Common Good in Christianity and Islam (TMM3237)

Module Level:	6
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	To present students with contemporary debates about the 'Common Good' in Christian and Muslim theological understandings.
	To enable students to explore the implications of these debates for Muslim and Christian contexts.
	To enable students to draw upon insights from both Christian and Muslim Theological traditions seeking to make especial use of the practice of Scriptural reasoning as a shared discipline of reading each other's sacred texts.
	To analyse contemporary debates on the nature of 'Common Good' in relation to, for example, economics, governance, human rights, peace and conflict, and ecology, enabling students to critically evaluate Christian and Muslim responses to the 'Common Good'.
Content:	This module explores Christian and Muslim theological approaches to the "Common Good" of humanity on an equal basis.
	Whilst it may be argued that international societies have become increasingly interconnected, homogeneous, univocal and controlled by distant powers, it may also be proposed that humanity and global societies are reaffirming the particularity of religious identities. Thus, even as a "Common Good" is increasingly difficult to discern in the midst of diverse societies, there is an awakened interest in the search for a binding good rooted in narratives of religious tradition that are able to resist dehumanising forces.
	The module will use the method of scriptural and tradition reasoning to examine Biblical and Qur'anic texts and both contemporary and traditional sources from Christian and Muslim traditions respectively, to explore these areas of mutual concern.
	This module is designed for shared learning with students from Islamic educational institutions.

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

Subject Knowledge [SSK 2, 4] [Graduate Cert / Dip SSK 2]

Offer a coherent and detailed account of interpretations and understandings of the 'common good' from Christian and Muslim perspectives, drawing on critical engagement with some recent research methodologies and findings.

Demonstrate critical awareness of how diverse Christian and Muslim traditions relate these understandings to aspects of society such as economics, governance, human rights, peace and conflict, ecological issues.

Subject Skills [SSS 1, 3] [Graduate Cert / Dip SSS 1, 2]

Critically evaluate and apply different approaches to the close reading and interpretation of sacred texts in relation to the notion of 'common good', communicating these with relevance, rigour, creativity and sensitivity to a variety of audiences and contexts.

Engage in critical theological analysis of the concept of 'common good' in relation to theology, ministry and mission in a variety of contexts, showing sensitivity to the problems of religious language, experience and the limits of knowledge.

Key Skills [KS 1, 2] [Graduate Cert / Dip KS 1, 2]

Identify, gather, analyse and critically evaluate textual source materials, including material from primary sources and scholarly research, and communicate their findings with clarity and fairness to specialist audiences.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices, to specialist audiences.

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.