



Bachelor of Theology

College of Transfiguration, NPC

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BACHELOR OF THEOLOGY PROGRAMME

COLLEGE OF TRANSFIGURATION, NPC

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INTRODUCTION

The College of the Transfiguration, Grahamstown is a residential institution serving the Anglican Church of Southern Africa. The Province of the Anglican Church of Southern Africa includes the following countries: Angola, Lesotho, Mozambique, Namibia, South Africa, and Swaziland. Botswana, Mauritius and Zimbabwe. Students from these countries are regularly sent to study at the College. The purpose of the College is to train, educate and nurture men and women for the ordained ministry of the Anglican Church. The aim of the College is to provide courses, programmes and qualifications, duly recognised and accredited, and consistent with the provisions of the South African National Qualifications Framework.

The Bachelor of Theology (BTh) is offered as a qualification suitable for persons seeking offer for the ordained ministry of the Anglican Church of Southern Africa. However, those who are not intending to offer for the ordained ministry of the Anglican Church, or are not being considered for such ministry, may undertake the programme to enhance the quality of lay ministry in the church, to develop an informed lay leadership, and to increase participation of lay people in the life and work of the church.

Although primarily designed to meet the requirements of the Anglican Church, the programme is broad and inclusive enough to satisfy theological approaches of the Catholic and other Protestant Churches. The ethos of the College, however, is Anglican in life and worship.

The programme seeks to achieve the Vision and Mission of the College and to satisfy the requirements for the preparation of men and women for the ordained ministry of the Anglican Church. This is done within a residential setting that promotes community life, spiritual formation, the nurturing of Christian piety and a disciplined life, after the manner of Christ. All of this is shaped by the rhythm of daily prayer, meditation and worship, work and study, and community outreach. The result is an integrated and holistic educational and formative experience based on a rigorous academic programme that promotes independent thinking, criticality and cognitive depth.

FIELD AND SUBFIELD

- Field 7 - Human & Social Studies
- Sub-Field – CESM 17 Philosophy, Religion, & Theology (CESM 17), more particularly Christianity (CESM170303).

PURPOSE

The Bachelor of Theology (BTh) is offered as a qualification suitable for persons seeking offer for the ordained ministry of the Anglican Church of Southern Africa. However, those who are not intending to offer for the ordained ministry of the Anglican Church, or are not being considered for such ministry, may undertake the programme to enhance the quality of lay ministry in the church, to develop an informed lay leadership, and to increase participation of lay people in the life and work of the church.

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RATIONALE

The Bachelor of Theology provides recognition to students who have proved themselves as competent to offer ministry and leadership within both church and society. It offers an opportunity to integrate theory and practice in a manner that promotes personal and societal transformation. The qualification set at NQF level 7 will allow students to continue after this degree with post graduate studies such as an Honours Degree (NQF level 8) in Theology or a Post Graduate Diploma (NQF level 8) in a cognate field.

Students who complete the Bachelor of Theology qualification also will be positioned to enter the ministry of the Anglican Church and other faith based ministries with a level of professionalism that will make them competitive. The bedrock standard for the Anglican Church to ordain ministers of the church is a Diploma in Theology (NQF level 6) and as such, students with the Bachelor of Theology (NQF level 7) will have vast opportunities to enter the ordained ministry of the Anglican Church and other faith based ministries.

The qualification will, therefore, be of benefit to those pursuing a vocation in the ordained ministry of the church, and to those who are eager to understand their own faith more deeply. Enquirers, the curious, and those eager to learn for its own sake will find the course intellectually challenging, socially relevant and contextual, and will extend their vistas of

knowledge. The qualification provides evidence that will be of use in the discernment processes used by the church and offers a foundation from which further ministerial formation may occur.

LEARNING ASSUMED TO BE IN PLACE

Students registering for the Bachelor of Theology must:

- comprehend written and spoken English
- listen and respond to spoken English
- articulate her or his ideas through both verbal and writing skills in English
- be prepared to be an independent and disciplined student, capable of using IT resources to advance learning
- be a member of the Anglican Church or interested in the Anglican Church's theology and practice; and
- have an interest in the role of the church and of faith in public life

Whilst all students must have demonstrated their competence in terms of the entrance requirements of the degree, many will read, write, and speak English as a second or third language. Students for the degree are drawn from all ethnic backgrounds and from a variety of countries. Some of the students may have had prior exposure to academic institutions, but for most of them, this will be their first orientation to the academic environment and the demands it places on students.

RECOGNITION OF PRIOR LEARNING

The College recognises that learning occurs in various contexts: formal, informal, and non-formal. The College allows application for RPL for the following purposes:

Access: To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission as set out in the registered and accredited programme's Qualification Documents.

Advanced Standing: Where a person possesses a given qualification that exceeds the admission requirements as set out in the programme's Qualification Document in a cognate field.

Placement of Students: To assist in the placement of students into appropriate programmes through a variety of formative and summative assessment practices resulting in a portfolio of evidence or examination against prescribed learning outcomes as set out in the registered and accredited programme's Qualification Documents.

Only 10% of any given year's cohort will be granted access through the process of RPL.

The RPL process is designed to make prior learning explicit through assessment and/or other methods that engage the knowledge, skills and values which have been acquired previously by the applicant. The RPL process includes: evidence, facilitation, assessment, support, advice and report writing.

The underlying principles and the procedure for application for RPL are outlined in the College Policies.

CREDIT ACCUMULATION AND TRANSFER

Credit Accumulation & Transfer (CAT) is the process of recognizing credits towards a College of Transfiguration, NPC, qualification on the basis of courses passed at registered and accredited institutions or between different qualifications offered at the College. A credit is equated to 10 notional hours of learning. Credits are granted to courses where there is equivalency with existing College of Transfiguration, NPC, courses. Equivalency is decided based on the qualification type and purpose, the course outcomes, NQF levels, and credits of the relevant courses at both institutions or between qualifications.

A maximum of 50% of credits of a completed qualification may be transferred, with the provision that no more than 50% of the credits required for this complete qualification have been transferred from another complete or incomplete qualification.

Credits for an incomplete qualification gained in a cognate programme may be recognized as meeting part of the requirement for a qualification offered by the College. A maximum of 50% of credits towards the College qualification can be transferred.

A minimum of a 50% year mark must have been obtained in the course for which credits were attained for credits to be transferred.

Students who wish to progress between qualifications must have obtained an average of a 65% year mark in order to transfer credits to a qualification at a higher NQF level and must have obtained an average of a 50% year mark in order to transfer credits to a qualification at an equivalent NQF level. The 50/50 rule applies.

The underlying principles and the procedure for application for RPL are outlined in the College Policies.

ARTICULATION

Students enrolled in the Bachelor of Theology at the College of Transfiguration NPC can articulate horizontally on the NQF framework. The qualification is designed to allow students to articulate to other institutions currently offering Bachelor of Theology qualifications in South Africa such as Theology by Extension College (TEEC) and University of South Africa (UNISA) etc.

The following are examples of qualifications that students can articulate horizontally:

Qualification	NQF Level	Institution
Bachelor of Theology	7	Theology by Extension College (TEEC)
Bachelor of Theology	7	University of South Africa (UNISA)

ACCESS TO THE QUALIFICATION

In order to register for this programme Students require **one** of the following criteria:

1. A National Senior Certificate as certified by Umalusi, the Council for Quality Assurance in General and Further Education Training, with an achievement rating of 4 (50-59%) or better in four recognised NSC 20-credit subjects from the designated list in the Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate, Government Gazette, Vol. 482, No. 27961, 18 August 2005. Applicants with different qualifications may only be admitted if they are judged equivalent by the designated equivalence-setting bodies. Alternatively, a Higher Certificate or Advanced Certificate in a cognate field will satisfy the minimum requirement.
2. A tertiary qualification at an accredited institution registered by the Department of Education.
3. A tertiary qualification at a foreign institution accredited by a 'recognised' accrediting body or by the institution's national government.

Students who do not meet any **one** of these requirements may apply for an exemption or for recognition of prior learning (RPL). Each application will be considered on its merits. Amongst other criteria, the College will consider the student's suitability for the programme, literacy level and previous working experience. Those from disadvantaged and/or previously disadvantaged communities will be given special consideration.

QUALIFICATION RULES

The Bachelor of Theology requires a minimum of 360 credits. It is an NQF exit level 7 qualification.

A minimum of 120 credits is required at NQF 7.

The learning components are as follows:

- Core component (Year 1): 120 Credits, NQF 5
- Core component (Year 2): 120 Credits, NQF 6
- Work Integrated Learning Placement 12 Credits, NQF 6
- Core component (Year 3): 84 Credits, NQF 7
- Elective component: 36 Credits, with at least one course being selected in Biblical Studies and one course selected in Systematic Theology

The core (compulsory) and elective courses are as follows:

Core Courses (Compulsory)

NQF Level 5

- Academic Literacy and Language, NQF level 5, 12 credits
- Introduction to the Old Testament, NQF level 5, 12 credits
- Pastoral Studies, NQF level 5, 12 credits
- Early Church History, NQF Level 5, 12 credits
- Introduction to the New Testament Greek, NQF level 5, 12 credits
- Introduction to the New Testament, NQF level 5, 12 credits
- Parish Management, NQF level 5, 12 credits
- Introduction to Theology, NQF level 5, 12 credits
- Introduction to Biblical Hebrew, NQF Level 5, 12 credits
- Medieval – Reformation Church History, NQF Level 5, 12 credits
- Spirituality, NQF level 5, 12 credits

NQF Level 6

- Old Testament Studies: Exploring the Prophets, NQF level 6, 12 credits
- Christian Ethics – Second Year, NQF level 6, 12 credits
- Trinity and Christology, NQF level 6, 12 credits
- Anglican Studies, NQF level 6, 12 credits
- Homiletics, NQF level 6, 12 credits
- New Testament Studies: Exploring the Letters, NQF level 6, 12 credits
- Missiology, NQF level 6, 12 credits
- A Survey of Christian Doctrine: Creation to Eschaton, NQF level 6, 12 credits
- Liturgy (BTh) , NQF level 6, 12 credits
- Work Integrated Learning, NQF Level 6, 12 credits

NQF Level 7

- Theology and Development, NQF level 7, 24 credits
- Contextual Theologies, NQF level 7, 12 credits
- Christianity and the Church in Africa, NQF level 7, 12 credits
- Christian Ethics Third Year, NQF level 7, 12 credits
- Anglican Studies Third Year, NQF level 7, 12 credits
- Transforming Christian Education, NQF level 7, 12 credits

Electives Courses**NQF Level 6**

- Research Paper in Practical Theology, NQF level 6, 12 credits

NQF Level 7

- Biblical Studies: Special Focus, NQF Level 7, 12 credits
- Issues in Biblical Interpretation, NQF Level 7, 12 credits
- Old Testament Studies: Old Testament Texts (English) , NQF Level 7, 12 credits
- Old Testament Studies: Old Testament Texts (Hebrew) , NQF Level 7, 12 credits
- Old Testament Studies: Exploring the Wisdom and Poetic Literature, NQF Level 7, 12 credits
- New Testament Studies: Exploring The Apocalypse of John, NQF Level 7, 12 credits
- New Testament Studies: New Testament Texts (English), NQF Level 7, 12 credits
- New Testament Studies: New Testament Texts (Greek), NQF Level 7, 12 credits
- New Testament Studies: New Testament Theology, NQF Level 7, 12 credits
- Reading in Theology, NQF Level 7, 12 credits
- Sacramental Theology, NQF Level 7, 12 credits
- Independent Study in Systematic Theology, NQF Level 7, 12 credits
- Research in Systematic Theology, NQF Level 7, 12 credits
- Pastoral Counselling in African Contexts, NQF Level 7, 12 credits
- Christianity in Southern Africa, NQF Level 7, 12 credits
- Theology and Aesthetics – Encountering God in Art, Literature and Music, NQF Level 7, 12 credits

EXIT LEVEL OUTCOMES

The B.Th. is an exit level based qualification. A student who obtains the B.Th. can:

1. Identify, critically evaluate and apply leadership, educational and pastoral care models suitable for use with individuals and/or groups in relation to specific contexts and circumstances.
2. Evaluate, develop & articulate critical theological thinking in relation to systematic theology, scripture, Christian spiritualities, Christian teaching, the history of the church and the contemporary context
3. Critically analyse, interpret & reflect upon primary texts from the Christian traditions using a variety of academic models & methods
4. Demonstrate an ability to undertake and interpret in-depth analysis of specific contexts in the light of theological, pastoral, ethical, and where appropriate, other disciplines, in a range of complex and unpredictable contexts, in order to formulate appropriate responses to the needs of persons in and beyond the church.
5. Explain and analyse Anglican theological, ecclesial, ethical, liturgical, pastoral and spiritual understandings and practices, demonstrating an ability to critically evaluate and apply such practices so as to enable and empower the life of the church.

CRITICAL CROSS-FIELD OUTCOMES

A student who obtains the B.Th. can:

- Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking through their critical engagement with Scripture, Tradition and Reason in historical and contemporary perspective, particularly with regard to the use of these resources for addressing contemporary needs and situations in Southern Africa.
- Work effectively with others as a member of a team, group, organisation, community through reflection on group dynamics and community structures and involvement in group projects and experiential learning activities connected with Christian ministry.
- Organise and manage oneself and one's activities responsibly and effectively by making use of appropriate study skills to complete specific learning tasks within the directed parameters.
- Collect, analyse, organise and critically evaluate information in the field of theology and ministry, as demonstrated by his/her ability to investigate historical and contemporary contexts through a variety of theological, spiritual and psychological lenses.

- Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation in specific learning tasks and authentic ministerial contexts, including, for example, Bible Studies, Sermons, and Leading worship.
- Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others by applying his/her ethical, spiritual and psychological learning to assess the needs of persons and communities and how best to respond to these needs using the resources available.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by undertaking in-depth analyses of a variety of issues and situations and developing strategic responses which promote the health and well-being of persons in community.
- Reflect on and explore a variety of strategies to learn more effectively by engaging in authentic learning tasks which require him/her to work independently, under supervision, and as part of a team.
- Participate as responsible citizens in the life of local, national and global communities by learning to recognise the specific structures and dynamics of communities, organisations, and society and by implementing a theology of leadership in order to promote the development of others.
- Show cultural and aesthetic awareness across a range of social contexts by recognising the way in which culture informs and shapes the reading and interpretation of the Bible, Theology and Spirituality and by learning to work sensitively and appreciatively with others from different cultures and contexts.
- Explore education and career opportunities by applying the skills of research and investigation employed in his/her studies and by reflecting upon his/her own personal and spiritual journey in the light of practically engaging in a variety of different activities and contexts.
- Develop entrepreneurial opportunities through learning to analyse specific contexts, to identify needs and available resources, and strategizing to produce transformation.

MODERATION OPTIONS

The assessment of students is monitored internally by individual lecturers and by the Dean of Studies in accordance with the institution's assessment policy. In all cases, assessors and moderators must be registered and appointed in accordance with existing guidelines from the Higher Education Quality Committee (HEQC). All courses are externally moderated by external examiners appointed on the basis of their academic proficiency in a field relevant to the course in question, measured by their qualification, teaching and assessment experience. Such external examiners must not have been involved in the teaching of the course they are moderating. A minimum of 40% the marks must be externally moderated. This makes up the external component. The underlying principles and the procedure for external moderation are outlined in the College Policies.

The rest of the marks which are internally moderated make up the internal component.

Students are required to achieve a minimum of 40% in both internal and external component with a pass mark in total of 50% or above in order to pass a course for each course is 50%.

THE LEARNING PROGRAMME

The learning programme seeks to cover the following core disciplines required for qualification in the B.Th.:

- Biblical Studies and Languages
- Systematic Theology
- Church History
- Anglican Studies
- Practical Theology
- Christian Ethics

This organisation is informed by the College's aim to enable students to integrate their academic studies with their personal and spiritual development, in order to empower them for a ministry of transformation in both church and society.

The learning programme is comprised of core and elective components, with the latter being undertaken in the third year in accordance with a student's own choice.

All graduates of the academic programme should be able to:

- Display an understanding of theology and of the scriptures that is faithful, critical, rooted in tradition, and informed by context.
- Demonstrate the ability think theologically in a way that is informed and coherent, and that integrates the use of scripture, reason, tradition, and experience.
- Display an understanding of practical theology and of church history that is balanced, informed and critical.
- Demonstrate the ability to translate knowledge of a variety of disciplines into practice in a way that is informed and reflexive.
- All graduates of the academic programme should be:
- People of integrity; appropriately mature, discerning, and with a keen sense of justice and fairness.
- Constructive and critical contributors to community, respectful of others, and appreciative of their different gifts and experiences
- Able to balance self-care against the demands of life in community.

In addition, all graduates who are also candidates for ordination should be:

- Spiritually disciplined, actively committed to a life rooted in scripture, and in public and private prayer.
- People who are able to live well with authority in the church, while aware of their own agency; able to exercise leadership responsibly and, where appropriate, collaboratively.

INTERNATIONAL COMPARABILITY

The Bachelor of Theology is comparable to other qualifications in a similar or the same subject area and is recognised locally and internationally as providing access to post-graduate qualifications in theology, religious or philosophy studies. The College of Transfiguration, is a provincial training centre for theology of the Anglican Church of Southern Africa which is linked to the worldwide Anglican Communion, as such the qualification is designed to conform to the standards set by the Theological Education in the Anglican Communion Group (TEAC) authorised by the Anglican Primates to set a common standard of competence for all who are considered for the ordained ministry of the Anglican Church worldwide.

The College of Transfiguration, NPC has committed to benchmark its qualifications against those offered by comparable Anglican theological institutions worldwide. For comparison purposes, the College has identified the following current international institutions, qualifications and modules:

Name of Institution	Qualification	Modules
Durham University, United Kingdom	BA in Theology, Ministry and Mission	Refer to Appendix A
Ridley College, Australia	Bachelor of Ministry Bachelor of Theology	Refer to Appendix A
Ripon College Cuddesdon, United Kingdom	BA in Theology, Ministry and Mission	Refer to Appendix A

YEAR ONE

CORE

ACADEMIC LITERACY AND LANGUAGE

COURSE DESCRIPTION

The Academic Literacy course is a fundamental course set in the first year of study. The purpose of the course is to introduce students to academic requirements and conventions, enhancing their ability to write logically, and developing their command of advanced English grammar.

NQF LEVEL

NQF 5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

There is no learning assumed to be in place for Academic Literacy

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Reference and structure an academic essay.**
 - 2.1 Correctly use a referencing system to cite texts.
 - 2.2 Compose paragraphs that are logical and well-structured.
 - 2.3 Demonstrate the ability to structure an essay.
- 2. Demonstrate the ability to deploy a range of grammatical structures.**
 - 2.4 Show a knowledge of the grammatical structures taught.
 - 2.5 Compose paragraphs that are grammatically and syntactically accurate.

READING LIST

There is no reading list for this course as reading material is drawn from other courses.

INTRODUCTION TO THE OLD TESTAMENT

COURSE DESCRIPTION

This course provides students with an introduction to reading the Old Testament as Christian Scripture in Africa. Students will learn about the world of the Ancient Near East as they explore the shape and content of the Old Testament, whilst being equipped with a foundational ability to recognise and employ key interpretive skills. Through this process students will be challenged to think about the Old Testament in relation to the life, mission, and ministry of the church today.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

There are no prerequisites as far as Theology and Ministry are concerned. The credit value is based on the assumption that you can:

- Comprehend written and spoken English
- Listen and respond to spoken English
- Articulate his or her ideas through both verbal and writing skills in English
- Engage in independent study

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Describe the shape, content, and purpose of the Old Testament**
 - 1.1 Outline the development of the Old Testament in relation to the world of the Ancient Near East.
 - 1.2 Discuss key introductory issues relating to the interpretation of the Old Testament.
 - 1.3 Reflect on questions and insights for faith raised by the study of the Old Testament for its use as Scripture in Africa.
- 2. Identify and employ key interpretive skills in relation to specific Old Testament texts**

Range: At least one method, e.g. Historical-Criticism, Narrative Criticism.

- 2.1 Define concepts, methods and tools associated with the study of the Old Testament.
- 2.2 Apply concepts, methods and tools associated with the study of the Old Testament
- 2.3 Evaluate the appropriateness of different interpretive skills for reading the Old Testament as Scripture in Africa.

PRESCRIBED TEXT

Coogan, M. D., 2013, *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, Oxford: OUP

REQUIRED READING

- Barton, J., 1984, *Reading the Old Testament: Method in Biblical Study*, Louisville, Kentucky: Westminster John Knox
- Brueggemann, W. & T. Linfelt, 2003, *An Introduction to the Old Testament*, Louisville, Kentucky: Westminster John Knox
- Collins, J. J., 2004, *Introduction to the Hebrew Bible*, Minneapolis: Fortress Press
- Isserlin, B. S. J., 2001, *The Israelites*, Minneapolis: Fortress Press
- Jasper, David, 2004, *A Short Introduction to Hermeneutics*, Louisville; London: Westminster John Knox
- Killebrew, Ann E., 2005, *Biblical Peoples and Ethnicity: An Archaeological Study of Egyptians, Canaanites, Philistines and Early Israel 1300-1100 B.C.E.*, Atlanta: Society of Biblical Literature
- Matthews, Victor H., 2007, *Studying the Ancient Israelites: A Guide to Sources and Methods*, Nottingham: Apollos
- Maxwell Miller J., & J. H. Hayes, 1986, *A History of Ancient Israel and Judah*, London: SCM Press
- Moyise, S., 2004, *Introduction to Biblical Studies*, (2nd ed.), London; New York: T & T Clark
- Rogerson, John, & Philip Davies, 2005, *The Old Testament World*, London: T & T Clark
- Stuart, D., 2001, *Old Testament Exegesis: A Handbook for Students and Pastors*, (3rd Ed.) Louisville, Kentucky: Westminster John Knox
- Tate, W. Randolph, 2006, *Interpreting the Bible: A Handbook of Terms and Methods*, Peabody, Massachusetts: Hendrickson
- Walton, John H., 2006, *Ancient Near Eastern Thought and the Old Testament*, Grand Rapids: Baker Academic

PASTORAL STUDIES

COURSE DESCRIPTION

The purpose of the course is to introduce students to pastoral leadership imperatives which define and guide the day to day responsibilities of church leaders, Anglican Church clergy in particular. The course is offered to 1st year students enrolled for the BTh qualification in 1st semester.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will be expected to be able to:

1. Listen and respond to spoken English.
2. Comprehend written and spoken English.
3. Articulate his or her ideas through both verbal and writing skills in English.
4. Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate ability to undertake social analysis in context.

- 1.2 Discuss critically selected theoretical tools of social analysis.
- 1.3 Investigate the needs of persons in community using appropriate theoretical tools.
- 1.4 Critique and assess the effectiveness of selected theoretical tools of social analysis.

2. Discuss, critique and apply models of pastoral leadership appropriate to a variety of contexts.

Range: *Pastoralia; counselling*

- 2.1 Describe critically models of pastoral leadership portrayed in Scripture and practised by the Church in response to the needs of individuals and communities in context.
- 2.2 Explain comparatively how different models of pastoral leadership may be used to affirm and nurture people in a variety of contexts.
- 2.3 Analyse and reflect upon practice of pastoral leadership in the Anglican Church, particularly Anglican Church of southern Africa

PRESCRIBED TEXTS

- Beeley, C.A. (2012). *Leading God's People: Wisdom from the Early Church for Today*. Grand Rapids, MI: Eerdmans.
- Bertocci, D.I. (2009). *Leadership in Organizations: There is a Difference between Leaders and Managers*. New York: University Press of America.
- Heuser, R., and Shawchuck, N. (2010). *Leading the Congregation: Caring for Yourself While Serving the People*. Nashville, TN: Abingdon.
- Laniak, T.S. (2006). *Shepherds After My Own Heart: Pastoral Traditions and Leadership in the Bible*. Downers Grove, IL: IVP Academic.
- Nouwen, H.J. (1989). *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing Company.
- Tidball, D. (2008). *Ministry by the Book: New Testament Patterns for Pastoral Leadership*. Downers Grove, IL: IVP Academic.

EARLY CHURCH HISTORY

COURSE DESCRIPTION

The purpose of this course is to introduce students to the study of Church History and to help students understand the growth and development of Christianity in the first six hundred years of the Christian Church, AD 30-600.

The course is offered to first year students enrolling for the BTh qualification in the first semester.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

All students attending this course are expected to be able to:

1. Comprehend written and spoken English.
2. Articulate ideas through both verbal and writing skills in English.
3. Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Define and demonstrate an understanding in the use of key concepts in the construction of Church History.

- 1.1 Demonstrate an understanding of the central role of chronology in the development of historical biblical and extra biblical texts.
- 1.2 Identify primary and secondary sources in early Church History and demonstrate how these have been used
- 1.3 Demonstrate an awareness and knowledge of historical sources and use these in the writing of their own Church History.

2. Analyze and discuss the major themes, issues, problems, movements, and trends in the first six hundred years of the Christian Church

- 2.1 Demonstrate an awareness and knowledge of the events, key figures and seminal controversies that circumscribed orthodox beliefs, practices, and church structures.

READING LIST

- Aland, K. (trans. J. L. Schaaf) (1985). *History of Christianity Volume 1: From the Beginnings to the Threshold of the Reformation*, Philadelphia: Fortress
- Bainton, R. (1964). *The Penguin History of Christianity Volume 1*, Victoria, Australia: Penguin.
- Baur, John, (1994). *2000 Years of Christianity in Africa: An African History 62-1992*, Nairobi, Kenya: Pauline.
- Bongmba, Elia Kifon, ed., (2016). *The Routledge Companion to Christianity in Africa*. New York: Routledge.
- Brox, N. (trans. J. Bowden), (1994). *A History of the Early Church*, London: SCM.
- Cairns, Earle E., (1995). *Christianity through the Centuries*. Grand Rapids, Michigan: Zondervan.
- Chadwick, H., (1993). *The Early Church*, (Rev. Ed.) London: Penguin.
- *Comby, J., (1985) *How to Read Church History Volume 1: From the beginning to the 15th Century*, London: SCM
- Cross, F. L. (ed.), (1983), *The Oxford Dictionary of the Christian Church* (third edition). Oxford: OUP
- *Dowley, Tim, John H. Y. Briggs, Robert Linder, & David F. Wright (eds.), (revised edition, 1990) *A Lion Handbook: The History of Christianity*. Oxford: Lion.
- Ferguson, Everett (2003). *Backgrounds of Early Christianity* (third edition). Grand Rapids, Michigan: Eerdmans.
- *Foster, J. (rev. W. H. C. Frend), (1991). *The First Advance: Church History 1: AD 29-500*. London: SPCK.
- Frend, W. H. C. (1982). *The Early Church*, Philadelphia: Fortress
- *Gonzalez, J. L. (1996). *Church History: An Essential Guide*, Nashville: Abingdon.

- (1984). *The Story of Christianity, Volume 1, The Early Church to the Dawn of the Reformation*. New York: HarperCollins.
- Green, Bernard, (2010). *Christianity in Ancient Rome: The First Three Centuries*. London: Continuum.
- Hastings, Adrian (ed.), (1999). *A World History of Christianity*, Eerdmans: Grand Rapids.
- *Hill, Jonathan, ed., (2007). *The New Lion Handbook: The History of Christianity*. Oxford: Lion Hudson.
- Hinson, E. Glen (1996). *The Early Church: Origins to the Dawn of the Middle Ages*, Nashville: Abingdon
- Isichei, Elizabeth (1995). *A History of Christianity in Africa: From Antiquity to the Present*. Grand Rapids, Michigan: Eerdmans.
- Irvin, Dale T. and Scott W. Sunquist, (2001). *History of the World Christian Movement, Volume I: Earliest Christianity to 1453*. Maryknoll, New York: Orbis.
- Kalu, Ogbu U., (2005). *African Christianity: An African Story*. Department of Church History, University of Pretoria.
- MacCulloch, D. (2010). *A History of Christianity: The first Three Thousand Years*. Harmondsworth: Penguin.
- McManners, John, (1990). *The Oxford History of Christianity*. Oxford: OUP.
- Novak, R. M. (2001). *Christianity & the Roman Empire: Background Texts*, Harrisburg, Pennsylvania: Trinity Press International.
- Pillay G. J. & J. W. Hofmeyer (eds.), (1991). *Perspectives on Church History: An Introduction for South African Readers*, Pretoria: De Jager-Haum.
- Stevenson J. (ed.), (rev. W. H. C. Frend), (1987). *A New Eusebius: Documents Illustrating the History of the Church to AD 337*, London: SPCK.
- Stevenson J. (ed.), (1966). *Creeds, Councils, & Controversies: Documents Illustrative of the History of the Church AD 337-461*, London: SPCK.
- Walls, Andrew F. (2004). *The Cross-Cultural Process in Christian History*. Edinburgh: T&T Clark.
- Walton, Robert C., (second edition, 2005). *Chronological and Background Charts of Church History*. Grand Rapids, Michigan: Zondervan.
- Williams, Rowan (2018), *Why Study the Past?: The Quest for the Historical Church*. Grand Rapids, MI: Eerdmans.

INTRODUCTION TO THE NEW TESTAMENT GREEK

COURSE DESCRIPTION

New Testament Greek is a course that serves to introduce students to the language used in the New Testament writings.

This course aims to enable students to read, understand, and translate basic New Testament Greek sentences into English and other languages. Students will deepen their understanding and appreciation of key Christian writings, and to develop further their

exegetical skills. An important ability for persons who work closely with these key Christian writings, it will enable them to engage with the Bible at a more profound level. From this training, they will be empowered to encourage, guide, challenge, and build communities on the basis of the tradition of New Testament scholarship. In addition, it will provide students with the possibility of progressing further in the discipline of New Testament Studies and the early Patristic period, and thus it opens up access to further educational opportunities.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

As an introductory course no prior knowledge of the NT Greek is assumed.

However, students will be expected to

- Comprehend written and spoken English
- Listen and respond to spoken English
- Articulate both verbal and writing responses in English
- Engage in independent study

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

By successfully completing this course students will be able to:

1. Describe basic rules of NT Greek grammar
 - 1.1 Summarise rules governing the use of substantives and non-substantives
 - 1.2 Outline basic NT Greek syntax.
2. Analyse the grammatical components of basic NT Greek sentences
 - 2.1 Identify substantive and non-substantive forms
 - 2.2 Accurately parse substantive and non-substantive forms
 - 2.3 Outline the role of substantive and non-substantive forms in the sentence
3. Translate NT Greek into English
 - 3.1 Apply the rules of NT Greek grammar to specific sentences
 - 3.2 Render NT Greek sentences into the English equivalent
4. Articulate the manner in which the manuscripts and the manuscript traditions contribute to the compilation of the NT text.

READING LIST

ON GRAMMAR:

As a single semester course, although students are encouraged to consult one of a number of the textbooks that are housed in the College Library and also those that are available on the Internet, owing to the nature of the course and the requirements of the students, all students are provided with comprehensive notes for the entire Grammar Section of the course which have been written by the lecturer.

Amongst textbooks readily available:

Duff, J.

2005 *The Elements of New Testament Greek*. Third Edition. Cambridge: Cambridge University Press. [Intranet]

Morrice, William G.

1993 *The Durham New Testament Greek Course*. Carlisle: Paternoster. [Library]

Powers, W. B.

1995 *Learn to Read the Greek New Testament*. Fifth Edition. Adelaide: SPCK. [Library]

On Manuscripts:

Metzger, Bruce M.

1971, 1975 *A Textual Commentary on the Greek New Testament*. London and New York: United Bible Societies, xiii–xxxi.

INTRODUCTION TO THE NEW TESTAMENT

COURSE DESCRIPTION

This course provides students with an introduction to reading the New Testament as Christian Scripture in Africa. Students will learn about Greco-Roman world as they explore the shape and content of the New Testament, whilst being equipped with a foundational ability to recognise and employ key interpretive skills. Through this process students will be challenged to think about the New Testament in relation to the life, mission, and ministry of the church today.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

There are no prerequisites as far as Theology and Ministry are concerned. The credit value is based on the assumption that you can:

- Comprehend written and spoken English
- Listen and respond to spoken English
- Articulate his or her ideas through both verbal and writing skills in English
- Engage in independent study

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Describe the shape, content, and purpose of the New Testament**
 - 1.4 Outline the development of the New Testament in relation to the Greco-Roman world.
 - 1.5 Discuss key introductory issues relating to the interpretation of the New Testament.
 - 1.6 Reflect on questions and insights for faith raised by the study of the New Testament for its use as Scripture in Africa.
- 2. Identify and employ key interpretive skills in relation to specific New Testament texts**

Range: At least one method, e.g. Historical-Criticism, Narrative Criticism.

 - 2.1 Define concepts, methods and tools associated with the study of the New Testament.

2.2 Apply concepts, methods and tools associated with the study of the New Testament.

2.3 Evaluate the appropriateness of different interpretive skills for reading the New Testament as Scripture in Africa.

PRESCRIBED TEXT

Martin, D. B., 2012, *New Testament History and Literature*, New Haven: Yale University Press

REQUIRED READING

Barton, S. C. (ed.), 2006, *The Cambridge Companion to the Gospels*, Cambridge: CUP

Brown, R. E., 2004, *An Introduction to the New Testament*, (ABRL), Theological Publications in India: Bangalore

Fee, Gordon D., 2002, *New Testament Exegesis: A Handbook for Students and Pastors*, (3rd Ed.) Louisville, Kentucky: Westminster John Knox

Goodacre, M., 2001, *The Synoptic Problem: A Way Through the Maze*, London: Sheffield Academic Press

Harrington, D. J., 1990, *Interpreting the New Testament: A Practical Guide*, Collegeville, Minnesota: Liturgical Press

Jasper, David, 2004, *A Short Introduction to Hermeneutics*, Louisville; London: Westminster John Knox

Moyise, S., 2004, *Introduction to Biblical Studies*, (2nd ed.), London; New York: T & T Clark

Tate, W. Randolph, 2006, *Interpreting the Bible: A Handbook of Terms and Methods*, Peabody, Massachusetts: Hendrickson

Theissen, G. & A. Merz, 1998, *The Historical Jesus: A Comprehensive Guide*, London: SCM

Snodgrass, K. R., 2008, *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*, Grand Rapids, Michigan: Eerdmans

Wright, N. T., 2019, *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*, London: SPCK

PARISH MANAGEMENT

COURSE DESCRIPTION

The purpose of this course is to introduce students to various aspects of church management in order to meet the nonsacramental needs of church members. The course is offered to first year students who maybe enrolled for the BTh qualification in the second semester.

NQF LEVEL

5

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate critical knowledge of management theories applicable to the Church.

- 1.1 Identify and examine different management theories and principles, applicable to Church administration.
- 1.2 Compare and contrast how different management theories are used in the church in a variety of contexts.
- 1.3 Evaluate church management theories in praxis from the perspective of Christian values.

2. Demonstrate knowledge of the principles and procedures of conducting Church affairs in a accordance with the Church of the Province of Southern Africa.

- 2.1 Identify and examine the different structures, ministries and offices of the Church.
- 2.2 Explain and assess the roles and responsibilities of the different Church structures, ministries and offices in the light of the Canons of the Church.
- 2.3 Develop an effective personal management style to improve the operations and organizational culture of the local church.

READING LIST

- Behrens, J. (2005). Practical Church Management: A Guide for Every Parish. Herefordshire: Gracewing.
- Ebener, D.R. (2018). Pastoral Leadership: Best Practices for Church Leaders. Mawhah, NJ: Paulist Press.
- Kuhne, G., and Donaldson, J. (1995). Balancing Ministry and Management: An Exploratory Study of Pastoral Work Activities. *Review of Religious Research*, 37(2), 147-163.
- Oosthuizen, A.J., and Lategan, L.O.K. (2015). "Managing the household of God": The contribution from management sciences to the sustainability of the church as an organization. *Stellenbosch Theological Journal*, 1(2), 551–568 DOI: <http://dx.doi.org/10.17570/stj.2015.v1n2.a26>.
- Powers, B.P. (ed.). (2008). Church Administration: Handbook. Nashville, TN: B&H Academic.

Rainey, HG 2014. Understanding and Managing Public Organizations: Essential Texts for Nonprofit and Public Leadership and Management. San Francisco: John Wiley & Sons
Welch, R.H. (2011). Church Administration: Creating Efficiency for Effective Ministry. Nashville, TN: B&H Academic.

INTRODUCTION TO THEOLOGY

COURSE DESCRIPTION

This is a foundation course in systematic theology. The purpose of the course is to provide students with an introduction to thinking theologically and to develop the student's ability to articulate theological affirmations in a well reasoned and theologically informed manner. The aim of the course is to familiarize students with the academic discipline of Christian Theology, its methodological issues and strategies, and biblical and ecclesial norms and sources.

The course is offered to first year students enrolling for the BTh qualification in the second semester. This course is a prerequisite for all other Systematic Theology (ST) courses.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite for entry to this course:

- Church History 1 (Early Church)
- Academic L&W

In addition, all students attending this course are expected to be able to:

4. Comprehend written and spoken English.
5. Articulate ideas through both verbal and writing skills in English.
6. Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Describe and apply the tools for constructing theology as understood and practiced by the Anglican Church.**

- 1.1 Identify and describe the use of scripture, tradition, reason, and experience in constructing theology.
- 1.2 Use the use of scripture, tradition, reason, and experience to construct logical and coherent theologies.
- 2. Formulate and develop thinking about doctrinal areas**
 - 2.1 Identify and understand the historical development and contemporary expression of doctrine.
 - 2.2 Demonstrate a synthetic overview of doctrine.

READING LIST

What is Theology?

Williams, Rowan. "On Christian Theology." *Pro Ecclesia* 11.3 (2002): 367-369.

Gaybba, Brian P. *God is a community: A general survey of Christian Theology*. Unisa Press, 2004.

Kwenda, Chirevo V. "Does Africa need theology in the twenty-first century?." *Theology in dialogue* (2002): 151-174.

Pityana, Nyameko Barney. *Beyond Transition: The Evolution of Theological Method in South Africa: A Cultural Approach*. Diss. University of Cape Town, 1995.

The Scripture Principle

Aquinas, Thomas. *Summa theologiae*. Authentic Media Inc, 2012.

Thomas Aquinas, *Summa Theologiae*, I, q 1. aa 8, 9, 10

More, Paul Elmer, and Frank Leslie Cross. "Anglicanism: the thought and practice of the Church of England, illustrated from the religious literature of the seventeenth century." (1935).

William Chillingworth, *The Religion of Protestants*, in More and Cross, *Anglicanism*, pp. 103-114

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine, from the Bible to the Present*. Westminster John Knox Press, 1982.

The Barmen Declaration, in *The Creeds of the Churches*, pp. 517-522.

Interpreters of Scripture: Reason, Tradition and Experience

Reason:

More, Paul Elmer, and Frank Leslie Cross. "Anglicanism: the thought and practice of the Church of England, illustrated from the religious literature of the seventeenth century." (1935). William Laud, 'A Relation of the Conference between William Laud and Mr Fisher, the Jesuit' in More and Cross *Anglicanism*, pp.97-103

Gutierrez, Gustavo. "Liberation theology." New York (1988). chpt 1

Tradition:

Newman, John Henry, and James Gaffney. *Conscience, consensus, and the development of doctrine: revolutionary texts*. Doubleday, 1992.

John Henry Newman, *Conscience, Consensus, Development*, 'An Essay on the Development of Doctrine' (Chapter 2), chpts 1, 4.

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine, from the Bible to the Present*. Westminster John Knox Press, 1982.

Decrees of the Council of Trent, 'Decree concerning the Canonical Scriptures' and 'The Creed of the Council of Trent' in *The Creeds of the Churches* pp 402-404; 440-442.

Experience:

Gaybba, Brian P. *God is a community: A general survey of Christian Theology*. Unisa Press, 2004.

Fabella, Virginia. "Doing theology in a divided world: papers from the Sixth International Conference of the Ecumenical Association of Third World Theologians, January 5-13, 1983, Genva, Switzerland." *Papers from the... international conference of the Ecumenical Association of Third World Theologians*. Orbis Books, 1985.

Thinking Theologically:

Stone, Howard W., and James O. Duke. *How to think theologically*. Fortress press, 2013.

Hauerwas, Stanley. "How I think I learned to think theologically." *American Catholic Philosophical Quarterly* 88.4 (2014): 641-658.

Close, William. "What Does It Mean to Think Theologically?." *Theological Field Education: A Collection of Key Resources* 2: 75-88.

INTRODUCTION TO BIBLICAL HEBREW

COURSE DESCRIPTION

This course seeks to enable Students to comprehend the Hebrew of the Old Testament and to equip them with basic skills of translation.

NQF LEVEL

5

CREDITS

12

LEARNING ASSUMED TO BE PLACE

There is no learning assumption as far as Theology and Ministry are concerned. The credit value is based on the assumption that you can:

- comprehend written and spoken English
- listen and respond to spoken English

- articulate his or her ideas through both verbal and writing skills in English
- engage in independent study

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate knowledge and understanding of basic grammar and vocabulary of Biblical Hebrew.
 - 1.1 Describe basic grammatical rules.
 - 1.2 Recognise the meaning(s) of Biblical Hebrew words.
2. Analyse the grammatical components of basic Biblical Hebrew sentences.
 - 2.1 Identify basic grammatical constructions.
 - 2.2 Parse Hebrew words.
3. Translate Biblical Hebrew into English.
 - 3.1 Apply the rules of Biblical Hebrew grammar to specific and relatively simple sentences.
 - 3.2 Render Biblical Hebrew sentences into equivalent English.

PRESCRIBED TEXT

Walker-Jones, Arthur, 2003, Hebrew for Biblical Interpretation, Atlanta: Society of Biblical Literature

REQUIRED READING

Kelley, Page H., 1992, Biblical Hebrew: An Introductory Grammar, Grand Rapids, Michigan: Eerdmans
 Lambdin, Thomas O., 1971, Introduction to Biblical Hebrew, Upper Saddle River, New Jersey: Prentice Hall
 Landes, George M., 2001, Building your Biblical Hebrew Vocabulary: Learning Words by Frequency and Cognate, Atlanta: Society of Biblical Literature
 Webster, Brian L., 2009, The Cambridge Introduction to Biblical Hebrew, Cambridge: CUP

MEDIEVAL – REFORMATION CHURCH HISTORY

COURSE DESCRIPTION

This course introduces the history of the Protestant Reformation. The course begins by exploring some major themes in late medieval Christianity (1300-1600). The course then traces the development of the Protestant Reformation from the beginning of the Reformation Movement to the present. The ideas of leading figures and some of the major Protestant Movements are explored in detail. The course is offered to first year students enrolling for the BTh qualification in the second semester.

NQF LEVEL

5

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Trace the development the Medieval Church and demonstrate knowledge of some of its Movements.**
 - 1.1 Describe the development and decline of Papal Power.
 - 1.2 Outline medieval theology and scholasticism.
 - 1.3 Enumerate the factors that gave rise to the crusades and identify their effects on Christendom
 - 1.4 Analyze the religious movements in the medieval period.

- 2. Trace the development of the Reformation and demonstrate knowledge of the teachings of some of its leading thinkers.**
 - 2.1 Identify and examine the causes of the Reformation.
 - 2.2 Enumerate and key theological principles of the Reformation.
 - 2.3 Discuss some of the key figures and movements of the Reformation (Martin Luther, John Calvin, Anabaptist, Pietism, Catholic Reformation).
 - 2.4 Analyze the legacy of the Reformation on the World Christianity.

READING LIST

Aland, K. (trans. J. L. Schaaf) (1985). History of Christianity Volume 1: From the Beginnings to the Threshold of the Reformation, Philadelphia: Fortress.

Barracough, Geoffrey (1979). The Medieval Papacy. Norwich: Thames and Hudson.

- Cairns, Earle E., (1995). *Christianity through the Centuries*. Grand Rapids, Michigan: Zondervan.
- Chadwick, Owen, (1973). *Pelican History of the Church, Volume 3: The Reformation*. London: Penguin.
- Colish, M. L., (1993). *Medieval Foundations of the Western Intellectual Tradition 400-1400*, New Haven; London: Yale.
- *Comby, J., with Diarmid MacCulloch, (1986). *How to Read Church History Volume 2: From the Reformation to the Present Day*. London: SCM.
- Cross, F. L. (ed.), (1983), *The Oxford Dictionary of the Christian Church* (third edition). Oxford: OUP
- Ferguson, Everett (2003). *Backgrounds of Early Christianity* (third edition). Grand Rapids, Michigan: Eerdmans.
- *Foster, J. (rev. W. H. C. Frend), (1991). *Setback and Recovery*. London: SPCK.
- *Gonzalez, J. L. (1996). *Church History: An Essential Guide*, Nashville: Abingdon.
- (1984). *The Story of Christianity, Volume 2: The Reformation to the Present Day*. New York: HarperCollins.
- Hastings, Adrian (ed.), (1999). *A World History of Christianity*, Eerdmans: Grand Rapids.
- *Hill, Jonathan, ed., (2007). *The New Lion Handbook: The History of Christianity*. Oxford: Lion Hudson.
- Hollister, C. Warren, (Seventh edition, 1994). *Medieval Europe: A Short History*. New York: McGraw-Hill.
- Irvin, Dale T. and Scott W. Sunquist, (2012). *History of the World Christian Movement, Volume II: Modern Christianity from 1454-1800*. Maryknoll, New York: Orbis.
- Keen, Maurice, (1968). *The Pelican History of Medieval Europe*. Harmondsworth: Penguin.
- Lohse, Bernard, 1986). *Martin Luther: An Introduction to his Life and Thought*. Minneapolis: Fortress Press.
- MacCulloch, D. (2010). *A History of Christianity: The first Three Thousand Years*. Harmondsworth: Penguin.
- McGrath, Alister E. (1988). *Reformation Thought*. Oxford: Basil Blackwell.
- McManners, John, (1990). *The Oxford History of Christianity*. Oxford: OUP.
- Pillay G. J. & J. W. Hofmeyer (eds.), (1991). *Perspectives on Church History: An Introduction for South African Readers*, Pretoria: De Jager-Haum.
- Southern, R. W. (1970). *Western Society and the Church in the Middle Ages*. Harmondsworth: Penguin.
- *Thomson, Alan, (1976). *New Movements: Reform, Rationalism, Revolution: Church History 3: AD 1500-1800*. London: SPCK.
- Thomson, John A., (1998). *The Western Church in the Middle Ages*. London: Arnold.
- Walton, Robert C., (second edition, 2005). *Chronological and Background Charts of Church History*. Grand Rapids, Michigan: Zondervan.
- Williams, Rowan (2018), *Why Study the Past?: The Quest for the Historical Church*. Grand Rapids, MI: Eerdmans.

OLD TESTAMENT STUDIES: EXPLORING THE PROPHETS

COURSE DESCRIPTION

This course seeks to introduce students to reading the Prophetic books of the Old Testament. Students will be encouraged to build on their existing interpretive skills to engage with the Prophetic books in relation to their contexts in the history of Israel and Judah. In this process students will come to recognise how the Prophets of Israel and Judah were responding to their contexts in the light of their faith traditions. From this basis students will then consider the ramifications of this approach for the understanding the use of these same Prophetic books for subsequent contexts, whether those addressed in the New Testament books, or those of their own contemporary times.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to the present course:

- Introduction to the Old Testament

The following course is a co-requisite for entry to the present course:

- Introduction to Biblical Hebrew

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Explore the social-historical interpretation of the Prophetic literature of the Old Testament.**
 - 1.7 Determine the chronological, geographical, and socio-political contexts of the Prophetic literature of the Old Testament.
 - 1.8 Evaluate scholarly readings of the Prophetic literature as responses to their contemporary contexts.

2. Interpret and evaluate the Prophetic literature of the Old Testament for the life, mission and ministry of the church in Africa.

- 2.4 Apply concepts, models, and tools associated with the study of the Old Testament to specific texts from the Prophetic literature.
- 2.5 Analyse and assess the appropriateness of interpretations of the Prophetic literature of the Old Testament with regard to the life, mission, and ministry of the church.
- 2.6 Produce contextual interpretations of the Prophetic literature of the Old Testament.

PRESCRIBED TEXT:

Matthews, V. H., 2012, *The Hebrew Prophets and their Social Worlds*, (2nd Ed.), Grand Rapids, Michigan: Baker Academic

REQUIRED READING:

- Blenkinsopp, Joseph, 1996, *A History of Prophecy in Israel*, (Rev. & Enlarged), Louisville, Kentucky: Westminster John Knox
- Chalcraft, David J. (ed.), 1997, *Social-Scientific Old Testament Criticism: A Sheffield Reader*, Sheffield: Sheffield Academic Press
- Coogan, M. D., 2013, *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, Oxford: OUP
- Davies, Philip R. 1996, *The Prophets: A Sheffield Reader*, Sheffield: Sheffield Academic Press
- Gertz, Jan Christian, Berlejung, Angelika, Schmid, Konrad, & Markus Witte, T & T Clark *Handbook of the Old Testament: An Introduction to the Literature, Religion and History of the Old Testament*, London; New York: T & T Clark
- Houston, Walter J. 2006, *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament*, (LHB/OTS 428), London: T & T Clark
- Kelle, Brad E. 2014, 'The Phenomenon of Israelite Prophecy in Contemporary Scholarship', *Currents in Biblical Research* 12: 275
- Matthews, Victor H., 2007, *Studying the Ancient Israelites: A Guide to Sources and Methods*, Nottingham: Apollos
- Matthews, V. H. & D. C. Benjamin, 1993, *Social World of Ancient Israel: 1250-587 BCE*, Grand Rapids: Michigan: Baker Academic
- Maxwell Miller J., & J. H. Hayes, 1986, *A History of Ancient Israel and Judah*, London: SCM Press
- Rogerson, John, & Philip Davies, 2005, *The Old Testament World*, London: T & T Clark

COURSE DESCRIPTION

This course provides students with an introduction to Ethical Theories and a component focused upon Justice.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

- BIBLICAL STUDIES
- SYSTEMATIC THEOLOGY
- PRACTICAL THEOLOGY

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Articulate various ethical theories.**
2. **State and analyse Christian conceptions of Justice found in the New Testament period and within the unfolding tradition of the church's teaching about Justice.**
3. **Analyse and critically evaluate various conceptions of Justice from Christian ethical perspectives with regard to their applicability to local contexts.**

REQUIRED READING:

On Natural Law:

Aquinas, Thomas

1997 *Summa Theologiae - A Concise Translation*. Translated and edited by Timothy McDermott. Westminster, Maryland: Christian Classics, 276–307.

Keenan, James F.

2016 Virtues. McCosker, Philip and Turner, Denys (eds.) *The Cambridge Companion to the Summa Theologiae*. Cambridge: Cambridge University Press, 194–205.

Turner, Denys

2013 *Thomas Aquinas. A Portrait*. New Haven & London: Yale University Press, 169–188.

On Utilitarianism and Deontological Ethics:

Frankena, William K.

1973 *Ethics*. Second Edition. Englewood Cliffs, New Jersey: Prentice Hall, 12–60.

McCoy, Alban

2004 *An Intelligent Person's Guide to Christian Ethics*. London, New York: Continuum, 81–106.

Suikkanen, Jussi

2015 *This is Ethics: An Introduction*. Oxford: Wiley Blackwell, 79–111.

On Kenotic Politics:

Moore, Mark E.

2013 *Kenotic Politics. The Reconfiguration of Power in Jesus' Political Praxis*. London: Bloomsbury, 1–78.

Jennings, Theodore W.

2013 *Outlaw Justice. The Messianic Politics of Paul*. Stanford, Cal: Stanford University Press, 1–12, 176–214.

TRINITY AND CHRISTOLOGY

COURSE DESCRIPTION

This course aims to pursue the contours and the content of the doctrine of the trinity, and of Christ and trace their developments over the centuries.

The course is offered to second year students enrolling for the BTh qualification in the first semester.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to this course:

- STh 102-*Introduction to Theology*.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Demonstrate a critical understanding of the Christian Christological tradition.**
 - 1.1. Identify and analyze Christological development until the Third Council of Constantinople through the patristic period until the end of the scholastic period.
 - 1.2. Explore the theological/philosophical arguments in the Christological Controversies of the Patristic Era.

- 2. Demonstrate an understanding of the origins of the doctrine of the Trinity, with particular reference to the diverging patterns of Eastern and Western trinitarianism, and basic analytical questions.**
 - 2.1. Evaluate and show an understanding of the re-emergence of trinitarian thought in the twentieth century.
 - 2.2. Evaluate and show an understanding of recent Trinitarian developments in contemporary theologies.

READING LIST

Specific Outcome 1: Introduction to Theism

Proofs for the Reality of God (Natural Theology):

Aquinas, Thomas. *Summa theologiae*. Authentic Media Inc, 2012.

Summa Theologica, I, q. 2.;

Anselm 'Proslogion' chpts 1-5 (remainder, recommended) in *Major Works*, pp.82-89 ;

Paley, William. *Natural Theology: or, Evidences of the Existence and Attributes of the Deity, Collected from the Appearances of Nature*. Gould and Lincoln, 1851.

William Paley, *Natural Theology or Evidences of Christianity*, chpts 1-3.

Christology

Davis, Leo Donald. *The first seven ecumenical councils (325-787): their history and theology*. Vol. 21. Liturgical Press, 1990.

Smulders, Pieter Frans. *The Fathers on Christology: The Development of Christological Dogma from the Bible to the Great Councils*. St. Norbert Abbey Press, 1968.

Weinandy, Thomas G. "Does God change?: the Word's becoming in the Incarnation." *Studies in historical theology* (1985).

"Sarah Coakley, What does Chalcedon Solve and what does it not? Some Reflections on the Status and Meaning of the Chalcedonian 'Definition' (in) Stephen T. Davis, Daniel Kendall & Gerald O'Collins (eds), *The Incarnation*, Oxford UP, 2002

Richard Swinburne (2011). *The Coherence of the Chalcedonian Definition of the Incarnation*. In A. Marmodoro & J. Hill (eds.), *The Metaphysics of the Incarnation*. Oxford University Press.

The Two Nature Doctrine:

Leith, John H., ed. *Creeds of the Churches: A Reader in Christian Doctrine, from the Bible to the Present*. Westminster John Knox Press, 1982.

'The Definition of Chalcedon' in *Creeds of the Churches*, pp 34-37

Athanasius, Saint. *On the incarnation*. Fig, 1891.

A Modern Christology:

Rahner, Karl. "Foundations of Christian faith: An introduction to the idea of Christianity." (1978).

Part VI Jesus Christ, subsections 1, 4, 5, 6, 10.

Cone, James H. *God of the Oppressed*. Orbis Books, 1997.

chpts 1, 2, 6, 7, 9.

Ellacuría, Ignacio. *Mysterium liberationis: Fundamental concepts of liberation theology*. Orbis Books, 1993.

Heyward, Carter. *Saving Jesus from those who are right: Rethinking what it means to be Christian*. Fortress Press, 1999.

Specific Outcome 2: Origins of the doctrine of the Trinity

Thomas Aquinas: *Summa Theologiae* (relevant sections)

Augustine: *De Trinitate* (relevant sections)

Aquinas, Thomas 1997 *Summa Theologiae - A Concise Translation*. Translated and edited by Timothy McDermott. Westminster, Maryland: Christian Classics.

Augustine *Confessions*. [Various editions are available.]

Ayres, L. 2010 *Augustine and the Trinity*. London: Cambridge University Press.

Hill, E. OP 1985 *The Mystery of the Trinity*. London: Geoffrey Chapman.

McCosker, P and Turner, D. (eds.). 2016 *The Cambridge Companion to the Summa Theologiae*. Cambridge: Cambridge University Press. Turner, D.

2013 Thomas Aquinas. *A Portrait*. New Haven and London: Yale University Press.

LaCugna, Catherine Mowry. "Re-conceiving the Trinity as the Mystery of Salvation." *Scottish Journal of Theology* 38.1 (1985): 1-23.

LaCugna, Catherine Mowry. "God for Us: The Trinity and Christian." *Life* (1991). Introduction, Chpts 7, 8.

ANGLICAN STUDIES

COURSE DESCRIPTION

Anglican Studies BTh is a semester-long course explores Anglican identity through the study of Anglican history and polity, and through critical examination of some of the classic accounts of Anglican unity. It encourages students to develop an informed self-awareness as twenty-first century members of a global Communion.

NQF LEVEL

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

Church History

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

1. Describe and analyse the historical development the Anglican Communion.
 - 1.1 Identify the key factors that shaped the emergence and subsequent development of Anglicanism in the British Isles.
 - 1.2 Analyse the spread of Anglicanism beyond the British Isles, with particular reference to Africa
2. Describe and evaluate the structures and polity of the Anglican Communion.
 - 2.1 Using a range of relevant case-material, trace the diversity of Anglican belief and practice across the Communion.
 - 2.2 Describe and evaluate the structures and polity of the Anglican Communion.
 - 2.3 Examine and critique the notion of comprehensiveness in relation to Anglican polity and diversity.

READING LIST

- Avis, P., (2000). *The Anglican Understanding of the Church*. London: SPCK.
- (2002). *Anglicanism and the Christian Church*. New York: T&T Clark.
 - (2016). *The Vocation of Anglicanism*. New York: T&T Clark.
 - (2017). *The Lambeth Conference: Theology, History, Polity and Purpose*. New York: T&T Clark.
- Bartlett, A., (2007). *A Passionate Balance*. London: Dartman, Longman and Todd.
- *Chapman, M., (2006). *Anglicanism: A Very Short Introduction*. Oxford: OUP.
- (2012). *Anglican Theology*. New York: T&T Clark.
 - (2008). *Communion, Conflict and Hope: The Kuala Lumpur Report of the third Inter-Anglican Theological and Doctrinal Commission*. London: Anglican Communion Office.
- Douglas, Ian T. and Pui-Lan, K., (2000). *Beyond Colonial Anglicanism: The Anglican Communion in the twenty-first Century*. New York: Church Publishing Incorporated.
- Hinchliff, P. (1963). *The Anglican Church in South Africa*. London: Dartman, Longman and Todd.
- Holloway, R.,ed. (1984). *The Anglican Tradition*. London: Mowbray.
- Jacob, W. M., (1997). *The Making of the Anglican Church Worldwide*. London: SPCK.
- Kaye, B., (2008). *Introduction to World Anglicanism*. Cambridge: CUP.

- MacCulloch, D., (2010). *A History of Christianity: The First Three Thousand Years*. Harmondsworth: Penguin.
- MacKenzie, Clayton G., (1993). 'Demythologizing the Missionaries: a Reassessment of the Functions and Relationships of Christian Missionary Education under Colonialism', *Comparative Education*, 29(1), pp. 45-66.
- *Neill, Stephen (1958 and later editions). *Anglicanism*. Harmondsworth: Penguin.
- Nockles, Peter B. (2008). *The Oxford Movement in Context: Anglican High Churchmanship, 1760-1857*. Cambridge: CUP.
- Percy, M., Chapman, M. and Clarke, S. (eds.), (2015). *The Oxford Handbook of Anglican Studies*. Oxford: OUP.
- Ramsey, M., (1991). *The Anglican Spirit*. London: SPCK.
- Redfern, A. (2000). *Being Anglican*. London: Darton, Longman and Todd.
- Sachs, W., (1993). *The Transformation of Anglicanism: From State Church to Global Community*. Cambridge, Mass: Harvard University Press.
- (2017), ed. *The Oxford History of Anglicanism, Vol. 5: Global Anglicanism, c. 1910-2000*. Oxford: OUP.
- *Spencer, Stephen (2010). *SCM Study Guide: Anglicanism*. London: SCM Press.
- Sykes, S. and Booty, J., eds., (1988). *The Study of Anglicanism*. London: SPCK.
- Sykes, S., (1995). *Unashamed Anglicanism*. London: Abingdon.
- (2004). *The Windsor Report*. London: The Anglican Communion Office.

*Introductory Texts

SPIRITUALITY

COURSE DESCRIPTION

The purpose of the course is to provide students with an introduction Spirituality in the Christian tradition and to explore different approaches to the Christian life and prayer. The course maybe offered to first year students enrolling for the Diploma qualification in the first semester and second year students enrolling for the BTh qualification in the second semester.

NQF LEVEL

5

CREDITS

12

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate knowledge of the nature and foundation of Spirituality in the Christian tradition.

- 1.1 Identify and explain different approaches to Spirituality
- 1.2 Explain the biblical and theological foundations of Christian Spirituality.
- 1.3 Compare and contrast a range of different faith spiritualities.
- 1.4 Apply the knowledge of spiritual traditions on contemporary spiritualities.

2. Demonstrate an ability to reflect on their own personal spiritual development and practices of prayer.

- 2.1 Examine the practices of prayer in their historical, ecclesial and contemporary contexts.
- 2.2 Describe a range of tools that may be used to reflect on one's spiritual life.
- 2.3 Demonstrate the capacity to nurture the discipleship and spirituality of others, individually and corporately.
- 2.4 Apply gained knowledge to reflect on personal life and spiritual journey.

READING LIST

- Antonisamy, F. (1999). *An introduction to Christian spirituality*. Mumbai, India: St Pauls.
- Bradshaw, P.F. (1981). *Daily Prayer in the Early Church: A Study in the Origin and Early Development of the Divine Office*. Eugene, OR: Wipf & Stock.
- Carson, D.A. (2002). *Teach Us To Pray: Prayer in the Bible and the World*. Eugene, OR: Wipf & Stock.
- Hammerling, R. (ed.). (2008). *A History of Prayer: The First Fifteen Century*. London: Brill.
- Holt, B.P. (2017). *Thirsty for God: A Brief History of Christian Spirituality*. Minneapolis, MN: Fortress.
- Kourie, C., and Kretzschmar, L. (eds). (2005). *Christian Spirituality in South Africa*. Pietermaritzburg: Cluster.
- Maas, R., and O'Connell, G. (eds). (1990). *Spiritual traditions for the contemporary church*. Nashville, Abingdon.
- Sheldrake, P. (2013). *A Brief History of Spirituality*. Oxford: Blackwell.

HOMILETICS

COURSE DESCRIPTION

This course is offered to students in the third year of the degree who have already undertaken a course or courses in Biblical Studies, and in liturgy. The aims to build on insights thus gained to help students develop a personal voice as a preacher. Through study of theorists of a variety of homiletical theorists, and analysis of historical and contemporary

sermons, the course aims to help students employ a variety of sermon shapes in preaching that engages both the world of the Bible and that of the sermon's hearers.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

All students registering for this course will be expected to have been assessed as competent in the following courses:

- Biblical Studies 1
- Anglicanism 1

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

1. Explain and critique the principles and values associated with a variety of homiletical thinkers.

- 1.1 Critically reflect on the purpose of preaching.
- 1.2 Critically account for the role of imagination and of the appeal to experience in preaching.
- 1.3 Describe and analyse the difference between 'deductive' and 'inductive' sermon shapes.
- 1.4 Demonstrate a critical awareness of issues of language, style and rhetoric in preaching.

2. Recognize and analyse key characteristics of sermons from the patristic era to the present day.

- 2.1 Demonstrate an awareness of the type of exegesis employed by a given sermon.
- 2.2 Analyse the structure of the sermon, and hence the way exegesis is integrated into the shape of the sermon.
- 2.3 Identify and describe the relevant features of rhetoric and language employed in a variety of sermons.

3. Reflect critically on the process of sermon preparation.

- 3.1 Critically reflect on the role of exegesis in the process of sermon preparation.
- 3.2 Critically on the relationship between word and sacrament in the Anglican liturgy
- 3.3 Demonstrate and apply the ability to apply social analysis to the preaching context.
- 3.4 Demonstrate critical self-awareness in the process of producing a sermon.

READING LIST

- Antonisamy, F. (1999). *An introduction to Christian spirituality*. Mumbai, India: St Pauls.
- Barton, John, ed., (1998). *The Cambridge Companion to Biblical Interpretation*. Cambridge: CUP.
- Bowen, Roger, ed., (2005). *A Guide to Preaching*. London: SCM.
- Brown-Taylor, Barbara, (1993). *The Preaching Life*. New York: Cowley Publications.
- Brueggemann, Walter (2008). *Redescribing Reality: What we do when we read the Bible*. London: SCM.
- (1997). *Cadences of Home: Preaching among Exiles*. Louisville, Kentucky: Westminster John Knox Press.
 - (2011). *Collected Sermons of Walter Brueggemann, Vol. 1*. Louisville, Kentucky: Westminster John Knox Press.
- Childers, Jana, ed., (2001). *Birthing the Sermon: Women Writers on the Creative Process*. Ashland, Ohio: Christian Board of Publication.
- Craddock, Fred B., (2001). *As One without Authority*. Nashville, Tennessee: Christian Board of Publication.
- (1978). *Overhearing the Gospel: Preaching and Teaching the Faith to Persons who have Heard it all Before*. Nashville, Tennessee: Abingdon.
 - (1985). *Preaching*. Nashville, Tennessee: Abingdon.
 - (2011). *Collected Sermons of Fred B. Craddock*. Louisville, Kentucky: Westminster John Knox Press.
- Davis, Ellen F., (2005). *Wondrous Depth: Preaching the Old Testament*. Louisville, Kentucky: Westminster John Knox Press.
- Day, David, Jeff Astley and Leslie J. Francis, eds., (2005). *A Reader on Preaching: Making Connections*. Aldershot, Hants: Ashgate.
- Edwards, O. C., (2004). *A History of Preaching*. Louisville, Kentucky: Westminster John Knox Press.
- Fuller, Reginald H., (1957). *What is Liturgical Preaching?* London: SCM.
- Hogan, Lucy Lind, (2006). *Graceful Speech: An Invitation to Preaching*. Louisville, Kentucky: Westminster John Knox Press.
- Hooke, Ruthanna B., (2010). *Transforming Preaching*. New York: Church Publishing.
- Johnston, Michael, (1998). *Engaging the Word*. Cambridge, Massachusetts: Cowley Publications.
- Lewis, Ralph L. and Gregg Lewis, (1983). *Inductive Preaching: Helping People Listen*. Wheaton, Illinois: Crossway.
- Long, Thomas G., (2005). *The Witness of Preaching*. Louisville, Kentucky: Westminster John Knox Press.
- Lowry, Eugene, (1978). *The Homiletical Plot: The Sermon as Narrative Art Form*. Louisville, Kentucky: Westminster John Knox Press.
- Suggit, John, (1994). *The Word of God and the People of God: The Relationship between the Bible and the Church*. Fish Hoek: Celebration of Faith.
- Ramantswana, H., (2016). 'Decolonising Biblical Hermeneutics in the (South) African Context', *Acta Theologica Supplement* 24, 178-203.

Rose, Lucy Atkinson, (1997). *Sharing the Word: Preaching in the Roundtable Church*. Louisville, Kentucky: Westminster John Knox Press.

Stevenson, Geoffrey and Stephen Wright, (2008). *Preaching with Humanity: A Practical Guide for Today's Church*. London: Church Publishing Incorporated.

Troeger, Thomas H., (1990). *Imagining a Sermon*. Nashville, Kentucky: Abingdon Press.

Tutu, Desmond, (1983). *Hope and Suffering: Sermons and Speeches*. London: Fount.

Ukpong, Justin S., (1995). 'Rereading the Bible with African Eyes: Inculturation and Hermeneutics,' *JTSA*, 913-14.

NEW TESTAMENT STUDIES: EXPLORING THE LETTERS

This course seeks to introduce students to reading the Epistolary literature of the New Testament. Students will be encouraged to build on their existing interpretive skills to engage with the Epistolary literature in relation to their contexts in the Greco-Roman world. In this process students will come to recognise how these books were responding to their contexts. From this basis students will then consider the ramifications of this approach for the understanding the use of these same books for subsequent contexts.

NQF LEVEL

6

CREDITS

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LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to the present course:

- Introduction to the New Testament

The following course is a co-requisite for entry to the present course:

- Introduction to New Testament Greek

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Explore the social-historical interpretation of the Epistolary literature of the New Testament.**
 - 1.9 Determine the chronological, geographical, and socio-political contexts of the Prophetic literature of the New Testament.
 - 1.10 Evaluate scholarly readings of the Epistolary literature as responses to their contemporary contexts.

2. Interpret and evaluate the Epistolary literature of the New Testament for the life, mission and ministry of the church in Africa.

- 2.7 Apply concepts, models, and tools associated with the study of the New Testament to specific texts from the Epistolary literature.
- 2.8 Analyse and assess the appropriateness of interpretations of the Epistolary literature of the New Testament with regard to the life, mission, and ministry of the church.
- 2.9 Produce contextual interpretations of the Epistolary literature of the New Testament.

PRESCRIBED TEXTS

- Elliott, J. H., 1995,, Social Scientific Criticism of the New Testament, London: SPCK
- B. J. Malina, 2001, The New Testament World: Insights from Cultural Anthropology, (3rd Ed.), Louisville, Kentucky: Westminster John Knox

REQUIRED READING

- Adams, E. & D. G. Horrell, 2004, Christianity at Corinth: The Quest for the Pauline Church, London; Louisville: Westminster John Knox Press
- Aune, D. E. 1998, The New Testament in its Literary Environment, Cambridge: James Clarke & Co
- Barclay, J. (2015), Paul and the Gift, Grand Rapids, Michigan: Eerdmans
- Blasi, Anthony J., Duhaime, Jean, and Paul-André Turcotte (eds.), Handbook of Early Christianity: Social Science Approaches, Walnut Creek; Lanham; New York; Oxford: Altamira Press
- Brown, R. E., 2004, An Introduction to the New Testament, (ABRL), Theological Publications in India: Bangalore
- Esler, P. F., 1994, The First Christians in their Social Worlds: Social-scientific approaches to New Testament interpretation, London; New York: Routledge
- Esler, P. F., 1998, Galatians, London; New York: Routledge
- Holmberg, B. (1990), Sociology of the New Testament: An Appraisal, Minneapolis: Fortress Press
- Klauck, Hans-Josef, 2006, (trans. Daniel P. Bailey), Ancient Letters and the New Testament: A Guide to Context and Exegesis, Waco, Texas: Baylor University Press
- Martin, D. B., 2012, New Testament History and Literature, New Haven: Yale University Press
- Still, T. D. & D. G. Horrell, After the First Urban Christians: The Social-Scientific Study of Pauline Christianity Twenty-Five Years Later, London; New York: T & T Clark International
- Wright, N. T., 2019, The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians, London: SPCK

MISSIONOLOGY

COURSE DESCRIPTION

The purpose of the course is to introduce students to the field of missiology with a focus on theological understandings of *missio Dei* on the bases of scripture and church practice in context. In particular, the course exposes students to the work of the Anglican Church in mission at communion and local levels in collaborative practices with other Christian denominations. The course is offered to 2nd year students enrolled for the Bachelor of Theology qualification in 2nd semester.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

Pastoral Studies.

Above all, the students will be expected to be able to:

1. Listen and respond to spoken English.
2. Comprehend written and spoken English.
3. Articulate his or her ideas through both verbal and writing skills in English.
4. Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate critical knowledge of mission as *missio Dei*.

- 1.1 Define and analyse *missio Dei* on the basis of Scripture and Church practice in a variety of contexts.
- 1.2 Evaluate the practice of *missio Dei* in identified contexts.

2. Investigate and assess Anglican Church understandings of *missio Dei* in theory and practice.

- 2.1 Identify and explain theological foundations undergirding Anglican Church practice of *missio Dei* in context.
- 2.2 Describe and analyse the different models of *missio Dei* evidenced in Anglican Church ecclesiology, with particular reference to the Anglican Church of southern Africa.
- 2.3 Explore and examine Anglican Church practice of *missio Dei* in relationship with other denominations and faith groups in a variety of contexts.
- 2.4 Investigate the genesis and development of ecumenical structures relating to the practice of *missio Dei*.

Range: SACC; AACC and WCC

2.5 Critique and reflect on the impact of ecumenical partnerships in southern Africa in the recent history.

PRESCRIBED TEXTS

- Bevans, S. B. & Schroeder, R. P. (2004). *Constants in context: A theology of mission for today*. Maryknoll: Orbis Books.
- Bosch, D. J. (1991). *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books.
- Spencer, S. (2007). *Christian mission. Study guide*. London: SCM Press.

A SURVEY OF CHRISTIAN DOCTRINE: CREATION TO ESCHATON

COURSE DESCRIPTION

This course is an overview of the central doctrines of the Christian faith.

The course is offered to second year students enrolling for the BTh qualification in the second semester.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to this course:

- STh 102-*Introduction to Theology*

The following Course is a prerequisite for entry to this course:

- STh 201 – *Trinity and Christology*

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Formulate and develop thinking about doctrinal areas

- 1.1 Identify and understand the historical development and contemporary expression of doctrines

- 1.2 Demonstrate a synthetic overview of doctrines
2. **Critically interrogate major doctrines of the Christian faith from Creation to Eschatology.**
 - 2.1 Analyze doctrinal thought in systematic theology, reflecting on modern and contemporary critiques of traditional doctrines.
 - 2.2 Identify and discuss critical arguments in the construction of major doctrines.
 - 2.3 Understand and apply major doctrines of the Christian faith in its diversity.

READING LIST

THE DOCTRINE OF CREATION

Creatio ex nihilo Thomas Aquinas Summa Theologica, 1 qq 46-48
 Creation and Science Wolfhart Pannenberg Toward a Theology of Nature, chpts 2, 3, 5.
 Anthropology Sarah Coakley Powers and Submissions, Part 1, chpt 3; Part 2, all; Part 3, chpt 9.
 Providence Augustine City of God, books 1,11,15,18 (22 recommended)

THE FALL: THEODICY

Sin and grace Augustine Anti-Pelagian Writings 'On Nature and Grace' 'On Grace and Free Will' 'The Gift of Perseverance.'
 Evil Karl Barth Church Dogmatics, III.3, §50
 McGrath, Alister E. Christian theology: An introduction. John Wiley & Sons, 2016.
 Hick, John. Evil and the God of Love. Springer, 2010.

THE REDEEMING WORK OF CHRIST

Justification Martin Luther "Two Types of Righteousness"; "The Freedom of a Christian" selections from "The Galatians Commentary" in Martin Luther Selections
 Sanctification R Williams Love's Redeeming Work, entries for Thomas Cranmer; Lancelot Andrews; Jeremy Taylor; John Wesley; Hannah More; William Wilberforce; John Henry Newman; FD Maurice; William Porcher Dubose; Charles Gore; Charles Freer Andrews; Evelyn Underhill; William Temple; TS Eliot; Dom Gregory Dix; William Stringfellow; and three of your choosing.

ATONEMENT

Atonement Anselm Cur Deus Homo, entire text
 Abelard Commentary on Romans both in A Scholastic Miscellany
 Resurrection Gregory of Nyssa 'On the Resurrection'
 Liberation Gustavo Gutierrez A Theology of Liberation, chpts 2, 9
 Election and Predestination Calvin Institutes, Bk III, chpts 21-24

THE THIRTY NINE ARTICLES, NOS 10, 17.

Johnson, E. A. (2018). Creation and the Cross: The Mercy of God for a Planet in Peril. Orbis Books.

Heim, Mark S. *Saved from sacrifice: a theology of the cross*. Wm. B. Eerdmans Publishing, 2006.

PNEUMATOLOGY

Kung, Hans. *Does God exist?: an answer for today*. Wipf and Stock Publishers, 2006.

Kung, Hans. *Credo: The Apostles' Creed Explained for Today*. Wipf and Stock Publishers, 2003.

Moltmann, Jurgen. *The church in the power of the Spirit: A contribution to messianic ecclesiology*. Fortress Press, 1977.

ESCHATOLOGY

Death and Hell H Urs von Balthasar *Mysterium Paschale*, chpts 2, 4

Christianity and other Religions Documents of Vatican II 'Nostra Aetate' 'Decree on Ecumenism'

Last Judgement Thomas Aquinas *Summa Contra Gentiles* vol 4, qq.

LITURGY (BTH)

COURSE DESCRIPTION

Liturgy (BTh) is a one-semester course that analyses at the present form of Baptism, the Eucharist and Daily Prayer in APB (1989), and traces the historical development of each. The course also provides an introduction to key concepts and thinkers in liturgical theology and liturgical studies.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

Systematic Theology 1

Church History

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

1. Describe and critically analyse the history of Christian liturgy.
 - 1.1. Survey the development of Eucharist, Baptism and the daily offices in Christian history.

- 1.2. Explore understandings of Eucharistic theology in relation to the Reformation.
- 1.3. Describe and analyse early Anglican Prayer Books.
- 1.4. Describe and analyse Southern Africa's own liturgical heritage, with reference to the worldwide Liturgical Movement.
2. Evaluate and critique a variety of methodologies adopted in liturgical studies.
 - 2.1. Describe and analyse the liturgical theologies of a range of significant writers.
 - 2.2. Explore and analyse the contribution of anthropology and ritual studies to the study of liturgy.
 - 2.3. Critically assess the relationship between theology and anthropology in liturgical studies.
 - 2.4. Understand and critique the theology and practice of liturgical inculturation.

READING LIST

- Bradshaw, Paul F., ed., *New Dictionary of Liturgy and Worship* 264.00321BRA
Reconstructing Early Christian Worship 264.009BRA
 (2004); *Eucharistic Origins*. 264.009BRA (1981). *Daily Prayer in the Early Church*. 264.1BRA
 (1992, 2002). *The Search for the Origins of Christian Worship: Sources and Models for the Study of Early Liturgy*. Oxford: OUP. 264.009 BRA
 and John Melloh (2007). *Foundations in Ritual Studies: A Reader for Students of Christian Worship*. Grand Rapids, Michigan: Baker Academic. 264BRA/MEL
- Brown, Peter, *The Cult of the Saints* 248.3BRO
- Buchanan, Colin, *What did Cranmer think he was doing?* Grove pamphlet. Short, readable introduction to 1549 and 1552 Prayer Books. 264.03BUC
- Constitution on the Sacred Liturgy* 264.02VAT Epoch-making Roman Catholic Vatican II liturgical document.
- Davies, J. G., (1963). *Holy Week: A Short History* 248.3DAV
- Egbulem, Nwaka Chris, *The Power of Africentric Celebrations: Inspirations from the Zairean Liturgy* 264.02EGB
- Eire, Carlos. (1989). *War against the Idols: The Reformation of Worship from Erasmus to Calvin*. Cambridge: CUP.
- Farhadian, Charles E., ed., (2007). *Christian Worship Worldwide: Expanding Horizons, Deepening Practices*.
- Hatchett, Marion J. (1976). *Sanctifying Life, Time and Space: An Introduction to Liturgical Study*. New York: Seabury Press. 264.007HAT
- Hefling, Charles, and Cynthia Shattuck, *Oxford Guide to the Book of Common Prayer: A Worldwide Survey*. Oxford: OUP. 264.03 HEF SHA
- Hinchliff, Peter, *South African Liturgy* 264.03HIN
- Hinchliff, Peter, *The South African Rite and the 1928 Prayer Book* 264.035HIN
- Jasper, R. C. D. and G. J. Cuming, (3rd edition, 1987). *Prayers of the Eucharist: Early and Reformed*. New York: Pueblo Publishing. 264JAS
- Jones, Cheslyn, Geoffrey Wainwright and Edward Yarnold, S. J., eds., *The Study of Liturgy* 264JON

- Jungmann, J. A., Early Liturgy 248.3JUN
- Kavanagh, Aidan, On Liturgical Theology 248.3KAV
- *Lebon, Jean, How to Understand the Liturgy 264LEB Entry-level guide to the study of liturgy.
- Neyrey, Jerome H., S. J., (2007). Give God the Glory: Ancient Prayer and Worship in Cultural Perspective. 230 264NEY
- Niebuhr, Richard H., (1956). Christ and Culture. New York: Harper Collins.
- Schmemmann, Alexander, Introduction to Liturgical Theology 248.3SCH
- Senn, F. C., Christian Worship and its Cultural Setting.
- Senn, Frank C. (1997). Christian Liturgy: Catholic and Evangelical. Minneapolis: Fortress, pp. 55-58. 264.009SEN.
- *Stevenson, Kenneth, (1989). The First Rites: Worship in the Early Church. London: Marshall Pickering. 264.009STE
- Suggit, John, Celebration of Faith 264SUG Brief guide to APB 1989.
- Vogel, Dwight W., (2000). Primary Sources of Liturgical Theology: A Reader. Collegeville, Minnesota: Liturgical Press. 264VOG
- Wainwright, Geoffrey and Karen B. Westerfield Tucker, eds., (2006). The Oxford History of Christian Worship. Oxford: OUP. 264009WAI/TUC.
- White, James, Introducing Christian Worship 264WHI
- *White, James F., (1993). A Brief History of Christian Worship. Nashville: Abingdon. 264.009 WHI
- White, Susan J., Foundations of Christian Worship 248.3WHI
- Yarnold, Edward, SJ (1971). The Awe-Inspiring Rites of Initiation: Baptismal Homilies of the Fourth Century. Slough: St. Paul Publications. 265.1 YAR

*Introductory texts

WORK INTEGRATED LEARNING

COURSE DESCRIPTION

The course is aimed at complementing in a practical way the theoretical knowledge accrued by students during their residential formation at the College. This is done by placing them in parish contexts where they would engage in various forms of work integrated learning, thereby creating opportunities for them to reflect on the complementary relationship between theory and practice.

WHO IS THE COURSE FOR?

The course is offered to 2nd year students enrolled for the BTh qualification. The students will be placed in selected parishes in their sending dioceses during the longer College holiday between their 2nd and 3rd years of study.

NQF LEVEL

6

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

Students enrolled for the course should have successfully complete *Pastoral Studies; Parish Management* and *Missiology*.

Above all, students registering for the course will be expected to be able to:

- (1) Listen and respond to spoken English.
- (2) Comprehend written and spoken English.
- (3) Articulate his or her ideas through both verbal and writing skills in English.
- (4) Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Integrate theological and pastoral learning in designated contexts of work integrated learning.

Range: *Pastoral leadership skills; pastoral counselling skills.*

- 1.1 Explain the interplay between theology and practice in pastoral and community engagements in a variety of contexts.
- 1.2 Recognise context as a primary determinant in work integrated learning engagements.
- 1.3 Identify, describe and utilize appropriate tools of social analysis in designated work integrated learning contexts.
- 1.4 Demonstrate the implementation of theological and pastoral learning in a variety of contexts.

2. Demonstrate a reflexive approach to personal and inter-personal relationships in designated contexts of work integrated learning.

2.1 Engage in pastoral or community engagement programme(s) and activities in consultation with specific persons and communities.

Range: *Bible study sessions; preaching during worship; Community transformation projects/programmes; pastoral counselling engagements.*

2.2 Apply selected theories to critique a pastoral or community engagement programme experienced in designated work integrated learning contexts.

2.3 Show evidence of the ability to engage reflexively in designated contexts of work integrated learning.

READING LIST

Hillman, G., and Edwards, S. (2018). *Invitation to Educational Ministry: Foundations of Transformative Christian Education*. Grand Rapids, MI: Kregel.

Hillman, G.M. (2008). *Preparing for Ministry: A Practical Guide to Theological Field*. Grand Rapids, MI: Kregel.

Holmes III, U.T. (2002). *Spirituality for Ministry*. San Francisco: Morehouse.

Jenkins, M. (2006). *Letters to New Pastors*. Grand Rapids, MI: Eerdmans.

Kurht, G.W. (2000). *An Introduction to Christian Ministry: Following Your Vocation in the Church of England*. London: Church House.

Lartey, E.Y. (2003). *In Living Colour. An Intercultural Approach to Pastoral Care and Counselling* (6th ed.). London: Jessica Kingsley.

Lynch, G. (2002). *Pastoral Care and Counselling*. London: SAGE

McKenna, R.B., Boyd, T.N., and Yost, P.R. (2007). Learning Agility in Clergy: Understanding the Personal Strategies and Situational Factors that Enable Pastors to Learn from Experience. *Journal of Psychology and Theology*, 35(3), 190-201.

Patton, J. (2005). *Pastoral Care – An Essential Guide*. Nashville, TN: Abingdon Press.

Paver, J.E. (2016). *Theological Reflection and Education for Ministry: The Search for Integration in Theology*. London: Routledge.

Sellner, E.C. (2002). *Mentoring: The Ministry of Spiritual Kinship*. Cambridge, Mass: Cowley.

Shelp, E.E., and Sunderland, R.H. (2000). *Sustaining Presence: A Model of Caring by People of Faith*. Nashville, TN: Abingdon.

Watts, F.N., Nye, R., and Savage, S.B. (2001). *Psychology for Christian Ministry*. New York: Routledge.

Wicks, R.J. (2000). *Handbook for Spirituality for Ministers*. New York: Paulist.

Young III, F.L. (2005). Caring for Your Inner Life While Caring for the Church: The Counsel of Gregory the Great. *Clergy Journal*, 81(8), 10-12.

THEOLOGY AND DEVELOPMENT

COURSE DESCRIPTION

The course is intended to enable students to engage theological imperatives with practical developmental issues in southern Africa. As such, the course seeks to promote the integration of theology and development practice in contexts with socio-economic needs. The course is offered to 3rd year BTh students.

NQF LEVEL

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LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will have successfully completed Pastoral Studies; Church Management; and Missiology or any other recognised course(s) studied elsewhere prior to coming to the College. Above all, the students will be expected to be able to:

- ii) Listen and respond to spoken English.
- ii) Comprehend written and spoken English.
- iii) Articulate his or her ideas through both verbal and writing skills in English.
- iv) Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

On successful completion of this course all Students will be able to:

- 1. Demonstrate a systematic knowledge of developmental theory and praxis in a variety of contexts.**
 - 1.1 Explain developmental theory.
 - 1.2 Compare and contrast how different theories are used to address similar situations or issues in a variety of contexts.
 - 1.3 Evaluate developmental theory in praxis from the perspective of Christian values.
- 2. Examine and critique the structures and relationships which exist between and within a variety of communities.**
 - 2.1 Identify and analyse structures of authority, power and responsibility as they exist within communities and/or organizations.

- 2.2 Recognize and evaluate the relationship between leadership styles and community/organization structures.
- 2.3 Distinguish between leadership and management as encountered in a variety of organizational settings.
- 2.4 Assess how relationships between communities/organizations can be created and sustained in order to meet the needs of persons in communities.
- 3. Reflect critically upon the relationship between the concepts theology and development.**
 - 3.1 Explain an understanding of development as theology from the perspective of scripture and experience.
 - 3.2 Illustrate how theological tenets can be used to promote development in a variety of contexts.
 - 3.3 Articulate a contextual theology of development which endeavours to promote Christian values.
- 4. Implement a theology of development in order to promote personal, communal and spiritual development.**
 - 4.1 Investigate the needs of persons in community.
 - 4.2 Evaluate the influence of a theology of development on contemporary practice.
 - 4.3 Develop and assess integrated strategies to enable persons and communities to respond to the identified needs of their contexts.

READING LIST

SEMESTER 1

- Bosch, D. (1991). *Transforming mission: paradigm shifts in the theology of mission*. Maryknoll, NY: Orbis Books.
- Freire, P. (1972). *Pedagogy of the Oppressed*. London: Penguin Books.
- Korten, D. (1990). *Getting to the 21st Century: voluntary action and the global agenda*. Connecticut: Kumarian Press.
- Sen, A. (1999). *Development as Freedom*. New York: Alfred Knopf.
- Speckman, M. T. (2007). *A Biblical Vision for Africa's Development*. Pietermaritzburg: Cluster Publications.
- Swart, I. (2006). *The churches and the development debate: perspectives on a fourth generation approach*. Stellenbosch: Sun Press.
- Yoder, P. (1987). *Shalom: the Bible's word for salvation, justice, and peace*. Indiana: Evangel Publishing House.

SEMESTER 2

- Bevan, S. (1992). *Models of Contextual Theology*. Maryknoll, NY: Orbis Books.

Cochrane, J. R.; de Gruchy, J. W. and Petersen, R. (1991). In word and Deed. Towards a practical theology for social transformation. Pietermaritzburg: Cluster Publications.

Wijzen, F; Henriot, P; and Mejía, R (Eds). (2005). The Pastoral Circle revisited: a critical quest for truth and transformation. Maryknoll, NY: Orbis Books.

Other reading resources (2nd semester)

The Kairos Document. (1986). Revised Second Edition. Johannesburg: Skotaville.

“Towards a Church in solidarity with the Poor”: Commission on the Churches’ participation in Development. World Council of Churches, Geneva, 1984.

CONTEXTUAL THEOLOGIES

COURSE DESCRIPTION

The purpose of the course is to provide students with an understanding that all theology is shaped and constructed in context. The course aims to help students recognise the African context in which theology is practised and to reflect theologically in and for the African context.

The course is offered to third year students enrolling for the BTh qualification in the first semester.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to this course:

- STh 202 – *A Survey of Christian Doctrine*.

The following course is a prerequisite for entry to this course:

- Ethics 1

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Explore African contexts and cultures and assess their contributions to Christian theologies**
 - 1.1. Describe African values and identify the influences which shaped them.

- 1.2. Evaluate the contribution of contexts and cultures to the construction of Christian theologies in Africa.

2. Describe and apply contextual theologies

- 2.1. Identify and describe major contextual theologies in main stream theology.
- 2.2. Demonstrate an understanding of the methodologies and key concepts in contextual theologies and assess the contribution of this twentieth century development in theology to the practise of ministry in the African context.

READING LIST

Liberation Theology

- Jon Sobrino, No Salvation outside the Poor: Prophetic Eutopia Essays; (Orbis Books: New York 2008)
- Leonardo Boff and Clovis Boff, Introducing Liberation Theology, (Maryknoll: Orbis Books, 2010)
- Ellacuría, Ignacio. *Mysterium liberationis: Fundamental concepts of liberation theology.* Orbis
- Gutierrez, Gustavo. "Liberation theology." New York (1988). chpt 1

Black Theology

- James Evans, We have been Believers, (Minneapolis: Fortress Press, 1992)
- James Cone, Liberation: a Black Theology of Liberation, (New York: J.B. Lippincott Company, 1970)
- Cone, James H. God of the Oppressed. Orbis Books, 1997.
- Mosala, Itumeleng J. Biblical hermeneutics and black theology in South Africa. Diss. University of Cape Town, 1987.
- Maluleke, Samuel Tinyiko. "Black and African theologies in the new world order: A time to drink from our own wells." *Journal of theology for Southern Africa* 96 (1996): 3-19.
- Feminist Theology**
- Arnfridur Gudmundsdottir, Meeting God on the Cross: Christ the Cross and Feminist Critique, (New York: Oxford University Press, 2010)
- Rakoczy, S. In Her Name: Women Doing Theology (Pietermaritzburg: Cluster, 2004)

Environmental Theology

- Rosemary Radford Ruether, women healing Earth: Third world women on ecology, feminism and religion, (Maryknoll: Orbis Books, 1996)
- Thomas Aquinas, Summa, Creation ex nihilo
- McFague S. Models of God, Theology for an Ecological, Nuclear Age, (Philadelphia: Philadelphia Press, 1987)

Sexuality and queer theology

Thomas Bohache, *Christology From the Margins*, (London: SCM Press, 2008)

LAURIE J. SHRAGE; "You've changed": Sex Reassignment and Personal Identity (New York: Oxford University Press, 2009)

Steve de Gruchy; *Human Being in Christ: Resources for an inclusive Anthropology*, in (Eds) de Gruchy S, and Germond, P; *Aliens in the Household of God*; (Cape Town: David Philip, 1997)

Beatrice Bruteau; 'Freedom: If Anyone is in Christ That Person is a New Creation'

African Theology

Chukwunyere K, *Foundations of African Thought*, (London: Karnak House, 1990)

Magesa L., *African Religion: The moral traditions of abundant life*. (New York: Orbis Press, 1997)

Nurnberger, K. *The Living dead and the Living God: Christ and the ancestors in a changing Africa*. (Pretoria: Cluster Publications, 2007)

Wiredu K. How not to compare African thought with western thought, 193-199. in: Eze, CE. *African Philosophy: Anthology*, (Oxford: Blackwell Publishing, 1998)

Maluleke, Tinyiko Sam. "African culture, African intellectuals and the white academy in South Africa-some implications for Christian theology in Africa." *Religion and Theology* 3.1 (1996): 19-42.

Reconstruction Theology

Stanley, Brian. "Sin, Secularisation and Theologies of Reconstruction." (2013): 123-125.

Gunda, Masiwa Ragies. "African theology of reconstruction: the painful realities and practical options!." *Exchange* 38.1 (2009): 84-102.

Gathogo, Julius. "Black Theology of South Africa: Is this the hour of paradigm shift?." *Black Theology* 5.3 (2007): 327-354.

Gathogo, Julius. "African theology of reconstruction as a practical theology for all." *Practical Theology in South Africa= Praktiese Teologie in Suid-Afrika* 24.2 (2009): 99-121.

Gathogo, Julius Mutugi. "The Challenge and Reconstructive Impact Of African Religion In South Africa Today." *Journal of ecumenical studies* 43.4 (2008).

CHRISTIANITY AND THE CHURCH IN AFRICA

COURSE DESCRIPTION

The purpose of the course is to provide students with an opportunity to study the growth and development of Christianity and the Church in Africa within a global context, with the aim of enabling students to draw upon the lessons of the past to address contemporary issues of a

personal, spiritual and communal nature. The course is offered to students in their third year of study towards the BTh degree qualification.

NQF LEVEL

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LEARNING ASSUMED TO BE IN PLACE

Students who register for this course should have completed successfully the following courses:

- Early Church History
- Medieval – Reformation Church History

Above all, students registering for the course will be expected to be able to:

1. Listen and respond to spoken English.
2. Comprehend written and spoken English.
3. Articulate his or her ideas through both verbal and writing skills in English.
4. Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Investigate the origins of Christianity in Africa using appropriate historical methodology.

- 1.1 Demonstrate a critical ability to select and apply academic models and methods of historical investigation.
- 1.2 Explain and analyse the origins and growth of Christianity in Africa prior to the Colonial Period.
Range: *North Africa, Nubia, Ethiopia, Egypt.*
- 1.3 Survey the key developments in theology, spirituality and liturgy in pre-Colonial African Christianity.

2. Investigate and critique the European missionary expansion into Africa.

Range: *15th -19th Century*

- 2.1 Identify, explain and examine the factors that shaped and promoted European missionary expansion into Africa.
Range: *Religious; socio-economic; political; theological*
- 2.2 Analyse the interaction between Indigenous cultures & religions and European missionary movements.
- 2.3 Evaluate the impact of the European missionary expansion into Africa upon the organisation and growth of Christianity in Africa with emphasis upon southern Africa.

2.4 Deduce and apply lessons from the history of Christianity and the church in Africa to the needs of specific contemporary communities.

READING LIST

- Baur, J. (1994). 2000 Years of Christianity in Africa: An Africa Church History. Nairobi: Paulines.
- Bongmba, E.K. (ed.). (2016). The Routledge Companion to Christianity in Africa. London: Routledge.
- Isichei, E. (1995). A History of Christianity in Africa: From Antiquity to the Present. Grand Rapids, MI: Eerdmans.
- Kalu, O.U., and Hofmeyr, J.W. (eds.). (2005). African Christianity: African Story. Pretoria: University of Pretoria.
- Oden, T.C. (2007). How Africa Shaped the Christian Mind: Rediscovering the African Seedbed of Western Christianity. Downers Grove, IL: InterVarsity.
- Öhlmann, P.**, Gräb, W., and Luise Frost, M-L. (eds.). (2020). African Initiated Christianity and the Decolonisation of Development: Sustainable Development in Pentecostal and Independent Churches. London: Routledge.
- Prozesky, M. (ed.). (1990). Christianity amidst Apartheid: Selected Perspectives on the Church in South Africa. New York: Palgrave Macmillan.
- Ranger, T.O. (ed.). (2008). Evangelical Christianity and democracy. Oxford: Oxford University Press.
- Wilhite, D.E. (2017). Ancient African Christianity: An Introduction to a Unique Context and Tradition. London: Routledge.
- Shaw, M., and Wanjiru, M.G. (2002). The Kingdom of God in Africa: A History of African Christianity. London: Langham.
- Zink, J.A. (2008). Christianity and Catastrophe in South Sudan: Civil War, Migration, and the Rise of Dinka Anglicanism. Waco, TX: Baylor University Press.

CHRISTIAN ETHICS THIRD YEAR

COURSE DESCRIPTION

This course provides students with the opportunity to examine various ethical issues, and to deliberate upon them from Christian ethical perspectives within an African context.

NQF LEVEL

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LEARNING ASSUMED TO BE IN PLACE

- CHRISTIAN ETHICS – Second Year
- BIBLICAL STUDIES
- SYSTEMATIC THEOLOGY
- PRACTICAL THEOLOGY

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Examine various ethical issues from Christian perspectives.**
- 2. State and analyse a range of responses to these ethical issues from within the New Testament world, the tradition of the church's teaching, and contemporary thought.**
- 3. Deliberate upon, and consider practical responses to, these various ethical issues within the African context.**

READING LIST

ON THE BODY:

Brown, Peter

1988 *The Body and Society. Men, Women, and Sexual Renunciation in Early Christianity.* New York: Columbia University Press, 5–32.

Von Thaden, Robert H. Jr.

2017 *Sex, Christ, and Embodied Cognition. Paul's Wisdom for Corinth.* Georgia, Atlanta: SBL, 263–292.

Tufanoglu, Nilufer

2009 The Role of the Body in Early Christian Asceticism. *The Annual Crossroads Short Essay Competition*, 48–53.

ON ANIMAL RIGHTS:

Johnson, Elizabeth

2019 Animals' Praise of God. *Interpretation: A Journal of Bible and Theology*, Vol. 73 (3): 259–271

Linzey, Andrew.

2007 On Being an Animal Liturgist. *The Way*, 46/1, 137–149.

Wells, S. (ed.)

2010 *Christian Ethics. An Introductory Reader*. Oxford: Wiley Blackwell, 296–305.

STUDENT SELECTED TOPIC:

Students choose various topics on which to present and submit papers.

They are encouraged to source contemporary material from journals, primarily using JSTOR.

MORAL DISCOURSE AND THE ANGLICAN CHURCH:

England, F.

2017 “Speak the speech, I pray you ... trippingly on the tongue” (*Hamlet* III. ii): Speaking and Listening as Theological Practice. *Journal of Theology for Southern Africa* 158 (July 2017), pp. 20–36.

England, F.

2011 The shyness of God. Recovering a strand of Anglican theology. *Theology*. 114 (6), pp. 427–433.

Williams, R.

1999 On Making Moral Decisions. *Anglican Theological Review*, Volume 81, Number 2, pp. 295–308.

Williams, R.

2018 *Being Human. Bodies, Minds, Persons*. Grand Rapids, Michigan: Eerdmans, 69–86.

ANGLICAN STUDIES THIRD YEAR

COURSE DESCRIPTION

This course provides students with the means to think theologically about being human, to consider the ecclesiological nature of the Church, and to apply their learning to an examination of the Anglican Church of Southern African.

NQF LEVEL

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CREDITS

LEARNING ASSUMED TO BE IN PLACE

ANGLICAN STUDIES – Second Year

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Describe and analyse what it means to be human from a theological perspective with respect to**
 - i. embodiment
 - ii. consciousness
 - iii. language
- 2. Describe the ecclesiological nature of the Church.**
- 3. Examine the Anglican Church of Southern Africa with reference to ecclesiological conceptions of the Church.**

READING LIST

Reading List

Theological Perspectives on:

i. Embodiment

Dormor, Duncan.

2007. Selling Body and Soul in a 'fantasy economy'. Dormor, Duncan and Morris, Jeremy (eds.). *An Acceptable Sacrifice? Homosexuality and the Church*. London: SPCK, 156–168.

Kearney, Richard.

2015. The Wager of Carnal Hermeneutics. Kearney, Richard and Treanor, Brian (eds.). *Carnal Hermeneutics*. New York: Fordham University Press, 15–56.

Williams, Rowan.

2018. Bodies, minds and thoughts. *Being Human. Bodies, Minds, Persons*. Grand Rapids, Michigan: Eerdmans, 49–68.

ii. Consciousness

Williams, Rowan.

2018. What is consciousness? *Being Human. Bodies, Minds, Persons*. Grand Rapids, Michigan: Eerdmans, 1–27.

Williams, Rowan.

2018. What is a person? *Being Human. Bodies, Minds, Persons*. Grand Rapids, Michigan: Eerdmans, 28–48.

iii. **Language**

England, Frank

2017. “Speak the speech, I pray you ... trippingly on the tongue” (*Hamlet* III. ii): Speaking and Listening as Theological Practice. *Journal of Theology for Southern Africa*. Number 158, 20–36.

Storin, Bradley K.

2011. In a Silent Way: Asceticism and Literature in the Rehabilitation of Gregory of Nazianzus. *Journal of Early Christian Studies*, Volume 19, Number 2, 225–257.

Williams, Rowan.

2014. Speech and Time: the Unfinished Business of Language. *The Edge of Words. God and the Habits of Language*. London: Bloomsbury, 66–94.

The Ecclesiological Nature of the Church

Avis, Paul.

2016. The ecclesial vocation. *The Vocation of Anglicanism*. London: T & T Clark, 23–38.

Driver, Jeffrey W.

2014. Authority, Conflict, and Communion. *A Polity of Persuasion. Gift and Grief of Anglicanism*. Cambridge: Lutterworth, 13–30.

Pickard, Stephen.

2013. Gifts of Communion: Recovering an Anglican Approach to the ‘Instruments of Unity’. *Journal of Anglican Studies*, 11, 233–255.

Wiles, Maurice.

1982. The Church and the Purpose of God. *Faith and the Mystery of God*. London: SCM, 75–89.

Williams, Rowan.

2011. The Church as Sacrament. *International Journal for the Study of the Christian Church*. Volume 11, Numbers 2–3, 116–122.

The Anglican Church of Southern Africa with reference to ecclesiological conceptions of the Church

England, Frank.

2018. The Centurion (Matthew 8:9) and the Bishop: On the Nature of Authority. *Journal of Theology for Southern Africa*. Number 160, 58–74.

Rowland-Jones, Sarah.

2015. Episcopé and Leadership. Chapman, Mark D. and Clark, Sathianathan, and Percy, Martyn (eds.). *The Oxford Handbook of Anglican Studies*. Oxford: Oxford University Press, 451–463.

ARCIC III

2017. *Walking Together on the Way: Learning to Be the Church—Local, Regional, Universal*. An Agreed Statement of the Third Anglican–Roman Catholic International Commission (ARCIC III).

TRANSFORMING CHRISTIAN EDUCATION

COURSE DESCRIPTION

The purpose of this course is to equip students with knowledge and skills of facilitating teaching and learning programmes in the church such as Sunday school and Confirmation classes, adult education classes, parish workshops and seminars. Through this course, students will also be exposed to the history of teaching in the church and will be challenged to apply that knowledge on contemporary situations with teaching and learning needs. The course is offered to 3rd year BTh students in second semester.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will have successfully completed *Pastoral Studies* and *Missiology* or any other recognised course(s) studied elsewhere prior to coming to the College. Above all, the students will be expected to be able to:

- ii) Listen and respond to spoken English.
- ii) Comprehend written and spoken English.
- iii) Articulate his or her ideas through both verbal and writing skills in English.
- iv) Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Demonstrate a critical understanding of educational theories and practices appropriate to a variety of contexts.**

- **Range:** *All age groups (children, teenagers, youth and adults); urban and rural settings).*

- 1.1. Explain and reflect upon the psychological, philosophical and sociological basis of understanding physical and faith life stages.
- 1.2. Describe critically a variety of educational methods in relation to the contexts in which they developed and in which they have been used.
- 1.3. Demonstrate ability to use key educational skills with appropriate concern for human and faith development.

2. Develop and reflect upon a theology of Christian Education in context.

- 2.1. Analyse and assess the theological imperatives which have guided the church in the area of Christian Education.
 - 2.2. Evaluate the influence of the history and theology of Christian Education upon current practice.
 - 2.3. Articulate a contextual theology of Christian Education which endeavours to extend the Kingdom of God.
- 4.** Critically reflect on the process of designing, running and facilitating Christian Education programmes in context.

READING LIST

- Dykstra, C. and Parks, S. (1986). *Faith Development and Fowler*, Birmingham: Religious Education Press.
- Dykstra, C. (1999). *Growing in the Life of Faith: Education and Christian Practices*, Louisville: John Knox Press.
- Estep, J. R., Anthony, M. J. & Allison, G. R. (2008). *A Theology for Christian Education*. Nashville: B&H Academic.
- Harris, M. (1989). *Faith Me A People*, Louisville: Westminster/John Knox Press.
- Pazmino, R. W. (2001). *God Our Father: Theological Basics in Christian Education*, Michigan: Baker Academic.
- Seymour, J. & Miller, D. E. (1982). *Contemporary Approaches to Christian Education*, Nashville: Abingdon Press.
- Reed, J. E. & Prevost, R. (1993). *A History of Christian Education*. Nashville: Broadman & Holman Publishers.
- Wilhoit, J. C. & Dettoni, J. M. (1995). *Nurture that is Christian: Developmental Perspectives on Christian Education*, Michigan: Baker Books.

ELECTIVE - BIBLICAL STUDIES: SPECIAL FOCUS

COURSE DESCRIPTION

This course offers students the opportunity to undertake research in a field of their choosing within the discipline of Biblical Studies. Under the supervision of a lecturer the student will explore in-depth his/her chosen area of focus with a view to demonstrating its contemporary significance and relevance for church and society.

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LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament
- Introduction to the New Testament
- Introduction to Biblical Hebrew
- Introduction to New Testament Greek

The following course is a prerequisite for entry to this course:

- Old Testament Studies: Exploring the Prophets
- New Testament Studies: Exploring the Letters

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Demonstrate knowledge & understanding of research processes & methods appropriate to the discipline of Biblical Studies.**
 - 1.1 Describe and evaluate research processes and methods appropriate to the discipline of Biblical Studies.
2. **Select and apply research processes & methods appropriate to a specific topic and field within the discipline of Biblical Studies.**
 - 2.1 Develop a research project under supervision which employs processes and methods suitable for its investigation within the discipline of Biblical Studies.
 - 2.2 Engage critically with advanced scholarship within the discipline of Biblical Studies and any other relevant discipline to investigate the chosen research focus.

3. Evaluate the contemporary significance and relevance of the research for church and society.

- 3.1 Reflect critically on the contemporary significance and relevance of the research for church and society.
- 3.2 Demonstrate an ability to assess the contemporary significance and relevance of the research topic through the application of critical theological thinking.
- 3.3 Research and critically reflect on the church in Africa in relation to the needs of specific contemporary communities.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - ISSUES IN BIBLICAL INTERPRETATION

COURSE DESCRIPTION

This course enables students to learn about a selected issue(s) in Biblical interpretation, whether this relates to a specific book, collection of books, or a key area of scholarly focus and debate. Students will develop an in-depth knowledge and understanding of the selected issue(s), and will be able to critically evaluate a range of positions relating to the selected issue(s), with regard to both scholarly discussion and the life of faith.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament & Introduction to the New Testament

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Critically examine a selected issue(s) in Biblical interpretation.**
 - 1.2 Identify and analyse key concepts, methods and tools used in the exploration of a selected issue(s) in Biblical interpretation.

- 1.3 Recognise and assess ideas, arguments and assumptions connected with the scholarly exploration of a selected issue(s) in Biblical interpretation.
- 1.4 Explain and defend his/her own opinion on the basis of a critical investigation of a selected issue(s) in Biblical interpretation.
- 1.5 Describe and evaluate research processes and methods appropriate to the discipline of Biblical Studies.

2. Reflect critically on the significance of a selected issue(s) in Biblical interpretation for the use of the Bible in the life of faith.

- 2.1 Analyse the significance of a selected issue(s) in Biblical interpretation for the use of the Bible in the life, mission, and ministry of the church in Africa.
- 2.2 Evaluate the significance of a selected issue(s) in Biblical interpretation for the use of the Bible in the life, mission, and ministry of the church in Africa.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - OLD TESTAMENT STUDIES: OLD TESTAMENT TEXTS (ENGLISH)

COURSE DESCRIPTION

This course seeks to enable students to understand and engage with one Old Testament text or book by utilising a variety of interpretive approaches, and to make responsible and appropriate use of the Old Testament text/book in the contemporary life, mission, and ministry of the church in Africa.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament & Introduction to the New Testament

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Demonstrate an ability to undertake a critical investigation of an Old Testament text/book in English.**
 - 1.6 Apply a variety of approaches to the interpretation of an Old Testament text/book with a critical awareness of the questions raised by them.
 - 1.7 Identify and examine key issues of interpretation relating to an Old Testament text/book.
 - 1.8 Compare and contrast different interpretations of an Old Testament text/book.
2. **Construct appropriate and responsible uses of an Old Testament text/book in relation to contemporary situations arising in the life, mission, and ministry of the church in Africa.**
 - 2.1 Use appropriate concepts, methods, and tools to survey contemporary situations arising in the life, mission, and ministry of the church in Africa.
 - 2.2 Reflect critically on questions pertaining to the appropriate and responsible contemporary use of the Old Testament.
 - 2.3 Develop and evaluate uses of an Old Testament text/book which relate to contemporary situations in the life, mission, and ministry of the church in Africa.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - OLD TESTAMENT STUDIES: OLD TESTAMENT TEXTS (HEBREW)

COURSE DESCRIPTION

This course provides students with the opportunity to read and interpret selected Old Testament text(s) studied primarily in Hebrew. As such it seeks to aid students in developing their exegetical and linguistic skills, and to reflect on how critical study of the Old Testament in Hebrew relates to contemporary faith.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament
- Introduction to the New Testament
- Introduction to Biblical Hebrew

The following course is a prerequisite for entry to this course:

- Old Testament Studies: Exploring the Prophets

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Exhibit an ability to undertake a critical investigation of selected Old Testament text(s) in Hebrew.**
 - 1.9 Demonstrate a systematic understanding and depth of knowledge of Biblical Hebrew.
 - 1.10 Apply a variety of approaches to the interpretation of selected Old Testament text(s) with a critical awareness of the questions raised by them.
 - 1.11 Identify and examine key issues of interpretation, particularly linguistic issues, relating to selected Old Testament text(s).
 - 1.12 Compare and contrast different interpretations of selected Old Testament text(s).
- 2. Interpret selected Old Testament text(s) for both academic and contemporary faith contexts.**
 - 2.4 Use appropriate concepts, methods, and tools to survey contemporary academic and faith contexts.
 - 2.5 Reflect critically on questions pertaining to the appropriate and responsible contemporary use of the Old Testament for and within contemporary academic and faith contexts.
 - 2.6 Develop and evaluate uses of selected Old Testament texts which for contemporary academic and faith contexts on the basis of a critical exegetical engagement of the Hebrew text.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - OLD TESTAMENT STUDIES: EXPLORING THE WISDOM AND POETIC LITERATURE

COURSE DESCRIPTION

This course aims to enable students to respond to and interact pastorally with their cultural and community contexts in the light of a critical and socio-historical reading of the Wisdom and Poetic literature found in the Old Testament.

NQF LEVEL

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament
- Old Testament Studies: Exploring the Prophets

The following course is a co-requisite for entry to this course:

- Introduction to Biblical Hebrew

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1 Explain and critique the use and interpretation of the Wisdom and Poetic literature of the Old Testament in relation to a variety of contexts.

- 1.1 Compare and contrast the models and methods used to interpret the Wisdom and Poetic literature of the Old Testament in a variety of historical, cultural, and theological contexts.
- 1.2 Identify and assess key developments in the reception history of the Wisdom and Poetic literature.
- 1.3 Evaluate critically the use and interpretation of the Wisdom and Poetic literature in relation to the life, mission, and ministry of the church.

2 Develop and reflect critically upon uses and interpretations of the Wisdom and Poetic literature of the Old Testament which address situations arising in a variety of contemporary contexts.

- 2.1 Investigate the needs of persons in community through the use of a variety of appropriate concepts, methods and tools.
- 2.2 Address concrete and abstract pastoral situations of both a personal and communal nature through effective and critical use and interpretation of the Wisdom and Poetic literature of the Old Testament.
- 2.3 Demonstrate a critical capacity to evaluate your pastoral use and interpretation of the Old Testament in relation to the life, mission, and ministry of the church in Africa.

PRESCRIBED TEXTS

Brueggemann, W. & W. H. Bellinger, 2014, Psalms, (New Cambridge Bible Commentary), Cambridge: CUP
Hunter A., 2006, Wisdom Literature, Canterbury: SCM Press

READING LIST

- Alter, R. 1985, *The Art of Biblical Poetry*, New York: Basic Books
- Anderson, A. A. 1972, *Psalms*, London: Marshall, Morgan & Scott
- Crenshaw, J. L., 1998, *Old Testament Wisdom*, Westminster: John Knox Press
- Day, J. 1990, *Psalms*, Sheffield: JSOT Press
- Ford D F., 2007, *Christian Wisdom*, Cambridge: University Press
- Fox, M. V., 1998, 'The Innerstructure of Qohelet's Thought' 225-238 in A. Schoors (ed.), *Qohelet in the Context of Wisdom*, Leuven: Leuven University Press
- Freedman, D. N. 1980, *Pottery, Poetry, and Prophecy: Studies in Early Hebrew Poetry*, Winona Lake, IN: Eisenbrauns
- Geller, S. A. 1979, *Parallelism in Early Biblical Poetry*, Missoula, MT: Scholars Press
- Gerstenberger, 1988, *E. S. Psalms*, Grand Rapids: Eerdmans,
- Gillingham, S. E. 1994, *The Poems and Psalms of the Hebrew Bible*, Oxford: OUP
- Kugel, J. L. 1981, *The Idea of Biblical Poetry: Parallelism and its History*, New Haven: Yale University Press
- Lemmelijn B., 2014, 'Wisdom of Life as Way of Life: The Wisdom of Jesus Sirach as a Case in Point', *OTE* 27/2 (2014) 444-471
- Martin, J. D., 1995, *Proverbs, (OTG)*, Sheffield: JSOT Press
- Murphy R E., 1996, *The Tree of Life*, Michigan: Grand Rapids, Michigan: Eerdmans
- Perdue, L. G., 1991, *Wisdom in Revolt: Metaphorical Theology in the Book of Job*, Sheffield: Sheffield Academic Press
- Petersen, D. L. & K. H. Richards, 1992, *Interpreting Hebrew Poetry*, Minneapolis: Fortress
- van Wolde, E., 1997, *Mr and Mrs Job*, London: SCM
- Watson, W. G. E. 1984, *Classical Hebrew Poetry: A Guide to its Techniques*, Sheffield: JSOT Press
- Whybray, R. N., 1989, *Ecclesiastes, (OTG)*, Sheffield: Sheffield Academic Press
- Wittenberg G., 2007, *Job the farmer in Resistance Theology*, Pietermaritzburg: Cluster
- Wolfers, D., 1995, *Deep Things Out of Darkness: The Book of Job*, Grand Rapids, Michigan: Eerdmans

ELECTIVE - NEW TESTAMENT STUDIES: EXPLORING THE APOCALYPSE OF JOHN

COURSE DESCRIPTION

This course aims to enable students to respond to and interact pastorally with their cultural and community contexts in the light of a critical and socio-historical reading of the Apocalypse of John found in the New Testament.

NQF LEVEL

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the New Testament
- New Testament Studies: Exploring the Letters

The following course is a co-requisite for entry to this course:

- Introduction to New Testament Greek

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1 Explain and critique the use and interpretation of the Apocalypse of John in relation to a variety of contexts.**
 - 1.1 Compare and contrast the models and methods used to interpret the Apocalypse of John in a variety of historical, cultural, and theological contexts.
 - 1.2 Identify and assess key developments in the reception history of the Apocalypse of John.
 - 1.3 Evaluate critically the use and interpretation of the Apocalypse of John in relation to the life, mission, and ministry of the church.
- 2 Develop and reflect critically upon uses and interpretations of the Apocalypse of John which address situations arising in a variety of contemporary contexts.**
 - 2.1 Investigate the needs of persons in community through the use of a variety of appropriate concepts, methods and tools.
 - 2.2 Address concrete and abstract pastoral situations of both a personal and communal nature through effective and critical use and interpretation of the Apocalypse of John.
 - 2.3 Demonstrate a critical capacity to evaluate your pastoral use and interpretation of the New Testament in relation to the life, mission, and ministry of the church in Africa.

PRESCRIBED TEXTS

Bauckham, R., *The Theology of the Book of Revelation*, Cambridge: Cambridge University Press, 1993

REQUIRED READING

Aune, D., 1997-98, *Revelation*, (WBC 52A-C), Dallas, Texas: Word Books

- Barker, M., 2000, *The Revelation of Jesus Christ*, London; New York: T & T Clark
- Bauckham, R., *The Climax of Prophecy: Studies on the Book of Revelation*, Edinburgh: T & T Clark, 1993
- Boesak, A. A., *Comfort and Protest: The Apocalypse from a South African Perspective*, Philadelphia: Westminster Press, 1987
- Botha, P. J. J. 'God, Emperor Worship and Society: Contemporary Experiences and the Book of Revelation', *Neotestamentica* 22 (1988) 87-102
- Carmelite, C. M., *The Hope of the People who Struggle*, Pietermaritzburg: Cluster, 1983
- Court, J. M., *Myth and History in the Book of Revelation*, Atlanta: John Knox Press, 1979
- Court, J. M. *Revelation*, (NTG), Sheffield: Sheffield Academic Press, 1994 [Rhodes 228.06 COU]
- Friesen, S. J., 2005, 'Satan's Throne, Imperial Cults and the Social Settings of Revelation', *JSNT* 27.3 (2005) 351-373
- Goldingay, J. E., 1989, *Daniel* (WBC 30), Dallas, Texas: Word Books
- Guthrie, D., 1987, *The Relevance of John's Apocalypse*, Carlisle: Paternoster Press
- Hanson, P. D., 1979, *The Dawn of Apocalyptic: The Historical and Sociological Roots of Jewish Apocalyptic Eschatology*, (Rev. Ed.), Philadelphia: Fortress Press
- Hemer, C. J., 1986, *The Letters to the Seven Churches of Asia in their Local Setting*, (JSNTSupp 11), Sheffield: Sheffield Academic Press
- Keller, C., 1996, *Apocalypse Now and Then: A Feminist Guide to the End of the World*, Boston: Beacon Press
- Kim, J. K., 1999, 'Uncovering her wickedness' An Inter(con)textual Reading of Revelation 17 from a Postcolonial Feminist Perspective', *JSNT* 73
- Provan, I., 1996, 'Foul Spirits & Finance: Revelation 18 from an Old Testament Perspective', *JSNT* 64
- Rowland, C., 1982, *The Open Heaven: A Study of Apocalyptic in Judaism and Early Christianity*, London: SPCK
- Rowland, C., & M. Corner, 1990, *Liberating Exegesis: The Challenge of Liberation Theology to Biblical Studies*, London: SPCK
- Rowley, H. H., 1947, *The Relevance of Apocalyptic: A Study of Jewish and Christian Apocalypses from Daniel to the Revelation*, (2nd Ed.), London: Lutterworth Press
- Russell, D. S., 1960, *Between the Testaments*, London: SCM
- Russell, D. S., 1964, *The Method & Message of Jewish Apocalyptic: 200 BC – AD 100*, London: SCM
- Scherrer, S. J., 1984, 'Signs and Wonders in the Imperial Cult: A New Look at the Roman Religious Institution in the Light of Rev 13:13-15', *Journal of Biblical Literature* 103 599-610
- Schüssler Fiorenza, E., 1985, *The Book of Revelation: Justice and Judgement*, Philadelphia: Fortress
- Scobie, C. H. H., 1993, 'Local References in the Letters to the Seven Churches', *NTS* 39 606-624
- Thompson, L. L., 1990, *The Book of Revelation: Apocalypse and Empire*, Oxford: Oxford University Press

Witherington III, B., 2003, Revelation, (NCBC), Cambridge: CUP

Yarbro Collins, A., 1979, The Apocalypse, (New Testament Message, 22), Wilmington, Delaware: Michael Glazier

ELECTIVE - NEW TESTAMENT STUDIES: NEW TESTAMENT TEXTS (ENGLISH)

COURSE DESCRIPTION

This course seeks to enable students to understand and engage with one New Testament text or book by utilising a variety of interpretive approaches, and to make responsible and appropriate use of the New Testament text/book in the contemporary life, mission, and ministry of the church in Africa.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament & Introduction to the New Testament

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Demonstrate an ability to undertake a critical investigation of a New Testament text/book in English.**
 - 1.13 Apply a variety of approaches to the interpretation of a New Testament text/book with a critical awareness of the questions raised by them.
 - 1.14 Identify and examine key issues of interpretation relating to a New Testament text/book.
 - 1.15 Compare and contrast different interpretations of a New Testament text/book.
2. **Construct appropriate and responsible uses of a New Testament text/book in relation to contemporary situations arising in the life, mission, and ministry of the church in Africa.**
 - 2.7 Use appropriate concepts, methods, and tools to survey contemporary situations arising in the life, mission, and ministry of the church in Africa.
 - 2.8 Reflect critically on questions pertaining to the appropriate and responsible contemporary use of the New Testament.

- 2.9 Develop and evaluate uses of a New Testament text/book which relate to contemporary situations in the life, mission, and ministry of the church in Africa.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - NEW TESTAMENT STUDIES: NEW TESTAMENT TEXTS (GREEK)

COURSE DESCRIPTION

This course provides students with the opportunity to read and interpret selected New Testament text(s) studied primarily in Greek. As such it seeks to aid students in developing their exegetical and linguistic skills, and to reflect on how critical study of the New Testament in Greek relates to contemporary faith.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the New Testament
- Introduction to the New Testament
- Introduction to New Testament Greek

The following course is a prerequisite for entry to this course:

- New Testament Studies: Exploring the Letters

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Exhibit an ability to undertake a critical investigation of selected New Testament text(s) in Greek.**
 - 1.16 Demonstrate a systematic understanding and depth of knowledge of Biblical Greek.
 - 1.17 Apply a variety of approaches to the interpretation of selected New Testament text(s) with a critical awareness of the questions raised by them.

- 1.18 Identify and examine key issues of interpretation, particularly linguistic issues, relating to selected New Testament text(s).
- 1.19 Compare and contrast different interpretations of selected New Testament text(s).

2. Interpret selected New Testament text(s) for both academic and contemporary faith contexts.

- 2.10 Use appropriate concepts, methods, and tools to survey contemporary academic and faith contexts.
- 2.11 Reflect critically on questions pertaining to the appropriate and responsible contemporary use of the New Testament for and within contemporary academic and faith contexts.
- 2.12 Develop and evaluate uses of selected New Testament texts which for contemporary academic and faith contexts on the basis of a critical exegetical engagement of the Greek text.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - NEW TESTAMENT STUDIES: NEW TESTAMENT THEOLOGY

COURSE DESCRIPTION

This course seeks to enable students to engage with current issues in the field of New Testament Theology on the basis of a critical engagement with key texts and interpreters. In doing so the course hopes to equip students to develop a practical theology of community life and leadership rooted in the theology of the New Testament.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Introduction to the Old Testament
- Introduction to the New Testament
- New Testament Studies: Exploring the Letters

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Define New Testament Theology

- 1.20 Describe critically the way in which New Testament Theology is defined by those practicing the discipline.
- 1.21 Outline how the definition of New Testament Theology is influenced by theories and paradigms introduced from other disciplines.
- 1.22 Develop a definition of New Testament Theology informed by a critical engagement with key texts and interpreters.

2. Engage with current issues in New Testament Theology

- 2.1 Define key concepts and arguments relating to current issues of debate in the field of New Testament Theology.
- 2.2 Critique responses to current issues in the field of New Testament Theology.
- 2.3 Prepare responses to current issues in the field of New Testament Theology based on a critical engagement with key texts and interpreters.

3. Develop a New Testament Theology which addresses contemporary issues affecting community life and promotes transformative leadership.

- 3.1 Identify & analyse contemporary issues affecting community life in a specific context.
- 3.2 Reflect critically on this issue utilising the methods and resources of New Testament Theology.
- 3.3 Apply New Testament Theology in order to promote transformative leadership in relation to the identified contemporary issues which are affecting community life.

PRESCRIBED TEXTS

Marshall, I. H. 2014, *New Testament Theology: Many Witnesses, One Gospel*, Leicester: Apollos

REQUIRED READING

Barton, J. (ed.), 1998, *The Cambridge Companion to Biblical Interpretation*, Cambridge: CUP,

Barton, Stephen C. 1992, "The communal dimension of earliest Christianity: a critical survey of the field", *JTS* 43 399-427

Beck, N. A. 1983, "The Lukan Writer's Stories about the Call of Paul" *SBLSP* 213-218

Best, E. 1986 *Disciples & Discipleship: Studies in the Gospel according to Mark*, Edinburgh: T & T Clark

Branson, M. L. & C. R. Padilla, 1986, *Conflict and Context: Hermeneutics on the Americas*, Grand Rapids: Eerdmans

Bray, G. 1996, *Biblical Interpretation: Past and Present*, Leicester: IVP

- Carson, Donald A. (ed.), 1992, *Right with God: justification in the Bible and the world*, Carlisle, England: Paternoster,
- Cosgrove, Charles H., 1987, "Justification in Paul: a linguistic and theological reflection", *JBL* 106 653-67
- Cranford, Michael, 1995, "Abraham in Romans 4: The Father of All Who Believe", *NTS* 41 71-88
- Craffert, Pieter F., 1989, "Paul's Damascus experience as reflected in Galatians 1: call or conversion?" *Scriptura* 29 36-47
- Danove, P., 1998, "The Narrative Rhetoric of Mark's Ambiguous Characterization of the Disciples" *JSNT* 70 21-38
- Droge, A. J. 1983, "Call Stories in Greek Biography and the Gospels" *SBLSP* 245-258
- Dunn, J. D. G. 1992, *Jesus' Call to Discipleship*, Cambridge: CUP
- Dunn, James D. G. 1981, "Models of Christian community in the New Testament" 99-116 in *Church is charismatic*, Geneva, Switzerland: World Council of Churches
- Fleddermann, H. 1981, "The discipleship discourse (Mark 9:33-50)", *CBQ* 43 57-75
- Hedrick, Charles W., 1981, "Paul's conversion/call: a comparative analysis of the three reports in Acts", *JBL* 100 415-432
- Hays, Richard B. 1980, "Psalm 143 and the logic of Romans 3", *JBL* 99 107-115
- Lieu, J. M. 1998, "The 'Attraction of Women' in/to Early Judaism and Christianity: Gender and the Politics of Conversion" *JSNT* 72 5-22
- Kuck, David W. 1994, "Each Will Bear His Own Burden": Paul's Creative Use of an Apocalyptic Motif", *NTS* 40 289-297
- Lombard, Herman A. 1998, "Orthodoxy and other-worldliness of the church: Johannine perspectives on Christianity in a new South Africa", *Neot* 32 497-508
- Malbon, Elizabeth Struthers, 1986, "Disciples/crowds/whoever: Markan characters and readers", *NovT* 28 104-130
- Mott, Stephen C. 1978, "Greek ethics and Christian conversion: the Philonic background of Titus 2:10-14 and 3:3-7", *NovT* 20 22-48
- Nau, A. J. *Peter in Matthew: discipleship, diplomacy, and dispraise*, Collegeville: Liturgical Press, 1992
- Nardoni, Enrique, 1991, "Partakers in Christ (Hebrews 3:14)", *NTS* 37 456-472
- Nock, A. D. 1933, *Conversion: the old and the new in religion from Alexander the Great to Augustine of Hippo*, Oxford: Clarendon
- Paget, J. C. 1996, "Jewish Proselytism at the time of Christian Origins: Chimera or Reality?" *JSNT* 62 65-103
- Patte, D. 1996, *Discipleship according to the Sermon on the Mount: Four legitimate readings, four plausible views of discipleship, and their relative values*, Valley Forge: Trinity Press International
- Ryan, R. 1985, "The women from Galilee and discipleship in Luke", *BTB* 15 56-59
- Segovia, F. F. 1985, *Discipleship in the New Testament*, Philadelphia: Fortress
- Sheridan, M. 1973, "Disciples and discipleship in Matthew and Luke", *BTB* 3 235-255

- Taylor, N. H. 1995, "The Social Nature of Conversion in the Early Christian World" 128-136 in P. F. Esler (ed.), *Modelling early Christianity: Social-scientific Studies of the New Testament in its Context*, New York; London: Routledge
- Räsänen, Heikki, 1981, "Galatians 2:16 and Paul's break with Judaism", *NTS* 31 (1985) 543-553
- Skiba, Richard J. "The call to new beginnings: a biblical theology of conversion", *BTB* 11 67-73
- Sampley, J. Paul, 1977, "Societas christi: Roman law and Paul's conception of the Christian community", 158-174 in *God's Christ and his people*, Oslo: Universitetsforlaget,
- Sampson, C. D. 1990, *The Captivity of the Bible in South Africa: Toward a Pastorally Concerned Biblical Hermeneutics*, MA diss. University of Cape Town
- Snodgrass, Klyne R. 1986, "Justification by grace - to the doers: an analysis of the place of Romans 2 in the theology of Paul", *NTS* 32 72-93
- Wanamaker, Charles A. 1995, "'Like A Father Treats His Own Children': Paul and the Conversion of the Thessalonians", *JTSA* 92 46-55.
- Vincent, J. J. 1976, *Disciple & Lord: the Historical and Theological Significance of Discipleship in the Synoptic Gospels*, Sheffield: Sheffield Academic Press
- Webster, John 1993, "The Church as Theological Community", *ATR* 75 102-115
- Wedderburn, Alexander J. M. 1978, "New Testament church today", *SJT* 31 517-532
- West, G. 1991, *Biblical Hermeneutics of Liberation: Modes of Reading the Bible in the South African Context*, Pietermaritzburg: Cluster
- West, G. 1995, "Reading the Bible and Doing Theology in the New South Africa" 445-458 in D. J. A. Clines & P. R. Davies (eds.), *The Bible in Human Society: Essays in Honour of John Rogerson*, (JSOTSup 200), Sheffield: Sheffield Academic Press
- Wright, N T. 2002, "Coming home to St Paul? Reading Romans a hundred years after Charles Gore", *SJT* 55 392-407

ELECTIVE - READING IN THEOLOGY

COURSE DESCRIPTION

The course is directed towards students in their third year of study towards the degree qualification, and is intended to provide such students with an opportunity to study the work of one systematic theologian in depth and in comparison with her/his critics with the ultimate goal of addressing contemporary issues in Church and Society.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to this course:

- STh 202 – *A Survey of Christian Doctrine*.

The following course is a prerequisite for this course:

- STh 301 – *Contextual Theologies*

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Demonstrate a critical knowledge and understanding of the work of a 20th Century Systematic Theologian.**
 - 1.1 Explain the theologian's understanding of Christian doctrines
 - 1.2 Assess the internal coherence of the theologian's thought.
- 2. Analyse and Evaluate critiques of the chosen 20th Century Systematic Theologian.**
 - 2.1 Identify critiques of the theologian's understanding of Christian doctrines.
 - 2.2 Examine the basis of the critique in view of the critics' contexts
- 3. Draw upon the work of the chosen 20th Century Systematic Theologian to address contemporary issues.**
 - 3.1 Identify & analyse contemporary issues facing your church and community
 - 3.2 Recommend a theological response (including praxis) shaped by your interactions with the chosen 20th Century Systematic Theologian.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - SACRAMENTAL THEOLOGY

COURSE DESCRIPTION

This course will help students to deepen their systematic theological reflection on the sacraments in general, with a particular focus on the sacraments of Eucharist and Holy Orders. The course is an elective course offered to 3rd year students enrolling for the BTh qualification.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following courses are a prerequisite pass for entry to this course:

- Church History 1
- Church History 2
- STh 202 – *A Survey of Christian Doctrine*.

The following course is a prerequisite for entry to this course:

- STh 301 – *Contextual Theologies*

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate an understanding of the nature and effects of the sacraments in the understanding of the tradition of the Church.

- 1.1. Describe ways in which philosophical and theological outlooks affect sacramental theologies.
- 1.2. Describe and analyze some of the key controversies over the sacraments in light of the Church's history and tradition.

2. Evaluate and analyse the sacraments in relation to church teachings, particularly ecclesiology and Christology.

- 2.1. Analyze contemporary questions in sacramental theology.
- 2.2. Describe and demonstrate an understanding of the Christological impetus in sacramental theology.
- 2.3. Analyse and evaluate the significance of the sacraments for the life, and ministry of the church.

REQUIRED READING

The Sacraments

Baptism and Holy Eucharist More and Cross Anglicanism, nos. 177-181 (in chpt XII) and nos. 199-215 (in chpts XIII)

Sacramental Acts and Orders Documents of Vatican II, 'On the Priesthood' 'The Sacred Liturgy'

Alexandria Schmemmann, *Liturgy and Tradition: Theological Reflections of Alexandria Schmemmann*; (Crestwood: St Vladimir's Seminary 1990)

Alexandria Schmemmann, *The Eucharist*; (Crestwood: St Vladimir's Seminary 1988)

Alexandria Schmemmann, *World of Sacrament*; (London: Darton, Longman & Todd 1965)

Alexandria Schmemmann, *Introduction to Liturgical Theology*; (Crestwood: St Vladimir's Seminary 1986)

Henri de Lubac, *The Mystery of The Supernatural*; (New York: Crossroad Herder 1965)

Ignacio Ellacuria and Jon Sobrino (eds); *Mysterium Liberationis: Fundamental Concepts of Liberation Theology*, (New York: Orbis, 1993)

Maggie Ross, *Pillars of Flame*; (San Francisco: Harper & Row, 1988)

Marjorie Proctor-Smith, *Praying with our eyes open: Engendering Feminist Liturgical Prayer*, (Nashville: Abingdon Press 1995)

Odo Casel, *The mystery of Christian worship*; (Westminster: Newman Press, 1932)

Susan Ross, *Extravagant Affections: A Feminist Sacramental Theology*. (New York: Continuum, 1998.)

Teresa Berger, *Fragments of Real Presence: Liturgical traditions in the hands of women*; (New York : Herder and Herder 2005)

The Book of Common Prayer; (Oxford University Press: New York)

The Vatican Council II, Vol 1; The Conciliar and the post Conciliar Documents; ed Austin Flannery, OP, (Dublin: Dominican Publications, 1975)

The Community of the Faithful, the Church

Ecclesiology:

Richard Hooker, *The Laws of Ecclesial Polity*, Book III, i. 1-6; Book V, i.1,2; vi, vii, viii, 1,2, 5; ix 1, 5; Book VIII, iv 10.

Faith:

Calvin *Institutes of the Christian Religion*, Book III, chapt 2.

The Language of Faith:

Thomas Aquinas, *Summa Theologica*, I q 12 aa. 1, 3, 4, 6, 7, 8, 11, 12; q 13.

Martin Luther, *The Heidelberg Disputations in Selections*, pp 500-504.

ELECTIVE - INDEPENDENT STUDY IN SYSTEMATIC THEOLOGY

COURSE DESCRIPTION

This course is aimed at students who have an interest to major in Systematic Theology. This course enables students to learn about a selected key area of scholarly focus in Systematic Theology. Students will develop an in-depth knowledge and understanding of the selected area, and will be able to critically evaluate a range of positions relating to the selected area, with regard to both scholarly discussion and the life of faith.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite for entry to this course:

- STH 301- Contextual Theologies

In Addition a student intending to register for this course **MUST** be able to engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Critically examine a selected topic of scholarly focus in Systematic Theology.

- 1.23 Identify and analyse key concepts, methods and tools used in the exploration of a selected topic in Systematic Theology.
- 1.24 Recognise and assess ideas, arguments and assumptions connected with the scholarly exploration of a selected topic in Systematic Theology.
- 1.25 Explain and defend his/her own opinion on the basis of a critical investigation of a selected topic in Systematic Theology.
- 1.26 Describe and evaluate research processes and methods appropriate to the discipline of Systematic Theology.

2. Reflect critically on the significance of a selected topic in Systematic Theology for the life of faith.

- 2.3 Analyse the significance of a selected topic in Systematic Theology for the life, and ministry of the church in Africa.
- 2.4 Evaluate the significance of a selected topic in Systematic Theology for the life, and ministry of the church in Africa.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE – RESEARCH IN SYSTEMATIC THEOLOGY

COURSE DESCRIPTION

This course offers students the opportunity to undertake research in Systematic Theology. Under the supervision of a lecturer the student will explore in-depth his/her chosen area of focus with a view to demonstrating its contemporary significance and relevance for church and society.

NQF LEVEL

7

CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

The following course is a prerequisite pass for entry to this course:

- STH 202- A Survey of Christian Doctrine

The following Course is a prerequisite for entry to this course:

- STH 301- Contextual Theologies

In addition to successfully completing the above courses, a student intending to register for this course **MUST** be able to engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. **Demonstrate knowledge & understanding of research processes & methods appropriate to the discipline of Systematic Theology.**
 - 1.27 Describe and evaluate research processes and methods appropriate to the discipline of Systematic Theology.
2. **Select and apply research processes & methods appropriate to a specific topic within the discipline of Systematic Theology.**
 - 2.3 Develop a research project under supervision which employs processes and methods suitable for its investigation within the discipline of Systematic Theology.
 - 2.4 Engage critically with advanced scholarship within the discipline of Systematic Theology and any other relevant discipline to investigate the chosen research focus.

3. Evaluate the contemporary significance and relevance of the research for church and society.

- 3.1 Reflect critically on the contemporary significance and relevance of the research for church and society.
- 3.2 Demonstrate an ability to assess the contemporary significance and relevance of the research topic through the application

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE - RESEARCH PAPER IN PRACTICAL THEOLOGY

COURSE DESCRIPTION

This course is offered as an elective to B.Th. students in their 3rd year of study. This course will equip students with the requisite knowledge, understanding and skills to undertake academic research in practical theology on a subject of their choosing that is relevant to the life and ministry of the Anglican Church, particularly Anglican Church of southern Africa.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will be expected to have successfully completed all core practical theology components in the first and second years of the B.Th. academic programme.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate knowledge & understanding of research processes & methodologies applicable to pastoral theology.

1.1 Describe the major conventional academic research orientations relevant to the field of pastoral theology.

Range: *Research problem; research goals and objectives; methodologies; data collection & analysis methods.*

1.2 Evaluate orientations, methodologies, data collection & analysis methods in relation to a selected research focus.

2. Select, Apply, & Reflect on research processes & methodologies.

2.1 Select orientations, methodologies, data collection & analysis methods appropriate to a specific research focus.

2.2 Identify & develop an appropriate research question for a chosen research focus.

2.3 Design the research paper.

3. Develop, articulate, & evaluate critical theological thinking in relation to an appropriate research question.

3.1 Demonstrate the ability to address a research question through the application of critical theological thinking shaped by Scripture, Christian spiritualities, the history of Christian teaching and the contemporary context.

REQUIRED READING

The reading list shall depend on the choice of research topic and selected area of inquiry.

ELECTIVE – PASTORAL COUNSELLING IN AFRICAN CONTEXTS

COURSE DESCRIPTION

The course provides opportunities to students to critically engage Western models of pastoral counselling on contemporary African contexts with unique approaches and strategies of responding to human needs particularly those of a pastoral nature. The course is offered as an elective to 3rd year BTh students in 2nd semester.

NQF LEVEL

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CREDITS

12

LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will be expected to have completed successfully *Pastoral Studies* course or any other recognised course(s) studied elsewhere prior to coming to the College. Above all, the students will be expected to be able to:

- ii) Listen and respond to spoken English.
- ii) Comprehend written and spoken English.
- iii) Articulate his or her ideas through both verbal and writing skills in English.
- iv) Engage in independent study.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate a systematic knowledge of pastoral counselling models applicable to a variety of contexts.

- 1.1 Identify and discuss critically pastoral counselling.
- 1.2 Explain comparatively various pastoral counselling models suitable for use with individuals and/or groups of people in context, particularly southern Africa.

2. Undertake an in-depth analysis of a specific context in southern Africa in order to formulate appropriate pastoral counselling responses.

- 1.3 2.1 Investigate the needs of persons in community through the use of a variety of anthropological, socio-political, and theological theories.
- 1.4 2.2 Explain the skills, techniques, and values required to analyse specific contexts.

3. Apply and assess models of Pastoral Counselling suitable for use with individuals and/or groups in southern African contexts.

- 1.5 3.1 Demonstrate in theory and praxis the skills, techniques, and values required to respond to the pastoral counselling needs of specified contexts in southern Africa.
- 1.6 3.2 Compare and contrast how different pastoral counselling models are used to address similar situations or issues in various contexts with an emphasis on southern Africa.
- 1.7 3.3 Evaluate pastoral counselling in praxis from the perspective of Christian values.

REQUIRED READING

The reading list shall be created once the elective has been selected. Elective - Christianity in Southern Africa

COURSE DESCRIPTION

The course is aimed at equipping students with knowledge of how Christianity took root and developed in southern Africa. As such, the course has an interest in tracing and assessing the growth and impact of mainline churches before and after the founding of African Initiated Churches. The course is offered as an elective to 3rd year students enrolled for the BTh qualification in 2nd semester.

NQF LEVEL

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CREDITS

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LEARNING ASSUMED TO BE IN PLACE

All students registering for the course will be expected to have successfully completed *Christianity and Church in Africa*.

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

1. Demonstrate a critical knowledge of the character and growth of Christianity in southern Africa.

Range: 15th – 21st Century

- 1.1 Investigate the development of mainline churches in Southern Africa with regard to their organisation, theology, spirituality and liturgy.
- 1.2 Examine the influence of a variety of religious movements on the theology & spirituality of Christianity in Southern Africa.

Range: *Pentecostal, Charismatic; Islamic; Hindu; Buddhist; Jewish*

2. Explain and critique the emergency of African initiated Churches in southern Africa.

- 2.1 Identify and discuss critically the factors which led to the founding of African Initiated Churches in southern Africa.

Range: *Schismatic church practices; Rise in African Nationalism; inculturation; Charismatic movements.*

- 2.2 Assess the impact of African Initiated Churches upon the growth of mainline churches in southern Africa.

READING LIST

Reading list to be drawn up once elective is selected.

ELECTIVE - THEOLOGY AND AESTHETICS– ENCOUNTERING GOD IN ART, LITERATURE, AND MUSIC

COURSE DESCRIPTION

From the beginning of the Christian Era, the relationship between the Church, its developing theology, and art, literature, and music has been the subject of considerable debate and, during certain periods, fractious antagonism. Located in the – at times harmonious, at times dissonant – relationship from the early Christian period until the present, this elective course examines and interrogates the different ways in which music, literature, and art (including architecture) have both represented, enabled, and strengthened the human encounter with God, and also challenged and critiqued the visual images, and the textual and sonic portrayals, of divine character employed in the human quest for holiness. The student will be exposed to famous and lesser known artists and their works, be provided with the opportunity to read classic and contemporary texts in the genres of drama, poetry, and the novel, and to interpret theologically the words and sounds of sacred music. By participating in this course, the student also will learn about sacred space, liturgical practice, and the various modes of ascetic encounter facilitated by art, literature, and music.

NQF LEVEL

7

CREDITS

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LEARNING ASSUMED TO BE IN PLACE

Two of the following are required prerequisites:

- Systematic Theology I
- Biblical Studies I
- Anglican Studies I
- Liturgy

SPECIFIC OUTCOMES & ASSESSMENT CRITERIA

All students who successfully complete this course will be able to:

- 1. Describe the historical development of the relationship between Christian Theology and the Arts**
- 2. Discuss and analyse this relationship by accounting for various views – both supportive of the Arts, and also opposed to their presence within the Church.**
- 3. View, read, listen to, and interrogate critically artistic images, works of literature, and/or sacred music in the context of Christian learning and practice.**

READING LIST

Reading list to be drawn up once elective is selected.