

Missionary Movements: Gospel and Doctrine in a Global Context (TMM2717)

Module Level:	5
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM1627 Introduction to Missionary Movements and the Gospel in a Global Context
Aims:	<p>To enable students to understand key features of globalisation as they affect the Church, its mission and the communication of the Christian faith.</p> <p>To give students an understanding of the history and context of some significant Christian missionary movements.</p> <p>To enable students to evaluate and apply some approaches to inculturation of the Christian faith.</p> <p>To enable students to reflect on the life and mission of the churches in Britain in light of a global perspective.</p>
Content:	<p>The effects of globalisation on British society.</p> <p>Two or more case studies of mission activity within the context of wider missionary movements (drawn from, for example, mission in India, mission in Papua New Guinea, Patrick in Ireland, Columba in Northumbria, Cyril in Eastern Europe, Livingstone in Southern Africa, Crowther in West Africa, Donovan in Kenya, mission originating from the Global South).</p> <p>An evaluation of approaches to the inculturation of Christian faith.</p> <p>Case studies of the inculturation of Christian faith and the relationship between cultural and doctrinal and ethical stances, including in non-European and non-Western contexts.</p> <p>The implications of the module for the contextualisation of the Gospel and the mission of the church in contemporary Britain.</p>

Learning Outcomes: By the end of this module students will be able to:

Subject Knowledge [SSK 3]

Give a critical account of the effects of globalisation on British society and its implications for the life and mission of the church in England.

Describe and analyse different approaches to the inculturation of Christian faith in different cultures and their potential impact on mission, drawing on learning from the history of Christian missionary movements.

Subject-Specific Skills [SSS 2, 3]

Draw on understanding of inculturation and globalisation and analysis of examples from the worldwide church to reflect critically and theologically on the life and mission of the church in Britain and how this might be developed.

Key Skills [KS 1, 2, 3]

Identify, gather and evaluate source materials for a range of purposes.

Undertake a critical analysis of information and arguments, showing critical awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.