TH4008 FAITH IN TIME

1.	**Module code:**	TH4008
2.	**Title:**	FAITH IN TIME
3.	**Credit points:**	10
4.	**FHEQ level:**	4
5.	**Semester:**	*Onsite:* Semester 1 *Distance:* Semester 3
6.	**Module leader:**	Matthew Knell
7.	**Accredited by:**	MDX
8.	**Module restrictions:**	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	**Aims:** To provide students with an overview of the history of the church to the beginning of the 20th century, highlighting how the church has engaged with philosophies at different time periods and analysing how various parts of the church have engaged with theology and with each other. To complement related study of Christian thought, mission, heritage, tradition and theology at Level 4, and lay foundations for further study at Levels 5 and 6.	
10.	**Learning outcomes:** **Knowledge** On successful completion of this module, the student will be able to: 1. provide an overview of the history of the church to the beginning of the 20th century (A1, A2) 2. identify major philosophical influences on the church at different points in its history (A1) 3. describe and explain theological engagements of various parts of the church in relation both to each other and to movements in society (A1, A2, A3) **Skills** On successful completion of this module, the student will be able to: 4. provide an overview of church history with respect to philosophical influences and theological developments (B1, B2, B3, B6) 5. engage empathetically with different scholarly methods and opinions, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B1, B2, B4, B5) 6. organise, communicate and apply their own learning effectively, use information and computer technology to access and transmit information, and engage in problem solving (B6, B7, B8)	
11.	**Syllabus:** Biblical cosmology; the nature of the early church; persecution and heresy; the Conciliar period; the history of the Eastern Roman empire and the church in the East; the effects of the fall of Rome on the West; the church in the dark ages (the beginnings of monasticism, the spread of the church, the changing nature of the papacy); the medieval period (Scholasticism, monastic developments, mysticism, abuses in the church, the Crusades, the effects of Renaissance humanism); the Reformation (ecclesial and political background and effects to Westphalia); the Early Modern church (challenges of Enlightenment thought	

	to the Catholic and Protestant churches); the Great Awakening'; the Age of Empires (the spread of the church globally, the effects of the French Revolution and later Enlightenment thought and the state of the church by the end of the 19th century).
12.	**Learning and teaching strategy:** Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. ***Onsite education*** will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). ***Distance education*** through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. ***Both onsite and distance*** *students* will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.
13.	**Assessment scheme:**
	1. Formative assessment scheme Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.
	2. Summative assessment scheme

Task:

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
100%	*Essay (2000 words)*	*All LOs*	☒ *No* ☐ *Yes*	☒ *No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

The marking scale is as follows:

- 00-34 is considered a fail.
- 35-39 is considered a compensatable pass (where appropriate and after re-assessment).
- 40-49 is considered a third-class pass
- 50-59 is considered a lower second-class pass.
- 60-69 is considered an upper-second-class pass.
- 70+ is considered a first-class pass.

In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.

Therefore, please delete the statement which **does not** apply to this module:

1. ~~In order to pass the module, the student will be required to achieve a mark of 40+ **in each module element** except where compensation applies (if appropriate).~~

	2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies. Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ No ☒
15.	**Length of exam**	
16.	**Learning materials** *Essential* Hicks, P., *The Journey So Far: Philosophy Through the Ages* (Grand Rapids, MI: Zondervan, 2003) [Library] Johnson, P., *A History of Christianity* (New York: Touchstone, 1976) [Library] MacCulloch, D., *A History of Christianity: The First Three Thousand Years* (London: Penguin, 2010) [Library] *Recommended* Chadwick, H., *The Early Church* (London: Penguin, 1967) [Library] Cragg, G., *Church and the Age of Reason, 1648-1789* (London: Penguin, 1990) [Library] Lindberg, C., *The European Reformations* (Oxford: Blackwell, 1996) [Library] Madigan, K., *Medieval Christianity: A New History* (New Haven: Yale University, 2015) [Ebook] Rousseau, P., *The Early Christian Centuries* (Hoboken: Routledge, 2014) [Ebook] Southern, R., *Western Society and the Church in the Middle Ages* (London: Penguin, 1970) [Library] Ware, T., *The Orthodox Church* (London, Penguin, 1963) [Library]	

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	........%
	PRACTICAL	........%
18.	**UNISTATS – learning and teaching**	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits is 300 hours).	
	Scheduled **Teaching** (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	*Onsite:*