-style-type: none"> <li>▪ Have a knowledge of the basic grammar and vocabulary of the Latin language;</li> <li>▪ Be able to study Latin texts in the original.</li> </ul>
<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ P.V. JONES &amp; K.C. SIDWELL, <i>Reading Latin</i>, Cambridge, 1986</li> </ul>

Bellarmino Institute at Heythrop College: **Baccalaureate in Sacred Theology (STB): Module Outline NTB300: New Testament 2**

<b>Module Title</b>	<b>New Testament 2</b>
<b>Module Code</b>	NTB300
<b>Year/Level</b>	Year 2 (Levels 5)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	NT100 – Introduction to the New Testament, or equivalent
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	To build on New Testament 1 by engaging in exegesis of selected NT texts.
<b>Module Content</b>	The principles of New Testament exegesis; practice in interpreting texts in class; study of themes that flow from exegetical practice; approaches to the study of the historical Jesus in New Testament studies; Scriptural interpretations of Christ’s identity, passion, and resurrection.
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to understand:</p> <ul style="list-style-type: none"> <li>▪ the origin and theology of some New Testament texts further to that developed in NT100;</li> <li>▪ enough about the cultural, historical and social environments in the first century of the ancient Near East to place the texts more firmly in their contexts.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ exegete with some competence selected New Testament texts in English.</li> </ul> <p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T,P,A</li> <li>▪ Personal organization: P</li> </ul>



	<ul style="list-style-type: none"> <li>▪ IT skills: T,P</li> <li>▪ Use of data: T,P,A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<b>Module Assessment</b>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ R.E. BROWN, J.A. FITZMYER, R.E. MURPHY, (eds), <i>The New Jerome Biblical Commentary</i>, London, 1990</li> <li>▪ F.J. MATERA, <i>New Testament Christology</i>, Louisville, 1999</li> <li>▪ B.H. THROCKMORTON, <i>Gospel Parallels: A Comparison of the Synoptic Gospels</i>, 5<sup>th</sup> edition, New York, 1992</li> <li>▪ G. D. FEE, <i>New Testament Exegesis: a Handbook for Students and Pastors</i>, Westminster, 1983</li> <li>▪ J. H. HAYES, and C. R. HOLLADAY, <i>Biblical Exegesis: a beginner's handbook</i>, London: SCM 1987</li> <li>▪ H. MARSHALL, (ed) <i>New Testament Interpretation: Essays on Principles and Methods</i>, Exeter: Paternoster, 1979</li> <li>▪ S. E. PORTER, (ed) <i>Handbook to the Exegesis of the New Testament</i>, Leiden: Brill. 1997</li> <li>▪ C. TUCKETT, <i>Reading the New Testament: Methods of Interpretation</i>, London: SPCK, 1987</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB307A:  
Selected Texts from 1 Corinthians in Greek I

<b>Module Title</b>	<b>Selected Texts from 1 Corinthians in Greek I</b>
<b>Module Code</b>	NTB307A
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Alternate years
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<p>To enable students to undertake a close study of select passages from 1 Corinthians in Greek, engaging with issues of translation, interpretation, exegesis and reception-history.</p> <ul style="list-style-type: none"> <li>▪ To introduce students to issues of translation, interpretation, and exegesis associated with the material of 1 Corinthians in Greek.</li> <li>▪ To enable students attain an understanding of various ways in which the text has been read and interpreted.</li> <li>▪ To enable students to engage in a close study of the set text, building on linguistic and exegetical skills gained in earlier parts of the course.</li> <li>▪ To provide a basis for further exegetical study of New Testament texts in Greek.</li> </ul>
<b>Module Content</b>	Exegetical seminars on selected passages from the set-text, indicatively: 1 Corinthians 1-4, 6:12-20. Students will prepare a translation of the Greek text prior to class informed by study of relevant commentaries, articles and studies.

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate a number of approaches to the interpretation of these letters.</li> <li>▪ Gain some insight into significant social-historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise the validity of various interpretations of the letter.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set text in Greek at the appropriate level</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate a number of approaches to the interpretation of these letters.</li> <li>▪ Gain critical insight into significant social-historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise the validity of various interpretations of the letter by named scholars.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set text</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: T, P, A</li> <li>▪ IT skills: P, A</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Bieringer, R. (Ed.), <i>The Corinthian Correspondence</i>, (Leuven, Leuven University Press, 1996)</li> <li>▪ Collins, R. F. <i>First Corinthians (Sacra Pagina)</i> (Collegeville, Liturgical Press, 1999)</li> <li>▪ Fee, G.D. <i>The First Epistle to the Corinthians</i>, Eerdmans: 1987</li> <li>▪ Fitzmyer, J.A. <i>First Corinthians</i>, AB, Yale, 2008</li> <li>▪ Mitchell, M. <i>Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and Composition of 1 Corinthians</i>, WJK, 1991.</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB307B: Selected Texts from 1 Corinthians in Greek II**

<b>Module Title</b>	<b>Selected Texts from 1 Corinthians in Greek II</b>
<b>Module Code</b>	NTB307B
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Alternate years
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<p>To enable students to undertake a close study of select passages from 1 Corinthians in Greek, engaging with issues of translation, interpretation, exegesis and reception-history.</p> <ul style="list-style-type: none"> <li>▪ To introduce students to issues of translation, interpretation, and exegesis associated with the material of 1 Corinthians in Greek.</li> <li>▪ To enable students attain an understanding of various ways in which the text has been read and interpreted.</li> <li>▪ To enable students to engage in a close study of the set text, building on linguistic and exegetical skills gained in earlier parts of the course.</li> <li>▪ To provide a basis for further exegetical study of New Testament texts in Greek.</li> </ul>
<b>Module Content</b>	Exegetical seminars on selected passages from the set-text, indicatively: 1 Corinthians 7-8; 11:17-13:13; 15. Students will prepare a translation of the Greek text prior to class informed by study of relevant commentaries, articles and studies.

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate a number of approaches to the interpretation of these letters.</li> <li>▪ Gain some insight into significant social-historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise the validity of various interpretations of the letter.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set text in Greek at the appropriate level</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate a number of approaches to the interpretation of these letters.</li> <li>▪ Gain critical insight into significant social-historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise the validity of various interpretations of the letter by named scholars.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set text</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: T, P, A</li> <li>▪ IT skills: P, A</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ Adams, E. and Horrell, D. G. (eds), <i>Christianity at Corinth: The Quest for the Pauline Church</i>, WJK: 2004.</li> <li>▪ Bieringer, R. (Ed.), <i>The Corinthian Correspondence</i>, (Leuven, Leuven University Press, 1996)</li> <li>▪ Collins, R. F. <i>First Corinthians</i> (Sacra Pagina) (Collegeville, Liturgical Press, 1999)</li> <li>▪ Hays, R. B. <i>First Corinthians</i>, WJK: 1999.</li> <li>▪ Kovacs, J. (Ed.), <i>1 Corinthians: Interpreted by Early Christian Commentators</i>, (Grand Rapids MI, Eerdmans, 2005)</li> <li>▪ Thiselton, A. <i>The First Epistle to the Corinthians: A Commentary on the Greek Text</i>, Eerdmans: 2000.</li> <li>▪ Witherington, B. <i>Conflict and Community at Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians</i>, Eerdmans: 1995</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB308:  
Selected New Testament Texts in English: Parables

<b>Module Title</b>	<b>Selected New Testament Texts in English: Parables</b>
<b>Module Code</b>	NTB308
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To introduce students to the hermeneutical and exegetical issues associated with the important Gospel theme of the parables of Jesus.</li> <li>▪ To enable students to come to an understanding of a number of ways in which scholars have come to read and interpret these texts.</li> <li>▪ To enable students to engage in a close study of the set texts, building on exegetical skills gained in earlier parts of the course.</li> </ul>
<b>Module Content</b>	<p>Exegetical seminars of a range of parables from the synoptic gospels, typically Introductory material, followed by:</p> <ul style="list-style-type: none"> <li>▪ Matthew 13 Parables Discourse;</li> <li>▪ Luke 15 [// Matt 18:10-14] The Parables of the Lost;</li> <li>▪ Luke 18: 1-8 The Widow and the Unjust Judge;</li> <li>▪ Luke 10: 25-37 The Good Samaritan;</li> <li>▪ Matt 20:1-16 The Parable of the Labourers in the Vineyard;</li> <li>▪ Matt 22: 2-14 // Luke 14:15-24 The Great Supper Parable;</li> <li>▪ Matt 25: 14-39//Luke 19: 11-27 The Parable of the Talents;</li> <li>▪ Mark 12: 1-12 // Matt 21: 33-46 //Luke 20: 9-19 The Parable of the Tenants.</li> </ul>



<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain some insight into significant historical and theological issues evoked by a study of this material</li> <li>▪ Recognise the validity of a number of interpretations of gospel texts.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set texts in English</li> <li>▪ Evaluate a number of approaches to parable interpretation.</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain critical insight into significant historical and theological issues evoked by a study of this material</li> <li>▪ Recognise the validity of a number of interpretations of gospel texts, and integrate such knowledge into an exegetical framework.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Undertake a sound exegesis of the set texts in English</li> <li>▪ Critically evaluate a number of approaches to parable interpretation.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work:</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P, A</li> <li>▪ IT skills: P, A</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Aland, K (ed) 1972 <i>Synopsis of the Four Gospels</i> (Stuttgart: German Bible Society)</li> <li>▪ Crossan, J.D 1973 <i>In Parables</i> (San Francisco: Harper)</li> <li>▪ Drury, John 1985 <i>The Parables in the Gospels</i> (London: SPCK)</li> <li>▪ Dodd, C.H 1935 <i>The Parables of the Kingdom</i> (London: Nisbet 2nd ed.1961)</li> <li>▪ Etchells, Ruth 1998 <i>A reading of the parables of Jesus</i> (London : Darton, Longman and Todd)</li> <li>▪ Funk, Robert W, Scott, Bernard Brandon, Butts, James R 1988 <i>The Parables of Jesus Red Letter Edition A Report of the Jesus Seminar</i> (Sonoma, CA: Polebridge Press)</li> <li>▪ Gowler, David B 2000 <i>What are they saying about the parables?</i> (NY: Paulist Press)</li> <li>▪ Herzog, William R 1994 <i>Parables as subversive speech: Jesus as pedagogue of the oppressed</i> (Louisville, KY : Westminster/John Knox Press).</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB309: Selected New Testament Texts in English: Epistles**

<b>Module Title</b>	<b>Selected New Testament Texts in English: Epistles</b>
<b>Module Code</b>	NTB309
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every Year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To introduce students to the hermeneutical and exegetical issues associated with Paul’s Letter to the Philippians.</li> <li>▪ To enable students to come to an understanding of a number of ways in which scholars read and interpret the text, including: some understanding of the letter form in late antiquity; historical questions relating to the social context of Paul and his audiences.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Exegetical seminars on selected passages from the set-text, indicatively: <ul style="list-style-type: none"> <li>▪ Reading Philippians – Interpretative Issues;</li> <li>▪ Philippi and its people; Paul &amp; the Philippians (1:1-11);</li> <li>▪ Suffering (Phil 1:12-30); Example and Imitation (2:1-18);</li> <li>▪ The Mind of Christ. Pre-Pauline material? (Phil 2:5-11); Jewish heritage (3:1-14);</li> <li>▪ Reconciling Euodia and Syntyche (3:15-4:3);</li> <li>▪ Paul &amp; the Philippians: gifts (Phil 4:4-23);</li> <li>▪ Philippians in relation to the Pauline corpus.</li> </ul> </li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain some insight into significant historical and theological issues evoked by a study of this material;</li> <li>▪ Recognise the validity of a number of interpretations of epistolary texts.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate a number of approaches to the interpretation of the letter;</li> <li>▪ Undertake a sound exegesis of the set text in English.</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain critical insight into significant historical and theological issues evoked by a study of this material;</li> <li>▪ Recognise the validity of a number of interpretations of epistolary texts.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate a number of approaches to the interpretation of the letter, including relationships with other Pauline literature;</li> <li>▪ Undertake a sound exegesis of the set text in English.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P, A</li> <li>▪ IT skills: P,</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Bassler, J.M. (ed.)1991. <i>Pauline theology, Volume 1: Thessalonians, Philippians, Galatians, Philemon</i>. Minneapolis: Fortress</li> <li>▪ Bloomquist, L. G. 1992. <i>The function of suffering in Philippians</i>. Sheffield JSOT Press</li> <li>▪ Bockmuehl, M. 1997. <i>A commentary on the Epistle to the Philippians</i>. London: A. &amp; C. Black</li> <li>▪ Fee, G. D. 1995. <i>Paul's Letter to the Philippians</i>. Grand Rapids, Michigan: W.B. Eerdmans</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB310A: Selected Texts from the Fourth Gospel in Greek I**

<b>Module Title</b>	<b>Selected Texts from the Fourth Gospel in Greek I</b>
<b>Module Code</b>	NTB310A
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every alternate year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	To enable students to undertake a close study of select passages from the Fourth Gospel in Greek, engaging with issues of translation, interpretation, exegesis and reception-history.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Exegetical seminars on selected passages from the Gospel according to John, indicatively: Prologue (1:1-18); Jn 1-4; 6; 8-9.</li> <li>▪ Students will prepare a translation of the Greek text prior to class informed by study of relevant commentaries, articles and studies.</li> </ul>

**Module Learning Outcomes**

**Level 5:**

**Knowledge and Understanding**

A successful student will be able to:

- appreciate that all translation involves interpretation;
- understand the importance, therefore, of studying the New Testament in its original language, in order to take an active part in appropriate discussions as to its meaning or meanings.

**Intellectual and Cognitive Skills**

A successful student will be able to:

- evaluate a number of interpretations of the text in modern scholarship;
- take an active part in issues of translation and meaning of selective texts.

**Level 6:**

**Knowledge and Understanding**

A successful student will be able to:

- appreciate that all translation involves interpretation
- understand the importance, therefore, of studying the New Testament in its original language, in order to take an active part in critical discussions as to its meaning or meanings

**Intellectual and Cognitive Skills**

A successful student will be able to:

- evaluate critically various interpretations of the text in modern scholarship;
- take an active and critical part in issues of translation and meaning of selected texts .

**Level 5 and 6**

**Practical and Transferable Skills: Skills map:**

- Communication Skills: T, P
- Team work: P
- Problem solving: T, P, A
- Personal organisation: T, P, A
- IT skills: T, P, A
- Use of data: T, P, A

Key: T = taught, P = practised, A = assessed

<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Ashton, John <i>Understanding the Fourth Gospel</i> (Oxford 1991; 2007)</li> <li>▪ Barrett, C.K <i>The Gospel according to St John</i> (London: SPCK 1978)</li> <li>▪ Brown, R.E <i>The Gospel according to John</i> (Anchor Bible Commentary New York: Doubleday 1966,1970)</li> <li>▪ Lincoln, Andrew <i>The Gospel according to Saint John</i> (London : Continuum ; Hendrickson Publishers, 2005)</li> <li>▪ Moloney, F J <i>Belief in the Word: Reading John 1-4</i> (Minneapolis: Fortress, 1993)</li> <li>▪ _____, <i>Signs and Shadows: Reading John 5-12</i> (Minneapolis: Fortress, 1996)</li> <li>▪ _____, <i>Glory not Dishonor: Reading John 13-21</i> (Minneapolis: Fortress Press, 1998)</li> <li>▪ _____, <i>The Gospel of John</i> (Collegeville Minnesota: The Liturgical Press 1998)</li> </ul>



**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline NTB310B: Selected Texts from the Fourth Gospel in Greek II**

<b>Module Title</b>	<b>Selected Texts from the Fourth Gospel in Greek II</b>
<b>Module Code</b>	NTB310B
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every alternate year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	To enable students to undertake a close study of select passages from the Fourth Gospel in Greek, engaging with issues of translation, interpretation, exegesis and reception-history.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Exegetical seminars on selected passages from the Gospel according to John, indicatively: Prologue (1:1-18); Jn 1-4; 6; 8-9; 10; 11; 12-14; 15-17; 18-20.</li> <li>▪ Students will prepare a translation of the Greek text prior to class informed by study of relevant commentaries, articles and studies.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5:</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ appreciate that all translation involves interpretation;</li> <li>▪ understand the importance, therefore, of studying the New Testament in its original language, in order to take an active part in appropriate discussions as to its meaning or meanings.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ evaluate a number of interpretations of the text in modern scholarship;</li> <li>▪ take an active part in issues of translation and meaning of selective texts.</li> </ul> <p><b>Level 6:</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ appreciate that all translation involves interpretation</li> <li>▪ understand the importance, therefore, of studying the New Testament in its original language, in order to take an active part in critical discussions as to its meaning or meanings</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ evaluate critically various interpretations of the text in modern scholarship;</li> <li>▪ take an active and critical part in issues of translation and meaning of selected texts .</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills:</b> Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: T, P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: T, P, A</li> <li>▪ IT skills: T, P, A</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ Ashton, John <i>Studying John: Approaches to the Fourth Gospel</i> (Oxford 1994)</li> <li>▪ _____, (ed.) <i>The Interpretation of John</i> (Edinburgh 1986; 1997)</li> <li>▪ Brown, R.E <i>The Gospel according to John</i> (Anchor Bible Commentary New York: Doubleday 1966,1970)</li> <li>▪ Carter, Warren <i>John: Storyteller, Interpreter, Evangelist</i>, (Peabody MA, Hendrickson, 2006)</li> <li>▪ Culpepper, R.A <i>The Gospel and Letters of John</i> (1998)</li> <li>▪ _____, <i>The Anatomy of the Fourth Gospel</i> (Philadelphia: Fortress 1983)</li> <li>▪ Moloney, F J <i>Belief in the Word: Reading John 1-4</i> (Minneapolis: Fortress, 1993)</li> <li>▪ _____, <i>Signs and Shadows: Reading John 5-12</i> (Minneapolis: Fortress, 1996)</li> <li>▪ _____, <i>Glory not Dishonor: Reading John 13-21</i> (Minneapolis: Fortress Press, 1998)</li> <li>▪ _____, <i>The Gospel of John</i> (Collegeville Minnesota: The Liturgical Press 1998)</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline OTB300: Prophecy and Psalms

<b>Module Title</b>	<b>Prophecy and Psalms</b>
<b>Module Code</b>	OTB300
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	Year 1 (Level4) Scripture module or equivalent
<b>Module Supervisor(s)</b>	Dr Sean Ryan
<b>Module Aims</b>	To study the prophetic books of the Old Testament and the Psalter, with particular attention to literary genre.
<b>Module Content</b>	The nature of Old Testament prophecy, and the message of the prophets: Amos, Micah and prophetic justice; Jeremiah and Ezekiel before and during the exile; Isaiah 40-55 and Malachi -- the exile and the return; the psalms and Old Testament tradition; selected psalms (1, 8, 22, 23, 104, 119).
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain some insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise the validity of a number of interpretations of prophetic texts and of the Psalms.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate a number of approaches to the interpretation of the texts under study.</li> <li>▪ Undertake a sound exegesis of the set text in English.</li> </ul>

	<p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain critical insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Recognise and assess the validity of a number of interpretations of prophetic texts and the Psalms.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate a number of approaches to the interpretation of the prophetic texts and of the Psalms.</li> <li>▪ Undertake a sound exegesis of the set text in English.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Research: T, P, A</li> <li>▪ Language acquisition</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Analysis: T, P, A</li> <li>▪ Interpretation of statistics</li> <li>▪ Written communication: T, P, A</li> <li>▪ Teamwork: P</li> <li>▪ IT Skills: T, P, A</li> <li>▪ Time Management: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ R.E. BROWN, J.A. FITZMYER, R.E. MURPHY, (eds), <i>The New Jerome Biblical Commentary</i>, London, 1990</li> <li>▪ J. BLENKINSOPP, <i>A History of Prophecy in Israel</i>, Louisville, 1996</li> <li>▪ K. SEYBOLD, <i>Introducing the Psalms</i>, Edinburgh, 1990 W. BRUGGEMANN, <i>Hopeful Imagination. Prophetic Voices in Exile</i> (London: SCM Press, 1992)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ T. COLLINS, <i>The Mantle of Elijah</i> (Sheffield: JSOT, 1993)</li> <li>▪ K. KLOCH, <i>The Prophets</i> (London: SCM Press, 1982) (2 volumes)</li> <li>▪ H. McKAY and D. J.A. CLINES, <i>Of Prophets' Visions and the Wisdom of Sages</i> (Sheffield Academic Press, 1993)</li> <li>▪ T. W. OVERHOLT, <i>Channels of Prophecy: the Social Dynamics of Prophetic Activity</i> (Minneapolis: Fortress Press, 1989)</li> <li>▪ J.W. WALLS &amp; P.R. HOUSE, <i>Forming Prophetic Literature</i> (Sheffield Academic Press, 1996)</li> <li>▪ W. ZIMMERLI, <i>The Fiery Throne</i> (Minneapolis: Fortress Press, 2003)</li> <li>▪ P.R. ACKROYD, <i>Doors of Perception: A Guide to reading the Psalms</i> (London: SCM, 1978)</li> <li>▪ W. BRUGGEMANN, <i>The Message of the Psalms: A Theological Commentary</i> (Minneapolis, 1984)</li> <li>▪ J. DAY, <i>Psalms</i> (OT Guides, 1992)</li> <li>▪ S.E. GILLINGHAM <i>The Poems and Psalms of the Hebrew Bible</i> (Oxford: OUP, 1994)</li> </ul>
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Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PHB318A: Aquinas and Bonaventure I

<b>Module Title</b>	<b>Aquinas and Bonaventure I</b>
<b>Module Code</b>	PHB318A
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Alternate years
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two, Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Paul Rout OFM
<b>Module Aims</b>	To achieve a sound understanding of the fundamental features of the thought of Aquinas and Bonaventure, analyzing and critically reflecting on the complex body of their thought, while also investigating their contemporary relevance.
<b>Module Content</b>	<p>Background</p> <ul style="list-style-type: none"> <li>▪ Relevant aspects of Society in the Middle Ages</li> <li>▪ The antique heritage: Plato, Aristotle, Neoplatonism</li> <li>▪ Significant influences from the Christian theological tradition: Augustine, Pseudo-Dionysius, Victorines, Anselm</li> <li>▪ The influence of Arabic thought.</li> </ul> <p>Fundamental features of the thought of Aquinas and Bonaventure</p>
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>By the end of the module students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a detailed and systematic knowledge and understanding of key texts, doctrines, interpretations and arguments relating to the study of the thought of Aquinas and Bonaventure.</li> <li>▪ Show awareness of a range of approaches/interpretations between the two thinkers.</li> <li>▪ Appreciate the uncertainty, ambiguity and limits of knowledge.</li> </ul>

### **Intellectual and Cognitive Skills**

By the end of the module, students should be able to:

- Select and organise material from a wide range of complex primary and secondary sources.
- Identify and focus on key issues within the topics studied
- Construct a detailed analysis of texts, doctrines and arguments.
- Conduct a strongly sustained argument, which may also show the implications of the findings for further study in this area.

### **Level 6**

#### **Knowledge and Understanding**

A successful student will be able to:

- Demonstrate a detailed and systematic knowledge and understanding of key texts, doctrines, interpretations and arguments relating to the study of the thought of Aquinas and Bonaventure.
- Show awareness of a range of approaches/interpretations between the two thinkers.
- Appreciate the uncertainty, ambiguity and limits of knowledge.

### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Select and organise material from a wide range of complex primary and secondary sources.
- Identify and focus on key issues within the topics studied.
- Construct a detailed analysis of texts, doctrines and arguments.
- Conduct a strongly sustained argument, which may also show the implications of the findings for further study in this area.

### **Level 5 and 6**

#### **Practical and Transferable Skills**

By the end of the module, students should have attained the ability to:

- Read critically and discuss key ideas.
- Clearly and effectively organize and present in written form substantiated arguments to support one's own position, using experience and reflection.
- Work collaboratively as a member of a group in a way which allows each individual to contribute effectively.



	<p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: T, P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p> <p>Any additional skills:</p> <ul style="list-style-type: none"> <li>▪ Reading and comprehension of medieval textual material.</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Cullen C. <i>Bonaventure</i> (Oxford: Oxford University Press, 2006);</li> <li>▪ Davies B., <i>The Thought of Thomas Aquinas</i> ((Oxford: Clarendon, 1992)</li> <li>▪ Nichols A., <i>Discovering Aquinas</i> (London: Darton, Longman &amp; Todd, 2002);</li> <li>▪ Rout P., <i>Francis and Bonaventure</i> (London: Harper Collins, 1996)</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PHB318B: Aquinas and Bonaventure II

<b>Module Title</b>	<b>Aquinas and Bonaventure II</b>
<b>Module Code</b>	PHB318B
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Alternate years
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two, Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Paul Rout OFM
<b>Module Aims</b>	To achieve a sound understanding of the fundamental features of the thought of Aquinas and Bonaventure, analyzing and critically reflecting on the complex body of their thought, while also investigating their contemporary relevance.
<b>Module Content</b>	<p>Selected Themes</p> <ul style="list-style-type: none"> <li>▪ Faith and Reason</li> <li>▪ The Nature of God</li> <li>▪ The Human Person</li> <li>▪ The contemporary significance of the thought of Aquinas and Bonaventure</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>By the end of the module students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a detailed and systematic knowledge and understanding of key texts, doctrines, interpretations and arguments relating to the study of the thought of Aquinas and Bonaventure.</li> <li>▪ Show awareness of a range of approaches/interpretations between the two thinkers.</li> <li>▪ Appreciate the uncertainty, ambiguity and limits of knowledge.</li> </ul>

### **Intellectual and Cognitive Skills**

By the end of the module, students should be able to:

- Select and organise material from a wide range of complex primary and secondary sources.
- Identify and focus on key issues within the topics studied
- Construct a detailed analysis of texts, doctrines and arguments.
- Conduct a strongly sustained argument, which may also show the implications of the findings for further study in this area.

### **Level 6**

#### **Knowledge and Understanding**

A successful student will be able to:

- Demonstrate a detailed and systematic knowledge and understanding of key texts, doctrines, interpretations and arguments relating to the study of the thought of Aquinas and Bonaventure.
- Show awareness of a range of approaches/interpretations between the two thinkers.
- Appreciate the uncertainty, ambiguity and limits of knowledge.

### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Select and organise material from a wide range of complex primary and secondary sources.
- Identify and focus on key issues within the topics studied.
- Construct a detailed analysis of texts, doctrines and arguments.
- Conduct a strongly sustained argument, which may also show the implications of the findings for further study in this area.

### **Level 5 and 6**

#### **Practical and Transferable Skills**

By the end of the module, students should have attained the ability to:

- Read critically and discuss key ideas.
- Clearly and effectively organize and present in written form substantiated arguments to support one's own position, using experience and reflection.

	<ul style="list-style-type: none"> <li>▪ Work collaboratively as a member of a group in a way which allows each individual to contribute effectively.</li> </ul> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: T, P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p> <p>Any additional skills:</p> <ul style="list-style-type: none"> <li>▪ Reading and comprehension of medieval textual material.</li> </ul>
<b>Module Assessment</b>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ Delio I., <i>Simply Bonaventure</i> (New York: New City Press, 2001)</li> <li>▪ Hayes Z., <i>Bonaventure: Mystical Writings</i> (New York: Crossroads, 1999)</li> <li>▪ Hellman J.A. Wayne <i>Divine and Created Order in St Bonaventure's Theology</i> (St Bonaventure, New York: Franciscan Institute, 2001)</li> <li>▪ Jordan M., <i>Rewritten Theology: Aquinas after his Readers</i> (Oxford: Blackwell, 2006)</li> <li>▪ Kerr F., <i>After Aquinas</i> (Oxford: Blackwell, 2002)</li> <li>▪ McInerny R. <i>Aquinas</i> (Oxford: Blackwell, 2004)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB300A: Fundamental Moral Theology I**

<b>Module Title</b>	<b>Fundamental Moral Theology I</b>
<b>Module Code</b>	PSB300A
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Nicholas Austin SJ
<b>Module Aims</b>	To study the main components of fundamental Catholic moral theology, and selected topics and issues, with special attention to the teaching of the Magisterium.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The role of Scripture in moral theology;</li> <li>▪ method in Moral Theology;</li> <li>▪ the teachings of the Magisterium;</li> <li>▪ natural law;</li> <li>▪ virtue ethics;</li> <li>▪ selected issues in special (or applied) moral theology.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ identify and recognise the key questions and issues with regard to the various components of fundamental moral theology covered in this course</li> <li>▪ argue for a position on the key issues</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ compare and contrast the approaches of different schools of thought on the various issues covered in the module</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ engage with the complexities of the key questions in fundamental moral theology</li> <li>▪ coherently argue for a position on the key issues</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ compare, contrast and critically evaluate the approaches of different schools of thought on the various issues covered in the module.</li> </ul> <p><b>Levels 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written and verbal skills, showing respect for the views of others and an ability to engage in debate</li> <li>▪ Effective participation in group activities</li> <li>▪ Skills of problem identification, analysis, evaluation</li> <li>▪ Time management</li> <li>▪ Use of IT for research.</li> </ul> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Benedict XVI, <i>Deus Caritas Est</i></li> <li>▪ John Paul II, <i>Veritatis Splendor</i>  --- <i>Sollicitudo Rei Socialis</i>  --- <i>Reconciliation and Penance</i></li> <li>▪ Grisez, Germain Gabriel, <i>The Way of the Lord Jesus: Living a Christian Life</i> (Franciscan Press, 1993)</li> <li>▪ Gula, Richard M., <i>Reason Informed by Faith: Foundations of Catholic Morality</i> (Mahwah, NJ: Paulist Press, 1989)</li> <li>▪ Hittinger, Russell, <i>The First Grace: Rediscovering the Natural Law in a Post-Christian World</i> (ISI Books, 2007)</li> <li>▪ Mattison, William C., <i>Introducing Moral Theology: True Happiness and the Virtues</i> (Grand Rapids, Michigan: Brazos Press, 2008)</li> <li>▪ Meilaender, Gilbert, and William Werpehowski, <i>The Oxford Handbook of Theological Ethics</i> (Oxford: Oxford University Press, 2007)</li> <li>▪ Ratzinger, Joseph Cardinal, <i>On Conscience</i> (Ignatius Press, 2007)</li> <li>▪ Rhonheimer, Martin, <i>The Perspective of Morality: Philosophical Foundations of Thomistic Virtue Ethics</i> (Catholic Univ of Amer Pr, 2011)</li> <li>▪ Spohn, William C., <i>Go and Do Likewise: Jesus and Ethics</i> (New York: Continuum, 1999)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB300B: Fundamental Moral Theology II**

<b>Module Title</b>	<b>Fundamental Moral Theology II</b>
<b>Module Code</b>	PSB300B
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Nicholas Austin SJ
<b>Module Aims</b>	To study the main components of fundamental Catholic moral theology, and selected topics and issues, with special attention to the teaching of the Magisterium.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ the teachings of the Magisterium;</li> <li>▪ human rights;</li> <li>▪ conscience;</li> <li>▪ the distinctiveness of Christian ethics;</li> <li>▪ selected issues in special (or applied) moral theology.</li> </ul>



<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ identify and recognise the key questions and issues with regard to the various components of fundamental moral theology covered in this course</li> <li>▪ argue for a position on the key issues</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ compare and contrast the approaches of different schools of thought on the various issues covered in the module</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>▪ A successful student will be able to:</li> <li>▪ engage with the complexities of the key questions in fundamental moral theology</li> <li>▪ coherently argue for a position on the key issues</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ compare, contrast and critically evaluate the approaches of different schools of thought on the various issues covered in the module.</li> </ul> <p><b>Levels 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written and verbal skills, showing respect for the views of others and an ability to engage in debate</li> <li>▪ Effective participation in group activities</li> <li>▪ Skills of problem identification, analysis, evaluation</li> <li>▪ Time management</li> <li>▪ Use of IT for research.</li> </ul> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Benedict XVI, <i>Deus Caritas Est</i></li> <li>▪ John Paul II, <i>Veritatis Splendor</i> <ul style="list-style-type: none"> <li>--- <i>Sollicitudo Rei Socialis</i></li> <li>--- <i>Reconciliation and Penance</i></li> </ul> </li> <li>▪ Grisez, Germain Gabriel, <i>The Way of the Lord Jesus: Living a Christian Life</i> (Franciscan Press, 1993)</li> <li>▪ Gula, Richard M., <i>Reason Informed by Faith: Foundations of Catholic Morality</i> (Mahwah, NJ: Paulist Press, 1989)</li> <li>▪ Hittinger, Russell, <i>The First Grace: Rediscovering the Natural Law in a Post-Christian World</i> (ISI Books, 2007)</li> <li>▪ Mattison, William C., <i>Introducing Moral Theology: True Happiness and the Virtues</i> (Grand Rapids, Michigan: Brazos Press, 2008)</li> <li>▪ Meilaender, Gilbert, and William Werpehowski, <i>The Oxford Handbook of Theological Ethics</i> (Oxford: Oxford University Press, 2007)</li> <li>▪ Ratzinger, Joseph Cardinal, <i>On Conscience</i> (Ignatius Press, 2007)</li> <li>▪ Rhonheimer, Martin, <i>The Perspective of Morality: Philosophical Foundations of Thomistic Virtue Ethics</i> (Catholic Univ of Amer Pr, 2011)</li> <li>▪ Spohn, William C., <i>Go and Do Likewise: Jesus and Ethics</i> (New York: Continuum, 1999)</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB305A:  
Canon Law I

<b>Module Title</b>	<b>Canon Law I</b>
<b>Module Code</b>	PSB305B
<b>Year/Level</b>	Year 3 (Level 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Sr Dr Helen Costigane SHCJ
<b>Module Aims</b>	To study the contents and interpretation of the Code of Canon Law, the history and development of Canon Law, its relationship with ecclesiology, the Canon Law of the sacraments, especially marriage.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The role of law in the Church;</li> <li>▪ the 1983 Code; general norms;</li> <li>▪ applications and interpretations;</li> <li>▪ rights and obligations in the Code.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate and engage with key theories, interpretations and arguments relating to the study of canon law</li> <li>▪ Evaluate different approaches/interpretations where applicable.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Select and organize material from a range of primary and secondary sources</li> <li>▪ Demonstrate intellectual flexibility through the appropriate use of different methodological approaches</li> <li>▪ Identify and focus on key issues within each topic studied</li> <li>▪ Conduct a critical analysis of texts, theories and arguments</li> <li>▪ Construct a sustained argument.</li> </ul>

	<p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<p><b>General: Texts and Commentaries</b></p> <ul style="list-style-type: none"> <li>▪ Beal, J.P., J. A. Coriden, T. J. Green, <i>New Commentary on the Code of Canon Law</i>, New York/Mahwah NJ, Paulist Press, 2000</li> <li>▪ Coriden, J. A., T.J. Green and D.E. Heintschel, <i>The Code of Canon Law: A Text and Commentary</i>, Leominster, Fowler Wright, 1985.</li> <li>▪ Sheehy, G., R. Brown, D. Kelly and A. McGrath, <i>The Canon Law: Letter and Spirit – A Practical Guide to the Code of Canon Law</i> (reprint), London, Geoffrey Chapman, 1996</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>▪ Gallagher, C., <i>Church Law and Church Order in Rome and Byzantium: A Comparative Study</i>, Aldershot, Ashgate, 2002</li> <li>▪ Winroth, A., <i>The Making of Gratian's Decretum</i>, Cambridge University Press, 2000</li> </ul> <p><b>Theology and Canon Law</b></p> <ul style="list-style-type: none"> <li>▪ Orsy, L., 'Theology and Canon Law: An Inquiry into their Relationship', <i>The Jurist</i>, 50, 1990, 402-434</li> <li>▪ Selling, J., 'Laws and Values: Clarifying the Relationship Between Canon Law and Moral Theology', <i>The Jurist</i>, 56, 1996, 92-110</li> <li>▪ Sklba, R., 'Law in the Service of the Gospel: Biblical Reflections on Critical Issues Facing the Church', <i>CLSA Proceedings</i>, 62, 2000, 49-61</li> </ul>

### **Canon Law and Ecclesiology**

- Kaslyn, R., 'The Value Underlying the Law: A Foundational Analysis of Canon 209(1)', *Studia Canonica*, 29, 1995, 7-28
- Komonchak, J., 'People of God, Hierarchical Structure, and Communion: An Easy Fit?', *CLSA Proceedings*, 60, 1998, 91-102
- Orsy, L., 'The Church of the Third Millennium. An Exercise in Theological and Canonical Imagination: In Praise of *Communio*', *Studia Canonica*, 38, 2004, 5-36

### **The Interpretation of Law**

- Coriden, J., *Canon Law as Ministry: Freedom and Good Order for the Church*, New York, Paulist Press, 2000
- Orsy, L., *Theology and Canon Law: New Horizons for Legislation and Interpretation*, Collegeville, Minn., Liturgical Press, 1992

### **Obligations and Rights in the Church**

- Beal, J., 'Protecting the Rights of Lay Catholics', *The Jurist*, 47, 1987, 161-163
- Beall, J., 'Doing What One Can: Canon Law and Clerical Sexual Misconduct', *The Jurist*, 52, 1992, 642-683
- Coriden, J. A., 'What Became of the Bill of Rights?', *Proceedings of 52rd Annual Conference*, Canon Law Society of America, 1990, 47-60
- Coriden, J., 'The Vindication of Parish Rights', *The Jurist*, 54, 1994, 22-39
- Coriden, J., 'The Rights of Parishes', *Studia Canonica*, 28, 1994, 293-310
- Orsy, L., 'Fundamental Rights in the Church', *The Jurist*, 41, 1981, 177-187
- Provost, J., 'The Nature of Rights in the Church', *CLSA Proceedings*, 53, 1991, 1-18
- Shaw, R., *Understanding Your Rights: Your Rights and Responsibilities in the Catholic Church*, Ann Arbor, Michigan, Servant Publications, 1994

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB305B: Canon Law II

<b>Module Title</b>	<b>Canon Law II</b>
<b>Module Code</b>	PSB305B
<b>Year/Level</b>	Year 3 (Level 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Sr Dr Helen Costigane SHCJ
<b>Module Aims</b>	To study the contents and interpretation of the Code of Canon Law, the history and development of Canon Law, its relationship with ecclesiology, the Canon Law of the sacraments, especially marriage.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The law relating to individual sacraments, particularly marriage;</li> <li>▪ sanctions and processes.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate and engage with key theories, interpretations and arguments relating to the study of canon law</li> <li>▪ Evaluate different approaches/interpretations where applicable.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Select and organize material from a range of primary and secondary sources</li> <li>▪ Demonstrate intellectual flexibility through the appropriate use of different methodological approaches</li> <li>▪ Identify and focus on key issues within each topic studied</li> <li>▪ Conduct a critical analysis of texts, theories and arguments</li> <li>▪ Construct a sustained argument.</li> </ul>

	<p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<p><b>General: Texts and Commentaries</b></p> <ul style="list-style-type: none"> <li>▪ Beal, J.P., J. A. Coriden, T. J. Green, <i>New Commentary on the Code of Canon Law</i>, New York/Mahwah NJ, Paulist Press, 2000</li> <li>▪ Coriden, J. A., T.J. Green and D.E. Heintschel, <i>The Code of Canon Law: A Text and Commentary</i>, Leominster, Fowler Wright, 1985.</li> <li>▪ Sheehy, G., R. Brown, D. Kelly and A. McGrath, <i>The Canon Law: Letter and Spirit – A Practical Guide to the Code of Canon Law</i> (reprint), London, Geoffrey Chapman, 1996</li> </ul> <p><b>Marriage</b></p> <ul style="list-style-type: none"> <li>▪ Brown, R., <i>Marriage Annulment in the Catholic Church</i>, 3<sup>rd</sup> edition, Bury St. Edmunds, Kevin Mayhew, 1990</li> <li>▪ Catoir, J.T., <i>Where Do You Stand With the Church?: The Dilemma of Divorced Catholics</i>, New York, Alba House, 1996</li> <li>▪ Kasper, W., <i>Theology of Christian Marriage</i>, London, Burns &amp; Oates, 1980</li> <li>▪ Kelly, K. T., <i>Divorce and Second Marriage: Facing the Challenge</i> (new and expanded edition), London, Geoffrey Chapman, 1996</li> <li>▪ Lawler, M.E., <i>Marriage and the Catholic Church: Disputed Questions</i>, Collegeville, Minn., Liturgical Press, 2002</li> <li>▪ Orsy, L., <i>Marriage in Canon Law: Texts and Comments, Reflections and Questions</i>, Wilmington, Delaware, Glazier, 1986</li> </ul>

	<p><b>Other Sacraments</b></p> <ul style="list-style-type: none"><li>▪ John Paul II, <i>Reconciliatio et Paenitentia</i>, 2 December 1984</li><li>▪ McIntyre, John P., 'An Apology for the "Lesser Sacraments"', <i>The Jurist</i>, 51, 1991, 390-414</li><li>▪ Moriarty, Robert T., 'Violation of the Confessional Seal and the Associated Penalties', <i>The Jurist</i>, 58, 1998, 152-170</li><li>▪ Robertson, J., 'Liturgical and Canonical Issues of Sacramental Celebration, Especially Reconciliation, Anointing of the Sick and Orders', <i>CLSA Proceedings</i>, 55, 1993, 192-213</li><li>▪ Woestman, W. <i>Sacraments: Initiation, Penance, Anointing of the Sick</i> (2<sup>nd</sup> ed. 1996)</li><li>▪ Woestman, W., <i>The Sacrament of Orders and the Clerical State</i> (1999).</li></ul>
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**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB308:  
Special Moral Theology: Relational & Social Ethics**

<b>Module Title</b>	<b>Special Moral Theology: Relational &amp; Social Ethics</b>
<b>Module Code</b>	PSB308
<b>Year/Level</b>	Year 3 (Level 6)
<b>Term(s) available</b>	Lent Term
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	PS300 Fundamental Moral Theology
<b>Module Supervisor(s)</b>	Rev Dr Nicholas Austin SJ
<b>Module Aims</b>	To enable students to apply the principles learnt in fundamental moral theology to moral problems in the spheres of interpersonal relationships, sexuality, and society, with attention to the teachings of the Magisterium.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The teaching of the Magisterium, and a critical assessment of a range of contemporary theories on such matters as: truth telling and lying;</li> <li>▪ marriage and divorce; sexual relationships;</li> <li>▪ euthanasia;</li> <li>▪ gene therapy;</li> <li>▪ abortion;</li> <li>▪ social justice;</li> <li>▪ war;</li> <li>▪ punishment of criminals.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Appreciate and engage with Church teaching on specific moral issues, comprehend its complexity, and differentiate between different levels of authoritative teaching</li> <li>▪ Appreciate and engage with different schools of thought on specific moral issues</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Compare and critically evaluate different approaches to specific moral issues</li> <li>▪ Formulate and judge different pastoral approaches to cases</li> </ul> <p><b>Practical and Transferable Skills</b></p> <ul style="list-style-type: none"> <li>▪ Written and verbal skills, assessed in essays and an oral examination</li> <li>▪ Skills of problem identification, analysis, evaluation, identifying a suitable method to address a pastoral problem.</li> <li>▪ Time management, taking responsibility for own learning.</li> <li>▪ Use internet research tool.</li> </ul> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: T, P, A</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) including oral examination, completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>

## Select Bibliography

### Magisterial documents:

- Paul IV: *Humanae Vitae*
- John Paul II: *Familiaris Consortio*; *Evangelium Vitae*; *Centesimus Annus*
- Benedict XVI: *Address to the UN General Assembly* (2008)
- CDF: *Persona Humana*; *Donum Vitae*; *On the Pastoral Care of Homosexual Persons*; *Donum Veritatis*; *Responses to questions concerning sterilization*; *Declaration on Procured Abortion*
- Pontifical Council for the Family: *Family, Marriage and "De Facto" Unions*
- Irish Bishops' Pastoral Letter *Love is for Life* (1985)
- US Bishops: *The Challenge of Peace* (1983)
- Bishops of England and Wales: *The Common Good* (1996)
- Catechism of the Catholic Church, 2196-2557

### Other:

- R. M. Gula, 'Euthanasia' in B. Hoose (ed.), *Christian Ethics: An Introduction*, chapter, 19, pp. 277-289.
- William C. Mattison, "Chastity and Nonmarital Sex," in *Introducing Moral Theology: True Happiness and the Virtues* (Grand Rapids, Michigan: Brazos Press, 2008), 333-363.
- Francis A. Sullivan, *The Magisterium: Teaching Authority in the Catholic Church* (Wipf & Stock Publishers, 2002).

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline PSB311: Sociology of Religion**

<b>Module Title</b>	<b>Sociology of Religion</b>
<b>Module Code</b>	<b>PSB311</b>
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Level 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr James Sweeney CP
<b>Module Aims</b>	To provide students with sociological resources so they can: <ul style="list-style-type: none"> <li>▪ deepen their insight into the religion-society relationship in historical and contemporary settings;</li> <li>▪ understand epistemological issues of theology and social theory in the context of modernity/post-modernity debates;</li> <li>▪ situate the challenges to and reflect on the responsibilities of theology and social science in relation to pastoral practice and social action.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Religion in modernity and post-modernity</li> <li>▪ The social functions of religion</li> <li>▪ Religious change – secularisation &amp; sacralisation</li> <li>▪ Religious organisations</li> <li>▪ The turn to the Self</li> <li>▪ Religion and various aspects of contemporary social life</li> <li>▪ Sociology and theology</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of key theories, interpretations and arguments in the Sociology of Religion</li> <li>▪ Provide an overview of the current realities of religion and religious practices</li> <li>▪ Show awareness of different sociological approaches and interpretations</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and focus on key issues and select and organise material from a range of mainly secondary sociological sources</li> <li>▪ Describe social and religious situations with accuracy</li> <li>▪ Construct a sustained argument and demonstrate intellectual flexibility.</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge and critical understanding of key theories, interpretations and arguments in the Sociology of Religion</li> <li>▪ Provide an overview of the current realities of religion and religious practices and the ability to assess them in historical perspective</li> <li>▪ Show awareness of, and the ability to deploy, different sociological approaches and interpretations</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and focus on key issues and select and organise material from a range of primary and secondary sociological sources</li> <li>▪ Conduct a critical analysis of sociological theories and arguments</li> <li>▪ Construct a sustained argument and demonstrate intellectual flexibility in assessing concrete situations and issues.</li> </ul>
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	<p><b>Levels 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ Peter Berger, <i>The Heretical Imperative</i> (London: Collins, 1980)</li> <li>▪ Steve Bruce, <i>Religion in the Modern World: from Cathedrals to Cults</i> (Oxford: OUP, 1996)</li> <li>▪ Jose Casanova, <i>Public Religions in the Modern World</i> (Chicago: University of Chicago Press, 1994)</li> <li>▪ Grace Davie, <i>1994 Religion in Britain since 1945: Believing without Belonging</i> (London: Blackwell, 1994)</li> <li>▪ Anthony Giddens, <i>Modernity and Self-Identity: Self and Society in the Late Modern Age</i> (Cambridge: Polity Press, 1991)</li> <li>▪ Yiannas Gabriel &amp; T. Lang, <i>The Unmanageable Consumer: Contemporary Consumption and its Fragmentation</i> (London: Sage, 1995)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline SRB102: Christianity in the Modern World**

<b>Module Title</b>	<b>Christianity in the Modern World</b>
<b>Module Code</b>	<b>SRB102</b>
<b>Year/Level</b>	Year One (Level 4)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Very Rev Dr Martin Ganeri OP
<b>Module Aims</b>	To introduce some of the key themes and concepts of the major world religions, the different ways of studying them, and various forms of Christian theological response.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The concept of ‘religion’; the phenomenology, history and study of religions;</li> <li>▪ religious concepts of ultimate reality;</li> <li>▪ the human person and the world;</li> <li>▪ Christian responses to other religions;</li> <li>▪ religion and theology;</li> <li>▪ religion and spirituality;</li> <li>▪ religion and ethics.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Know the shape of contemporary Christianity in its global manifestation.</li> <li>▪ Understand the challenges the modern world poses to Christian faith, life and mission.</li> <li>▪ Consider how Christianity responds to religious pluralism.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyse factual data concerning religious affiliation</li> <li>▪ Understand how to relate the sources of Christian theology and faith to new questions and realities</li> </ul>

	<p><b>Practical and Transferable Skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Read and appraise secondary material</li> <li>▪ Write reflections and construct arguments</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ W. R. BURROWS (ed), <i>Redemption and Dialogue: Reading Redemptoris Missio and Dialogue and Proclamation</i>, (Orbis 1993)</li> <li>▪ M. LAMB and M. LEVERING, <i>Vatican II: Renewal within Tradition</i>, (OUP 2008)</li> <li>▪ F. GIOIA (ed), <i>Interreligious Dialogue: the Official Teaching of the Catholic Church (1963-1995)</i>, Pauline Books &amp; Media 1997</li> <li>▪ G. D’COSTA (et al. edd.), <i>Catholic Engagement with World Religions: A Comprehensive Study</i>, (Orbis 2009)</li> <li>▪ L. WOODHEAD ed, <i>Religions in the Modern World</i>, Routledge 2009</li> <li>▪ K. BECKER, I. MORALI et al, <i>Catholic Engagement with World Religions</i> (Orbis: 2010)</li> <li>▪ S. BEVANS and R. SCHROEDER, <i>Constants in Context: A Theology of Mission for Today</i>, (Orbis: 2011)</li> <li>▪ G. D’COSTA, <i>Christianity and World Religions: Disputed Questions in the Theology of Religions</i>, (Wiley-Blackwell: 2009)</li> <li>▪ G. D’COSTA, <i>The Meeting of religions and the Trinity</i> (T&amp;T Clark: 2000)</li> <li>▪ G. D’COSTA (ed), <i>The Catholic Church and the World Religions</i> (T&amp;T Clark: 2011)</li> <li>▪ P.JENKINS, <i>The Next Christendom: The Coming of Global Christianity</i> (OUP: 2007)</li> <li>▪ F. SULLIVAN S.J. <i>Salvation Outside the Church? Tracing the History of the Catholic Response</i>, (Paulist Press: 1992)</li> </ul>



Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB103: Fundamentals of Revelation

<b>Module Title</b>	<b>Fundamentals of Revelation</b>
<b>Module Code</b>	STB103
<b>Year/Level</b>	Year One (Level 4)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent(s)</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Anthony Baxter
<b>Module Aims</b>	To introduce a range of topics fundamental to theology, including the preparation of Israel for the Messiah, Christ as the meaning of the Scriptures, the relation between creation and redemption, theological anthropology, Scripture and Tradition.
<b>Module Content</b>	Consideration of various ideas and convictions about ‘revelation’ and its linkage to a wider array of elements within Christian belief. Relevant matters include: God’s presence and activity in the history of Israel and in first century CE Palestine (plus outreach from there), and human response - this centred in Jesus Christ and with a view to salvation; revelation and its receipt as aspects of that; God’s continuing, and broader, presence and activity amid human lives, among other things safeguarding transmission of what was revealed to later generations; the Bible; the Church; councils; people’s appropriation of revelation, and knowledge - in the context of lived faith; development of understanding; tradition; ‘theology’. Examination of <i>Dei Verbum</i> . Comparison with the Vatican I text, <i>Dei Filius</i> .
<b>Module Learning Outcomes</b>	<p><b>Knowledge and Understanding</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and discuss topics in the module.</li> <li>▪ Elucidate and comment on the Vatican II text <i>Dei Verbum</i>.</li> </ul>

	<p><b>Intellectual and Cognitive Skills</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and have an ability to make use of various texts and ideas studied.</li> <li>▪ Link and assess ideas from diverse contexts.</li> </ul> <p><b>Practical and Transferable Skills</b></p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Communicate competently in writing.</li> <li>▪ Handle effectively oral articulation (itself able to assist development of capability in written work).</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ A.FLANNERY, ed., <i>Vatican Council II: The Basic Sixteen Documents</i> (NY: Costello and Dublin: Dominican Publications; 1996)</li> <li>▪ A.DULLES, <i>Models of Revelation</i>, 2nd edn. (Maryknoll: Orbis, 1992)</li> <li>▪ B.C.BUTLER, <i>The Theology of Vatican II</i>, revised edn. (London: DLT, 1981)</li> <li>▪ J.NEUNER and J.DUPOUIS, eds., <i>The Christian Faith</i>, Seventh edition (NY: St Paul's/Alba House, 2001)</li> <li>▪ R.LATOURELLE and R.FISICHELLA, eds., <i>Dictionary of Fundamental Theology</i> (NY: Crossroad, 1994)</li> <li>▪ G.O'COLLINS, <i>Fundamental Theology</i> (London: DLT, 1981) plus <i>Retrieving Fundamental Theology</i> (London: G. Chapman, 1993)</li> <li>▪ R.LATOURELLE, <i>Theology of Revelation</i> (Cork: Mercier, 1968)</li> <li>▪ K.RAHNER and J.RATZINGER, <i>Revelation and Tradition</i> (London: Burns and Oates, 1966)</li> <li>▪ F.A. SULLIVAN, <i>Magisterium</i> (Dublin: Gill &amp; Macmillan, 1983)</li> <li>▪ H.VORGRIMLER, ed., <i>Commentary on the Documents of Vatican II</i>, Vol III (London: Burns and Oates, 1969)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB300A: Christ, God and Salvation I**

<b>Module Title</b>	<b>Christ, God and Salvation I</b>
<b>Module Code</b>	STB300A
<b>Year/Level</b>	Year 2 (Levels 5)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalentents</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	Normally NT100 – Introduction to the New Testament; and CH102 - The History of Christianity
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	To study the central issues and themes in Christology and Trinitarian Theology.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The sources of Christology in Bible and tradition;</li> <li>▪ the historical Jesus and the perspective of faith;</li> <li>▪ the person of Christ;</li> <li>▪ the role of Christ in revelation and salvation.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and expound topics in the module.</li> <li>▪ Form, and argue for, assessments of diverse scholarly treatments.</li> <li>▪ Discuss various of the issues in their own right.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw, in reflection, upon a range of studies, methods and understandings: and attain advance and some integration.</li> <li>▪ Analyse and evaluate somewhat complex ideas, in a fair, measured manner.</li> <li>▪ Consider at first hand and express themselves in relation to issues, at an appropriate pitch of clarity and penetration.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: PT, P, A</li> <li>▪ Team work:</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P, A</li> <li>▪ IT skills: P</li> <li>▪ Use of data:</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p> <p>Note: abilities and skills variously associated with (a) and (b) above can comprise or yield transferable skills.</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>

## Select Bibliography

### CHRISTOLOGY:

- L. BOUYER, *The Eternal Son*, Huntington, 1976
- W. KASPER, *The God of Jesus Christ*, London, 1984
- G. O'COLLINS, *Christology*, Oxford, 1995
- N.T. WRIGHT, *Jesus and the Victory of God* (London: SPCK, 1996)
- C.F.D. MOULE, *The Origin of Christology* (Cambridge: Cambridge University Press, 1977)
- R.E. BROWN, *An Introduction to New Testament Christology* (Mahwah, NJ: Paulist, 1994)
- G.W.H. LAMPE, *God as Spirit* (Oxford: Oxford UP, 1977)
- W. KASPER, *Jesus the Christ* (London: Burns & Oates, 1976)
- W. PANNENBERG, *Jesus – God and Man* (London: SCM, 1968)
- K. RAHNER, *Foundations of Christian Faith* (London: Darton, Longman & Todd, 1978)
- J. SOBRINO, *Christology at the Crossroads* (London: SCM, 1978)
- S. DAVIS, D. KENDALL and G. O'COLLINS, eds., *The Incarnation* (Oxford: Oxford UP, 2002)
- C.S. EVANS, ed., *Exploring Kenotic Christology* (Oxford: Oxford UP, 2006)

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB300B: Christ, God and Salvation II**

<b>Module Title</b>	<b>Christ, God and Salvation II</b>
<b>Module Code</b>	STB300B
<b>Year/Level</b>	Year 2 (Levels 5)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent(s)</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	Normally NT100 – Introduction to the New Testament; and CH102 - The History of Christianity
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	To study the central issues and themes in Christology and Trinitarian Theology.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Early forms and later developments in Trinitarian Theology; ‘models’ of the Trinity;</li> <li>▪ the Trinity and the Cross;</li> <li>▪ the Person and role of the Holy Spirit.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and expound topics in the module.</li> <li>▪ Form, and argue for, assessments of diverse scholarly treatments.</li> <li>▪ Discuss various of the issues in their own right.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Draw, in reflection, upon a range of studies, methods and understandings: and attain advance and some integration.</li> <li>▪ Analyse and evaluate somewhat complex ideas, in a fair, measured manner.</li> <li>▪ Consider at first hand and express themselves in relation to issues, at an appropriate pitch of clarity and penetration.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: PT, P, A</li> <li>▪ Team work:</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: P, A</li> <li>▪ IT skills: P</li> <li>▪ Use of data:</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p> <p>Note: abilities and skills variously associated with (a) and (b) above can comprise or yield transferable skills.</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>

## Select Bibliography

### TRINITY:

- K. RAHNER, *The Trinity*, London, 1970
- K.BARTH, *Church Dogmatics I/1*, 2nd ed. (Edinburgh: T. & T.Clark, 1975)
- J.MOLTMANN, *The Crucified God* (London: SCM, 1974)
- J.MOLTMANN, *The Trinity and the Kingdom of God* (London: SCM, 1981)
- J.O'DONNELL, *The Mystery of the Triune God* (London: Sheed & Ward, 1988)
- C.M.La CUGNA, *God for Us* (New York: Harper Collins, 1991)
- H.U.von BALTHASAR, *Mysterium Paschale* (Grand Rapids: Eerdmans, 1990)
- G.O'COLLINS, *The Tripersonal God: Understanding and Interpreting the Trinity* (London: Geoffrey Chapman, 1999)
- G.R.EVANS, ed., *The First Christian Theologians* (Oxford: Blackwell, 2004)
- F.DUNZL, *A Brief History of the Doctrine of the Trinity* (Edinburgh: T.& T.Clark, 2007)



Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB302:  
Liturgy

<b>Module Title</b>	<b>Liturgy</b>
<b>Module Code</b>	STB302
<b>Year/Level</b>	Years 2 (Level 5) or 3 (Level 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Alternate years: 2012-13; 2014-15 etc
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Andrew Cameron-Mowat SJ
<b>Module Aims</b>	To present a survey of the development of Christian liturgy, and to present the foundations of liturgical theology.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Principles of worship; the origins and development of Christian liturgy;</li> <li>▪ the liturgies of the Protestant and Catholic Reformations;</li> <li>▪ the modern liturgical movement;</li> <li>▪ the significance of <i>Sacrosanctum Concilium</i>;</li> <li>▪ Catholic liturgy since Vatican II;</li> <li>▪ liturgy and culture;</li> <li>▪ liturgy and time;</li> <li>▪ liturgy and music;</li> <li>▪ liturgy and ethics;</li> <li>▪ liturgy and sacred space.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the theology of Christian liturgy at a foundational level.</li> <li>▪ Gain some insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Understand and be able to communicate the approaches of various significant writers to the theology and practice of the liturgy.</li> <li>▪ Describe the history of Christian liturgy including biblical and societal origins.</li> <li>▪</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Write competently on one or more issues related to the theology and practice of liturgy.</li> <li>▪ Critically examine and assess the views of various authors on the nature and theology of liturgy among various denominations.</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the theology of Christian liturgy at a depth.</li> <li>▪ Show considerable insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Approach critically and effectively, and be able to discuss the approaches of various significant writers to the theology and practice of the liturgy.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Write critically and competently on one or more issues related to the theology and practice of liturgy.</li> <li>▪ Critically examine and assess in depth the views of various authors on the nature and theology of liturgy among various denominations.</li> </ul>
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<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ ADAM, <i>Foundations of Liturgy</i>, Collegeville, 1992</li> <li>▪ JONES, E. YARNOLD, P. BRADSHAW, <i>The Study of Liturgy</i>, Oxford, 1992</li> <li>▪ J.A. JUNGSMANN, <i>The Mass of the Roman Rite</i>, London, 1961</li> <li>▪ VATICAN II: Sacrosanctum Concilium</li> <li>▪ K. PECKLERS, <i>Worship: a Primer in Christian Ritual</i> (Continuum, 2003)</li> <li>▪ P. BRADSHAW, <i>Early Christian Worship</i> (SPCK, 1996)</li> <li>▪ A. SCHMEMANN, <i>An Introduction to Liturgical Theology</i> (Crestwood: St. Vladimir's Seminary Press, 1966)</li> <li>▪ H. WEGMAN, <i>Christian Worship in East and West</i> (Collegeville: Liturgical Press, 1985)</li> <li>▪ J. RATZINGER, <i>The Spirit of the Liturgy</i> (San Francisco: Ignatius, 2000)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB303: Sacraments**

<b>Module Title</b>	<b>Sacraments</b>
<b>Module Code</b>	STB303
<b>Year/Level</b>	Years 2 (Level 5) or 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Alternate years: 2012-13, 2014-15, etc.
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Andrew Cameron-Mowat SJ
<b>Module Aims</b>	To study the historical and theological origins of the Christian sacraments, their development to the present day, and the fundamentals of sacramental theology.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The origin and development of the sacraments;</li> <li>▪ sacraments of initiation;</li> <li>▪ sacrament of reconciliation;</li> <li>▪ the sacrament of ordination and priesthood;</li> <li>▪ Eucharist and Church;</li> <li>▪ sacrament of healing;</li> <li>▪ sacrament of marriage.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain some insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Understand and be able to communicate the approaches of various significant writers to the theology and practice of the sacraments</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate a number of approaches to the theology of each of the sacraments.</li> <li>▪ Write competently on one or more issues related to the theology of sacraments and their use in pastoral situations</li> </ul> <p><b>Level 6</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Gain critical insight into significant historical and theological issues evoked by a study of this material.</li> <li>▪ Understand at depth and write critically and with insight about the theology of the sacraments</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Critically evaluate a number of approaches to the theology of each of the sacraments.</li> <li>▪ Show a high level of competence on one or more issues related to the theology of sacraments and their use in pastoral situations</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ PAUL VI, <i>Mysterium Fidei</i> (1965)</li> <li>▪ L.-M. CHAUVET, <i>Sacraments: The Word of God at the Mercy of the Body</i>, Collegeville, 2001</li> </ul>

	<ul style="list-style-type: none"> <li>▪ J. MARTOS, <i>Doors to the Sacred</i>, London, 2001</li> <li>▪ G. MARTINEZ, <i>Signs of Freedom: Theology of the Christian Sacraments</i>, New York, 2003</li> <li>▪ P. FINK, ed. <i>New Dictionary of Sacramental Worship</i> (Liturgical Press, 1990)</li> <li>▪ M. JOHNSON, <i>The Rites of Christian Initiation: their evolution and interpretation</i> (Liturgical Press, 2008)</li> <li>▪ KAVANAGH, <i>Confirmation: Origins and Reform</i> (New York: Pueblo, 1990)</li> <li>▪ J. DALLEN, <i>The Reconciling Community</i> (New York: Pueblo, 1991)</li> <li>▪ K. IRWIN, <i>Models of Eucharist</i> (Paulist Press, 2005)</li> <li>▪ M. LEVERING and M. DAUPHINAIS, eds, <i>Rediscovering Aquinas and the Sacraments</i> (Hillendbrand, 2009)</li> <li>▪ BENEDICT XVI, <i>Deus Caritas Est</i> (2006) and <i>Sacramentum Caritatis</i> (2007)</li> </ul>
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Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB304: Grace and Eschatology

<b>Module Title</b>	<b>Grace and Eschatology</b>
<b>Module Code</b>	STB304
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every alternate year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	To study the Western tradition of doctrine on grace, sin, human freedom, and the last things.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Debates in the Theology of Grace from Pelagius to the Council of Trent: Augustine and Pelagius;</li> <li>▪ Aquinas on grace;</li> <li>▪ Luther and Trent on justification, works and merit;</li> <li>▪ The Lutheran-Catholic agreement on justification;</li> <li>▪ Three Accounts of Salvation and Grace: Transcendental Thomism, Liberation Theology, Dramatic Theology;</li> <li>▪ Eschatology and grace.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the chief objections to a doctrine of original sin and some attempts to address these in contemporary theology</li> <li>▪ Articulate the issues at stake in the Pelagian controversy, and their subsequent development in Thomas Aquinas' theology of grace</li> <li>▪ Articulate the positions of, and mutual misunderstandings between, Luther and the Council of Trent regarding grace, sin, justification, merit and predestination</li> </ul>

- Understand Rahner's doctrine of grace as a supernatural existential
- Appreciate the relevance of liberation theology and Girard's mimetic theory to contemporary soteriology
- Appreciate the logical issues relating to any doctrine of the last things or life after death.

### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Assemble and discuss the chief objections to a doctrine of original sin and some attempts to address these in contemporary theology
- Summarise and interrogate the issues at stake in the Pelagian controversy, and their subsequent development in Thomas Aquinas' theology of grace
- Bring together and contrast the positions of, and mutual misunderstandings between, Luther and the Council of Trent regarding grace, sin, justification, merit and predestination
- Outline and appraise Rahner's doctrine of grace as a supernatural existential
- Analyse the relevance of liberation theology and Girard's mimetic theory to contemporary soteriology
- Summarise and contrast the logical issues relating to any doctrine of the last things or life after death.

### **Level 6**

#### **Knowledge and Understanding**

A successful student will be able to:

- Understand the chief objections to a doctrine of original sin and some attempts to address these in contemporary theology
- Articulate the issues at stake in the Pelagian controversy, and their subsequent development in Thomas Aquinas' theology of grace
- Articulate the positions of, and mutual misunderstandings between, Luther and the Council of Trent regarding grace, sin, justification, merit and predestination
- Understand Rahner's doctrine of grace as a supernatural existential
- Appreciate the relevance of liberation theology and Girard's mimetic theory to contemporary soteriology
- Appreciate the logical issues relating to any doctrine of the last things or life after death



	<p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Expound and evaluate the chief objections to a doctrine of original sin and some attempts to address these in contemporary theology</li> <li>▪ Expound and evaluate the issues at stake in the Pelagian controversy, and their subsequent development in Thomas Aquinas’ theology of grace</li> <li>▪ Expound and evaluate the positions of, and mutual misunderstandings between, Luther and the Council of Trent regarding grace, sin, justification, merit and predestination</li> <li>▪ Understand and assess Rahner’s doctrine of grace as a supernatural existential</li> <li>▪ Critically assess the relevance of liberation theology and Girard’s mimetic theory to contemporary soteriology</li> <li>▪ Expound and evaluate the logical issues relating to any doctrine of the last things or life after death.</li> </ul> <p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: T, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>

## Select Bibliography

- T. AQUINAS, *Summa Theologiae* (selection)
- AUGUSTINE on grace (selections)
- K. BARTH, *Church Dogmatics*, (selection) Edinburgh
- K. RAHNER, *Theological Investigations*, (selection) London
- J. RATZINGER, *Eschatology: Death and Eternal Life*, (Washington, 1988)
- S. J. DUFFY, *The Dynamics of Grace: Perspectives in Theological Anthropology* (Collegeville, MN, 1993)
- M. KIRWAN, *Discovering Girard* (London: DLT, 2004); *Girard and Theology* (London: Continuum, 2009)
- G. MARTINEZ, *Confronting the Mystery of God: Political, Liberation and Public Theologies* (London: Continuum, 2001)
- R. SCHWAGER, *Jesus in the Drama of Salvation: towards a Biblical Doctrine of Redemption* (NY: Crossroad, 1999)
- P. BROWN, *Augustine of Hippo: A Biography*. (London: Faber, 1969)
- H. CHADWICK, *Augustine*. (Oxford: Oxford University Press, 1986)
- B. DAVIES, *The Thought of Thomas Aquinas*. (Oxford: Clarendon Press, 1992)
- M. A. MULLETT, *The Catholic Reformation*. (London: Routledge, 1999)
- H. U. VON BALTHASAR, *Theo-drama: Theological Dramatic Theory I: 'Prolegomena'*, (Ignatius Press, San Francisco 1983)
- \_\_\_\_\_, *Dare We Hope That All Men Be Saved? with Short Discourse on Hell*. (Ignatius Press, San Francisco, 1988)
- S. T. DAVIS, D. KENDALL and G. O'COLLINS, (eds), 2004, *The Redemption: an Interdisciplinary Study on Christ as Redeemer*. (Oxford: UP, 2004)

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB306: Ecclesiology**

<b>Module Title</b>	<b>Ecclesiology</b>
<b>Module Code</b>	STB306
<b>Year/Level</b>	Year 2 (Level 5) or 3 (Levels 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every alternate year: 2011-12; 2013-14; etc
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Core
<b>Module Pre-requisites</b>	Introduction to Theology or equivalent
<b>Module Supervisor(s)</b>	Rev. Dr Michael Kirwan SJ
<b>Module Aims</b>	To consider why Christian discipleship takes an ecclesial form; to study how this form has developed within the tradition; to reflect on the relationship of the Church to society and to creation.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Gospel and community;</li> <li>▪ Church and Eucharist;</li> <li>▪ marks of the Church;</li> <li>▪ ‘people of God’ and ‘body of Christ’;</li> <li>▪ main features of patristic, scholastic and modern ecclesiology;</li> <li>▪ the teaching of Vatican II;</li> <li>▪ communion ecclesiology;</li> <li>▪ Church and society;</li> <li>▪ Church and ecology.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Give an account of the Christological origins of the Church in its New Testament setting.</li> <li>▪ Show an awareness of the debates within contemporary ecclesiology, specifically with reference to the Second Vatican Council.</li> <li>▪ Demonstrate familiarity with the social, cultural and political dimensions of the Church in the Modern World.</li> </ul>

### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Summarise and discuss the different ecclesiologies to be found in the New Testament writings.
- Show a critical awareness of issues arising from historical controversies involving the Church, e.g. the Reformation.
- Show a critical awareness of issues arising from Vatican II's understanding of Church, and post-Conciliar interpretations.
- Demonstrate a critical familiarity with the comparative approach to ecclesiology ('models of the Church').
- Outline and assess the cultural, social and political challenges which shape contemporary ecclesiology.

### **Level 6**

#### **Knowledge and Understanding**

A successful student will be able to:

- Give an account of the Christological origins of the Church in its New Testament setting.
- Show an awareness of the debates within contemporary ecclesiology, specifically with reference to the Second Vatican Council.
- Demonstrate familiarity with the social, cultural and political dimensions of the Church in the Modern World.

### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Offer an understanding of how scriptural evidence can or should be used in the construction of contemporary ecclesiology.
- Show historical awareness and sensitivity when addressing historical controversies in ecclesiology.
- Articulate a balanced, unpolemical appraisal of Vatican II ecclesiology and its hermeneutical challenges.
- Work creatively with a 'comparative ecclesiology' approach, and with different models and paradigms of church.
- Engage creatively with the cultural, social and political challenges which shape contemporary ecclesiology.

	<p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P, A</li> <li>▪ Team work: P</li> <li>▪ Problem solving: P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ VATICAN II: <i>Lumen Gentium</i>, 1964, <i>Gaudium et Spes</i>, 1965</li> <li>▪ H. VORGRIMLER, <i>Commentary on the Documents of Vatican II</i>, 5 vols, London, 1967-9</li> <li>▪ H. de LUBAC, <i>Catholicism</i>, San Francisco, 1988</li> <li>▪ K. RAHNER, <i>The Church and the Sacraments</i>, Edinburgh, 1963</li> <li>▪ DULLES, <i>Models of the Church</i>, Dublin, 1988</li> <li>▪ R. F. COLLINS, <i>The Many Faces of the Church: A Study in New Testament Ecclesiology</i>, 2003</li> <li>▪ J. FUELLENBACH, <i>Church: Community for the Kingdom</i>, 2002</li> <li>▪ D. J. HARRINGTON, <i>The Church According to the New Testament: What the Wisdom and Witness of Early Christianity Teach Us Today</i>, 2001</li> <li>▪ P. McPARTLAN, <i>Sacrament of Salvation</i>, 1995</li> <li>▪ J. RATZINGER, <i>Pilgrim Fellowship of Faith: The Church as Communion</i>, 2005</li> <li>▪ F. A. SULLIVAN, <i>The Church We Believe In</i>, 1998</li> <li>▪ N. TANNER, <i>The Church and the World</i>, 2005</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB 307: Ecumenism**

<b>Module Title</b>	<b>Ecumenism</b>
<b>Module Code</b>	STB 307
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	TBA
<b>Years available</b>	Alternate years
<b>ECTS Credit Equivalent(s)</b>	7.5 points
<b>Module type</b>	Core
<b>Module Pre-requisites</b>	
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	To study the development of the ecumenical movement from the late 19 <sup>th</sup> century till the present day, with special attention to the theological and spiritual principles of ecumenism and to the most important agreed statements.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The birth of the ecumenical movement;</li> <li>▪ the contribution of Y. Congar and P. Couturier;</li> <li>▪ the teaching of Vatican II;</li> <li>▪ Catholic dialogue since the council with the ancient churches of the east, the Lutherans and the Anglicans;</li> <li>▪ local ecumenical projects;</li> <li>▪ ecumenical discussion on primacy.</li> </ul>
<b>Module Learning Outcomes</b>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Assess the circumstances of the split of the Church into Eastern and Western and explore the corresponding developments in theology</li> <li>• Discuss and consider the main figures of the Reformation</li> <li>• Show knowledge of and the ability to assess the development of the ecumenical movement, particularly in the west</li> <li>• Show how the ecclesial movements in the southern hemisphere developed along distinct pathways</li> <li>• Explore the nature of the activity of the ecumenical movement during the Second Vatican Council and its aftermath</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss and assess major papal documents concerned with ecumenism</li> <li>• Show extensive knowledge of the recent ecumenical dialogues: Catholic/Anglican; Catholic/Lutheran; Catholic/Orthodox.</li> </ul>
<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ Y. CONGAR, <i>Dialogue between Christians</i>, London, 1966</li> <li>▪ Y. CONGAR, <i>Diversity and Communion</i>, London, 1984</li> <li>JOHN PAUL II, <i>Ut Unum Sint</i>, 1995</li> <li>▪ J. GROS, E. McMANUS, A. RIGGS, <i>Introduction to Ecumenism</i>, New York, 1998</li> <li>▪ J. RATZINGER, <i>Church, Ecumenism and Politics</i>, Slough, 1988</li> <li>J. RATZINGER, <i>Pilgrim Fellowship of Faith: The Church as Communion</i>, San Francisco, 2005</li> <li>▪ VATICAN II: <i>Lumen Gentium</i>, 1964, <i>Unitatis Redintegratio</i>, 1964</li> <li>▪ DULLES, <i>The Catholicity of the Church</i>. Clarendon Press, Oxford 1985</li> <li>▪ W. KASPER, <i>That They May All Be One: the Call to Unity</i>. London, 2004</li> <li>W. KASPER, <i>Harvesting the Fruits: Aspects of Christian Faith in Ecumenical Dialogue</i>. Continuum, NY, 2009</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB308: Political Theology

<b>Module Title</b>	<b>Political Theology</b>
<b>Module Code</b>	STB308
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Level 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points (half module)
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To introduce the complexity of the relationship between politics and religious belief in general;</li> <li>▪ to provide a framework by which to understand the different political options within Christianity, Judaism and Islam;</li> <li>▪ to undertake a historical survey of political theologies (medieval, Renaissance and modern);</li> <li>▪ to explore key issues and crises in 20<sup>th</sup> century European political theology.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Definitions of Political Theology;</li> <li>▪ the 'High Tradition' from Augustine to early modernity;</li> <li>▪ Carl Schmitt and the 'State of Exception';</li> <li>▪ J.B. Metz and post-war German political theology;</li> <li>▪ use of the Bible in political discourse;</li> <li>▪ Islamic political thought.</li> </ul>
<b>Module Learning Outcomes</b>	<p><b>Level 5</b></p> <p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Offer a definition of the ways in which the term 'Political Theology', is used.</li> <li>▪ Demonstrate an overview of medieval, Renaissance and</li> </ul>



modern accounts of religion and politics.

- Show a general understanding of the argument of *The City of God* and its relevance for contemporary political theology.

#### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Show awareness of how to assess contemporary political phenomena, e.g. fundamentalism, political violence- in theological terms.
- Demonstrate a critical awareness of the scriptural resources (koranic, biblical) for constructing political theology.
- Show awareness of the merits of 'postmodernism', as well as its limitations, as a framework for constructing political theology.

#### **Level 6**

#### **Knowledge and Understanding**

A successful student will be able to:

- Offer a critical evaluation of the different meanings of the term 'Political Theology'
- Demonstrate a critical overview of medieval, Renaissance and modern accounts of religion and politics
- Evaluate critically the argument of *The City of God* and engage with its applications in contemporary political theology

#### **Intellectual and Cognitive Skills**

A successful student will be able to:

- Evaluate different explanations of the phenomena of fundamentalism and religious-inspired violence in the contemporary world.
- Demonstrate a critical awareness of and engagement with scriptural traditions (koranic, biblical) in the construction political theology.
- Critically discuss responsible and irresponsible use of the Bible and Qu'ran in political discourse.

	<p><b>Level 5 and 6</b></p> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: P</li> <li>▪ Problem solving: P, A</li> <li>▪ Personal organisation: P</li> <li>▪ IT skills: P, A</li> <li>▪ Use of data: T, P, A</li> </ul> <p>Key: T = taught, P = practised, A = assessed</p>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ W. T. CAVANAUGH, <i>The Theopolitical Imagination: Discovering the Liturgy as a Political Act in an Age of Global Consumerism</i>. T&amp;T.Clark, Edinburgh, 2006.</li> <li>▪ _____, <i>The Myth of Religious Violence</i> (OUP, 2009).</li> <li>▪ J.B. ELSTAIN, <i>Augustine and the Limits of Politics</i>. (N.D. Press, Indiana, 1995)</li> <li>▪ D. FORRESTER, <i>Theology and Politics</i>. (Blackwell, Oxford, 1988)</li> <li>▪ M. JUERGENSMEYER, <i>Terror in the Mind of God</i>. (University of California Press, 2000)</li> <li>▪ M. KIRWAN, <i>Political Theology: a New Introduction</i>. (D.L.T., London, 2008)</li> <li>▪ G. MARTINEZ, <i>Confronting the Mystery of God: Political, Liberation and Public Theologies</i>. (Continuum, NY, 2001)</li> <li>▪ O. O'DONOVAN, <i>The Desire of the Nations</i>. (Cambridge UP, 1996)</li> <li>▪ P. SCOTT and W. T. CAVANAUGH (eds.), <i>The Blackwell Companion to Political Theology</i>. (Blackwell, Oxford, 2004)</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB309: Theologies of Liberation

<b>Module Title</b>	<b>Theologies of Liberation</b>
<b>Module Code</b>	STB309
<b>Year/Level</b>	Year 2 (Level 5) or Year 3 (Levels 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every alternate year: 2012-13; 2014-15; etc
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Michael Kirwan SJ
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To introduce the distinctive challenge and contribution made by liberation theologies from Latin America and elsewhere;</li> <li>▪ to assess critically its aims and achievements of liberation theologians;</li> <li>▪ to explore the use of scripture; to introduce Christian and Islamic Feminist Theologies;</li> <li>▪ to be familiar with René Girard's mimetic theory and its relation to the theology of liberation.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ Liberation theology as example of the 'return of God' in the contemporary world;</li> <li>▪ historical and contemporary dimensions of Latin American liberation theology;</li> <li>▪ Black, Asian, Feminist Theologies;</li> <li>▪ Theology in Context;</li> <li>▪ Girard &amp; mimetic theory;</li> <li>▪ use of the Bible in liberation theologies, especially the Exodus narrative.</li> </ul>

<p><b>Module Learning Outcomes</b></p>	<p>By the end of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Give a critical account of the main themes of ‘classic’ liberation theology</li> <li>▪ Assess the contemporary relevance of liberation theology</li> <li>▪ Demonstrate a critical understanding of the main styles of feminist theology</li> <li>▪ Show critical awareness of Girardian theory as a critique of and resource for liberation theologies</li> </ul>
<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ L. and C. BOFF, <i>Introducing Liberation Theology</i> (Orbis, NY 1987)</li> <li>▪ G. GUTIÉRREZ, <i>A Theology of Liberation</i>, (Orbis, 1988 edition)</li> <li>▪ L. ISHERWOOD and D. McEWAN, <i>Introducing Feminist Theology</i> (University Press, Sheffield, 2001)</li> <li>▪ M. KIRWAN, <i>Discovering Girard</i>. (DLT, London, 2004)</li> <li>▪ <i>Girard and Theology</i> (T. &amp; T. Clark, Continuum, London, 2009)</li> <li>▪ J. RIEGER, (ed) <i>Opting for the Margins: Postmodernity and Liberation in Christian Theology</i>. (OUP 2003)</li> <li>▪ C. ROWLAND (ed.), <i>The Cambridge Companion to Liberation Theology</i> (Cambridge UP, 1998)</li> <li>▪ J. SOSKICE, and D. LIPTON, <i>Feminism and Theology</i> (OUP 2003)</li> <li>▪ D. TOMBS, <i>Latin American Liberation Theology</i> (Leiden 2002)</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB311A: Belief and Unbelief I**

<b>Module Title</b>	<b>Belief and Unbelief I</b>
<b>Module Code</b>	STB311A
<b>Year/Level</b>	Year Three (Level 6)
<b>Term(s) available</b>	Michaelmas
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Martin Poulsom SDB
<b>Module Aims</b>	<p>To enable students to obtain a deep understanding of the complex arguments involved in the belief and unbelief problematic, involving some at the current frontiers of the discipline, and to develop analytical skills applicable to a wide variety of fields of employment. Moreover, three specific aims characterize this distinctively inter-disciplinary module:</p> <ul style="list-style-type: none"> <li>▪ to help students have a clear understanding of how belief and unbelief are related to the scientific-technological culture that is often one-sidedly rationalistic and critical of spiritual values;</li> <li>▪ to acquaint students with the socio-cultural issues surrounding belief and unbelief in the modern and post-modern periods;</li> <li>▪ to explore the ways in which secularisation and post-secularisation theories have formed frameworks within which these issues have been situated.</li> </ul>

<p><b>Module Content</b></p>	<p>Part I: Belief and Unbelief within the Scientific Mentality</p> <ul style="list-style-type: none"> <li>▪ Questions related to scientific explanation, determinism and the alleged completeness of the mechanistic view of the world;</li> <li>▪ theological questions arising from biological evolution;</li> <li>▪ arguments related to Christian belief and scientism.</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a detailed and systematic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments in the belief and unbelief problematic, at least some of which is at, or informed by, the forefront of the discipline.</li> <li>▪ Show awareness of a range of approaches/interpretations characteristic of the belief and unbelief problematic.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Select and organise material from a wide range of complex primary and secondary sources.</li> <li>▪ Demonstrate intellectual flexibility through the appropriate use of different methodological approaches – e.g., scientific, philosophical, theological, and sociological.</li> <li>▪ Identify and focus on key issues within each topic studied</li> <li>▪ Conduct a detailed analysis of texts, events, doctrines, theories and arguments.</li> <li>▪ Construct a strongly sustained argument, which may also show the implications of the findings for further study of the subject.</li> </ul> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: T,P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: T, P, A</li> <li>▪ IT skills: P, A</li> </ul> <p>Use of data: T, P, A</p> <p>Key: T = taught, P = practised, A = assessed</p>

<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ M. Stenmark, <i>Scientism: Science, Ethics and Religion</i> (Ashgate 2001).</li> <li>▪ A. McGrath, <i>Dawkins' God: Genes, Memes and the Meaning of Life</i> (Blackwell, 2005).</li> </ul>

**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STB311B: Belief and Unbelief II**

<b>Module Title</b>	<b>Belief and Unbelief II</b>
<b>Module Code</b>	STB311B
<b>Year/Level</b>	Year Three (Level 6)
<b>Term(s) available</b>	Lent
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Alternative
<b>Module Pre-requisites</b>	This is an alternative module that students may study, provided they have met the requirements of the programme (Years One, Two Three and summer term STB modules), either at Heythrop or another course of study approved by the faculty.
<b>Module Supervisor(s)</b>	Rev Dr Martin Poulsom SDB
<b>Module Aims</b>	<p>To enable students to obtain a deep understanding of the complex arguments involved in the belief and unbelief problematic, involving some at the current frontiers of the discipline, and to develop analytical skills applicable to a wide variety of fields of employment. Moreover, three specific aims characterize this distinctively inter-disciplinary module:</p> <ul style="list-style-type: none"> <li>▪ to help students have a clear understanding of how belief and unbelief are related to the scientific-technological culture that is often one-sidedly rationalistic and critical of spiritual values;</li> <li>▪ to acquaint students with the socio-cultural issues surrounding belief and unbelief in the modern and post-modern periods;</li> <li>▪ to explore the ways in which secularisation and post-secularisation theories have formed frameworks within which these issues have been situated.</li> </ul>



<p><b>Module Content</b></p>	<p>Part II: The Socio-Cultural Roots of Belief and Unbelief</p> <ul style="list-style-type: none"> <li>▪ Belief and unbelief issues in the writings of works of major thinkers, including Kant, Hegel, Marx, Nietzsche, Freud, Heidegger, Weber, Habermas, Taylor;</li> <li>▪ theological responses to the issues of belief and unbelief in modernity and post-modernity.</li> </ul>
<p><b>Module Learning Outcomes</b></p>	<p><b>Knowledge and Understanding</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a detailed and systematic knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments in the belief and unbelief problematic, at least some of which is at, or informed by, the forefront of the discipline.</li> <li>▪ Show awareness of a range of approaches/interpretations characteristic of the belief and unbelief problematic.</li> </ul> <p><b>Intellectual and Cognitive Skills</b></p> <p>A successful student will be able to:</p> <ul style="list-style-type: none"> <li>▪ Select and organise material from a wide range of complex primary and secondary sources.</li> <li>▪ Demonstrate intellectual flexibility through the appropriate use of different methodological approaches – e.g., scientific, philosophical, theological, and sociological.</li> <li>▪ Identify and focus on key issues within each topic studied</li> <li>▪ Conduct a detailed analysis of texts, events, doctrines, theories and arguments.</li> <li>▪ Construct a strongly sustained argument, which may also show the implications of the findings for further study of the subject.</li> </ul> <p><b>Practical and Transferable Skills</b></p> <p>Skills map:</p> <ul style="list-style-type: none"> <li>▪ Communication Skills: P</li> <li>▪ Team work: T,P</li> <li>▪ Problem solving: T, P, A</li> <li>▪ Personal organisation: T, P, A</li> <li>▪ IT skills: P, A</li> </ul> <p>Use of data: T, P, A</p> <p>Key: T = taught, P = practised, A = assessed</p>

<b>Module Assessment</b>	Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ Klemke (ed.), <i>To Believe or Not to Believe. Readings in the Philosophy of Religion, 1992</i> (Selections: Marx, Freud and Nietzsche)</li> <li>▪ Anthony J. Carroll, <i>Protestant Modernity: Weber, Secularisation, and Protestantism</i> (University of Scranton Press, Scranton and London, 2007).</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STBB201:  
Theology of the Eucharist

<b>Module Title</b>	<b>Theology of the Eucharist</b>
<b>Module Code</b>	STBB201
<b>Year/Level</b>	Year 2 (Level 5)*
<b>Term(s) available</b>	Summer term <i>*Note: this module may be taken by students in the summer term of their first or second year, depending on availability.</i>
<b>Years available</b>	Alternate years: 2011-12; 2013-14; etc.
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Dermot Power
<b>Module Aims</b>	To study the history and theology of the Eucharist.
<b>Module Content</b>	The sacrifice of the Eucharist, the real presence of Christ in the Eucharist and Transubstantiation. Our Communion with Christ and his sacrifice in the Eucharist.
<b>Module Learning Outcomes</b>	By the end of the module each student will be able to <ul style="list-style-type: none"> <li>• Assess critically the approaches of at least one significant writer in the theology of the Eucharist</li> <li>• Explore in writing a range of issues related to history and contemporary theology of Eucharist</li> <li>• Give an analysis of the place of the Eucharist in the contemporary Church</li> <li>• Present the central importance of Eucharist in the life of the Church today</li> </ul>
<b>Module Assessment</b>	Each student is assessed through the writing of one essay of 2,500 words on a topic chosen by the student from a range offered by the Supervisor.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ R. CABIE, <i>The History of the Mass</i>, Washington DC. 1992</li> <li>▪ H. DAVIES, <i>Bread of Life and Cup of Joy</i>, Leominster, 1993</li> <li>▪ E. FOLEY, <i>From Age to Age</i>, Chicago, 1991</li> </ul>

	<ul style="list-style-type: none"> <li>▪ R.A. KEIFER, <i>Blessed and Broken</i> Coll. 'Message of the Sacraments 3', Wilmington, 1982</li> <li>▪ H. U. Von BALTHASAR, "The Mass: A Sacrifice of the Church?" In <i>Explorations in Theology, Vol III: Creator Spiritus</i>, 185-243. San Francisco: St Ignatius Press, 1993.</li> <li>▪ E. T. OAKES SJ and D. MOSS, eds, "For the Life of the World: Hans Urs Von Balthasar on the Church as Eucharist." In <i>Cambridge Companion to Hans Urs Von Balthasar</i>, Cambridge, England: Cambridge University Press, 2004.</li> <li>▪ PAUL VI. <i>Mysterium Fidei</i>, Encyclical Letter on the Holy Eucharist. Vatican, 1965</li> <li>▪ O. CASEL, <i>The Mystery of Christian Worship</i>. Edited by Burkhard Neunheuser. London: Darton, Longman and Todd, 1962.</li> <li>▪ R. MALONEY S.J., <i>The Eucharist</i>, London: Chapman, 1995.</li> <li>▪ E. SCHILLEBEECKX, <i>Christ the Sacrament of the Encounter with God</i>, London: Sheed and Ward, 1963.</li> <li>▪ BENEDICT XVI, <i>Sacramentum Caritatis</i> (2007)</li> </ul>
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Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STBB202: Theology of Orders & Ministry

<b>Module Title</b>	<b>Theology of Orders &amp; Ministry</b>
<b>Module Code</b>	STBB202
<b>Year/Level</b>	Year 2 (Level 5)*
<b>Term(s) available</b>	Summer term ( <i>*Note: this module may be taken by students in the summer term of their first or second year, depending on availability</i> ).
<b>Years available</b>	Alternate years: 2012-13; 2014-15; etc
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Dermot Power
<b>Module Aims</b>	To study the theological foundations of Holy Orders and Ministry in Catholic tradition, its historical development and doctrinal depths.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The Christological and Ecclesial foundations of Orders and the Ministerial Priesthood.</li> <li>▪ The Theology of the Epistle to the Hebrews.</li> <li>▪ The development of the shape of ministry through the centuries.</li> <li>▪ The Magisterium and Conciliar Documents.</li> <li>▪ The ongoing interpretation within contemporary Catholic theology.</li> </ul>
<b>Module Learning Outcomes</b>	<p>By the end of the module each student will be able:</p> <ul style="list-style-type: none"> <li>• To understand and comment on foundational aspects of the relationship between order and ministry</li> <li>• To assess critically significant writers who have explored the development of Christian ministry</li> <li>• To develop deeper awareness of the pastoral and theological issues related to the ministry of the priest in the Catholic Church today</li> <li>• To present a balanced and thoughtful essay on one or other important aspect of the theology of ministry in the Church.</li> </ul>

<b>Module Assessment</b>	Each student is assessed through the writing of one essay of 2,500 words on a topic chosen by the student from a range offered by the Supervisor.
<b>Select Bibliography</b>	<ul style="list-style-type: none"> <li>▪ R. BROWN, <i>Priest &amp; Bishop, Biblical Reflections</i>, New York, 1970</li> <li>▪ J. GALOT, <i>Theology of the Priesthood</i>, San Francisco, 1985</li> <li>▪ W. KASPER, "Ministry in the Church: Taking Issue with Edward Schillebeeckx," <i>Communio</i> 10, 1983, 185-195</li> <li>▪ K. RAHNER, SJ., <i>Theological Investigations</i>, Vol. VI, Baltimore, 1969</li> <li>▪ E. SCHILLEBEECKX, OP., <i>Ministry Leadership in the Community of Jesus Christ</i>, New York, 1981</li> <li>▪ P. FINK SJ, "The Sacrament of Orders: Some Liturgical Reflections" in <i>Worship: Praying the Sacraments</i> Pastoral Press, 1991</li> <li>▪ N. MITCHELL, <i>Mission and Ministry</i> Michael Glazier, 1982</li> <li>▪ S. K. WOOD, <i>Sacramental Orders</i> Liturgical Press, 2000</li> <li>▪ JOHN PAUL II, <i>Pastores Dabo Vobis</i>, 1992</li> </ul>

Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB): Module Outline STBB203: Mariology

<b>Module Title</b>	<b>Mariology</b>
<b>Module Code</b>	STBB203
<b>Year/Level</b>	Year 2 (Level 5)*
<b>Term(s) available</b>	Summer term <i>*Note: this module may be taken by students in the summer term of their first or second year, depending on availability.</i>
<b>Years available</b>	Every year
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev Dr Kevin Alban OCarm
<b>Module Aims</b>	To study the faith of the Church about Mary and the significance of that faith in the life of the Church.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The New Testament basis for the Church’s belief that Mary is the mother of God, ever a virgin, immaculately conceived and assumed into Heaven.</li> <li>▪ The development of that belief in the history of the Church and systematic reflection upon it.</li> </ul>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ A broad understanding of the presentation of Mary in the New Testament, in the liturgy and in the theological evolution of the Church's understanding of Mary in relation to the various periods of its history..</li> <li>▪ Familiarity with the theological debates surrounding Mary and the impact of key issues throughout the ages and ability to assess the relative merits of different mariologies.</li> <li>▪ Experience in relating Mary to basic Christological and Ecclesiological topics.</li> <li>▪ Notions of how best to present the material in oral form, i.e. homilies, RCIA and talks.</li> <li>▪ Expertise in using electronic resources to find relevant bibliographical material.</li> </ul>

<p><b>Module Assessment</b></p>	<p>Each module is assessed by a combination of coursework tasks (40%) completed during or shortly after the period of module teaching, and an end-of-year element (60%) by essay or examination depending on the module. At least 50% of the core modules will be examined by means of a final examination, taken at the end of the year in which the module is taken.</p>
<p><b>Select Bibliography</b></p>	<ul style="list-style-type: none"> <li>▪ S. Alvarez Campos, <i>Corpus Marianum Patristicum</i> (Burgos, 1970)</li> <li>▪ M. O’Carroll, <i>Theotokos: A Theological Encyclopedia of the Blessed Virgin Mary</i>, (Liturgical Press, 1982)</li> <li>▪ S. De Fiores, <i>Maria: nuovissimo dizionario</i>, 3 vols, (Bologna: EDB, 2006-2008)</li> <li>▪ Raymond Brown, <i>Mary in the New Testament</i>, (Paulist Press, 1978)</li> <li>▪ Hilda Graef, <i>Mary: A History of Doctrine and Devotion</i>, (Continuum International Publishing Group - Sheed &amp; Ward, reprint 1985)</li> <li>▪ Christopher O’Donnell, <i>At Worship with Mary – A Pastoral and Theological Study</i>, (Michael Glazier, USA, 1988)</li> <li>▪ Sarah Boss, <i>Mary</i>, (Continuum, 2003)</li> <li>▪ Paul Haffner, <i>The Mystery of Mary</i>, (Gracewing, 2004)</li> <li>▪ Sarah Boss (ed.), <i>Mary The Complete Resource</i> (Continuum, 2007)</li> <li>▪ Chris Maunder (ed.), <i>The Origins of the Cult of the Virgin Mary</i>, (London: Burns and Oates, 2008)</li> </ul>



**Bellarmino Institute at Heythrop College: Baccalaureate in Sacred Theology (STB) Module Outline STBB204: Bible and Church**

<b>Module Title</b>	<b>Bible and Church</b>
<b>Module Code</b>	STBB204
<b>Year/Level</b>	Year 2 (Level 5)*
<b>Term(s) available</b>	Summer term <i>*Note: this module may be taken by students in the summer term of their first or second year, depending on availability.</i>
<b>Years available</b>	Alternate years: 2012-13; 2014-15; etc
<b>ECTS Credit Equivalent</b>	7.5 points
<b>Module type</b>	Compulsory Core
<b>Module Pre-requisites</b>	None
<b>Module Supervisor(s)</b>	Rev John Hemer MHM
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>▪ To study how the Bible is above all the Church's book. The underlying presumption of the course will be that of John's Gospel, that Scripture is "<i>written that you may believe that Jesus is the Christ, the Son of God, and that believing you may have life in his name.</i>" (Jn. 20:31)</li> <li>▪ To show how an interpretation of the Bible faithful to the aims of its authors must proceed from a living, ecclesial faith. The New Testament is basically a Catholic book, written by Catholics for Catholics. Its interpretation in the context of homiletics will presume that.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>▪ The process by which the bible was formed with special reference to the place of the Catholic Church in writing and selecting the texts of the New Testament.</li> <li>▪ The reasons the Church rejected the so called apocryphal Gospels and similar literature.</li> <li>▪ The inseparable link between the Old and New Testaments, and prescinding from that the place of typology both within the Bible itself and in the Church especially the patristic period.</li> <li>▪ The use of the Bible in the liturgy and the liturgy as the locus par excellence for its proclamation and interpretation.</li> <li>▪ The emergence of the bible texts;</li> <li>▪ the standing of the bible texts in the early Christian community and through history to the present day;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ the use of the Bible in Liturgy; <i>Dei Verbum</i> of the 2<sup>nd</sup> Vatican Council;</li> <li>▪ The biblical commission's 1993 document: <i>The interpretation of the Bible in the Church</i>; the Synod on the Word and <i>Verbum Domini</i>.</li> </ul>
<b>Module Learning Outcomes</b>	<p>By the end of the module the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and assess the relationship between the Bible and the Church.</li> <li>• Assess competently the development of biblical theology through history</li> <li>• Appreciate the importance of faith in relation to the appreciation and interpretation of the Bible.</li> <li>• Learn from and foster links between the biblical text and competent preaching.</li> <li>• Write competently about the place of the bible in Church life, with suitable examples of good practice</li> </ul>
<b>Module Assessment</b>	<p>Each student is assessed through the writing of one essay of 2,500 words on a topic chosen by the student from a range offered by the Supervisor.</p>
<b>Select Bibliography</b>	<p>Vatican II Dogmatic Constitution on Divine Revelation <i>Dei Verbum</i> (1965)</p> <ul style="list-style-type: none"> <li>▪ BENEDICT XVI, <i>Verbum Domini</i>, Post-Synodal Exhortation (2010)</li> <li>▪ ANDERSON, B., <i>Contours of Old Testament Theology</i> Minneapolis 1999</li> <li>▪ BAILIE, G. <i>Violence Unveiled</i>. New York 1997.</li> <li>▪ BRAATEN, C. E., &amp; JENSON R. W. <i>Reclaiming the Bible for the Church</i> Grand Rapids – Cambridge 1995.</li> <li>▪ BRUEGGEMANN, W., <i>The Bible Makes Sense</i>. Louisville 2001.</li> <li>▪ CHILDS, B. <i>Introduction to the Old Testament as Scripture</i> London 1979.</li> <li>▪ GIRARD, R., <i>I See Satan Fall Like Lightning</i>, Maryknoll 2001.</li> <li>▪ GOLDINGAY, J. <i>Models for Interpretation of Scripture</i>. Carlisle/Grand Rapids 1995.</li> <li>▪ GRANT R. M. &amp; TRACY, D. <i>A Short History of the Interpretation of the Bible</i>. London 1984.</li> <li>▪ HAHN, S., <i>A Father Who keeps His Promises</i>. Cincinnati 1998.</li> <li>▪ HAHN, S., <i>Letter and Spirit</i>. From Written Text to Living Word in the Liturgy. London 2006.</li> </ul>

- HAUERWAS, S., *Unleashing the Scripture* Freeing the Bible from Captivity to America. Nashville 1993.
- HOLMGREN, F. C., *The Old Testament and the Significance of Jesus*. Embracing Change – Maintaining Christian Identity. Grand Rapids MI - Cambridge 1999
- JOHNSON, L. T. *The Writings of the New Testament* Philadelphia 1986.
- \_\_\_\_\_ *The Real Jesus*
- JOHNSON, L. T. & KURZ, S. J. *The Future of Catholic Biblical Scholarship*. (Grand Rapids – Cambridge 2002) 35-47
- MCKENNA, M., *Not Counting Women and Children* Neglected Stories from the Bible. Tunbridge Wells 1994
- NICHOLS, A., *Lovely like Jerusalem* The Fulfilment of the Old Testament in Christ and the Church. San Francisco 2007.
- PONTIFICAL BIBLICAL COMMISSION *The Interpretation of the Bible in the Church* Vatican Press 1993
- PONTIFICAL BIBLICAL COMMISSION *The Jewish People and their Sacred Scriptures in the Christian Bible* Vatican Press 2002
- SHEA, M.P. *Making Senses Out of Scripture. Reading the Bible as the First Christians Did*. Irving TX 1999.

**Liturgy**

- J. DANIELOU, *The Bible and the Liturgy* (Notre Dame, 1956
- D. POWER, *The Word of the Lord: Liturgy's Use of Scripture* (Orbis 2001)
- R. FULLER, *Preaching the Lectionary: The Word of God for the Church Today* (Liturgical Press, 2006)

