Contemporary Spirituality in Historical Context (TMM44620)

Module Level:	7
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	To enable students to develop a critical understanding of some of the major historical strands of Christian spirituality.
	To enable students to understand and evaluate major approaches and issues in contemporary Christian spirituality and techniques of spiritual practice, employing cultural, theological and historical perspectives.
	To enable students to develop their own spiritual practice and their ability to resource others in theirs.
Content:	In-depth exploration of several major historical strands of Christian spirituality.
	In-depth exploration of varieties of contemporary Christian spirituality and techniques of spiritual practice, their commonalities and differences.
	Analysis of the relevance of cultural, theological and historical approaches to contemporary spirituality.

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

Subject Knowledge [SSK 1, 3]

Demonstrate a systematic understanding and depth of knowledge of one or more historical spiritualities that is informed by research and original thinking at current boundaries of the subject.

Demonstrate an understanding of a range of methods of analysis and inquiry in contemporary Western cultures both in relation to the Christian tradition and to the discourses of modernity and postmodernity.

Subject-Specific Skills [SSS 2, 3]

Develop, evaluate and apply methodologies for the construction of apt patterns of contemporary Christian spirituality.

Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with their own belief-system and religious/spiritual practice in relation to their cultural contexts and to a wide range of Christian spiritual experience and practice.

Key Skills [KS 1, 4]

Carry out systematic and creative research into particular forms of Christian spirituality and discipline in relation to their ecclesial context and communicate their findings accurately.

Recognise key issues in their own personal and professional development.

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