

THEOLOGY AND RELIGION SCHEDULE OF PAPERS FOR PRELIMINARY EXAMINATION in 2023

THIS DOCUMENT CONTAINS INDIVIDUAL DESCRIPTIONS FOR EACH PAPER AVAILABLE FOR EXAMINATION IN 2023.

IT IS RELEVANT FOR STUDENTS STUDYING THE FOLLOWING COURSES:

BA THEOLOGY AND RELIGION

BA PHILOSOPHY AND THEOLOGY

BA RELIGION AND ORIENTAL STUDIES

The individual paper descriptions amplify, where appropriate, what is in the [Examination Regulations](#) for your course. The aims and objectives of the paper define the skills, knowledge and competencies that you should have acquired through its completion. The course delivery is a summary of how the paper is taught. The lecture, class and tutorial descriptions are indicative and may vary from what is listed, in terms of timing, number and content. Specimen examination papers, notices, forms and other useful resources for each paper listed as available can be found on [Canvas](#). Booklists are available on [ORLO](#).

The set texts for some papers may alter from year to year; this document presents the set texts selected for examination in 2023.

Version	Purpose/Change	Date
1	2023 Edition	17/08/2022
2	Additional Set Text information for 1001,1002 and 1101 . Textbook information announced for 1001 . Themes announced for the study of Islam in 1301 .	07/10/2022

This is **version 2** of the Theology and Religion Schedule of Papers for Preliminary Examination in 2023.

Summary of changes in version 2

The **Set Texts** for the paper **1001 New Testament Greek** are announced.

~~A selection of set texts from the New Testament will be announced before the course commences and this Schedule of Papers will be updated.~~

The Set Texts for the examination in 2023 are:

Luke 11; 14-18.

An **Objective** for the paper **1001 New Testament Greek** has been updated:

- have mastered elementary New Testament Greek as set out in ~~the class textbook~~ J Duff's *The Elements of New Testament Greek*.

The **Text books** and **Set Text Edition** for **1001 New Testament Greek** has been updated as follow:

~~Students will receive notification of the recommended text book and set text edition before the commencement of the course and this Schedule of Papers will be updated.~~

*Jeremy Duff, *The Elements of New Testament Greek*. Cambridge, 2010 (note that this is an updated version of the 2008 edition).

**Novum Testamentum Graece* (Nestle-Aland), 28th Edition; Deutsche Bibelgesellschaft, Stuttgart, 2012.

The information about the **Set Text Edition** for **1002 Biblical Hebrew** has been updated as follows:

Biblia Hebraica Stuttgartensia (BHS), Deutsche Bibelgesellschaft, Stuttgart 1967/77. Available in hardcover (1990) and paperback (2007).

The following note on set texts has been added to the **Course Description** for **1101**:

The English translation of the Bible used in examinations will be the New Revised Standard Version.

The thematic focus for the study of Islam has been announced in the **Course Description** for **1301**:

~~Students will receive notification of the thematic focus for Islam before the commencement of the course and this Schedule of Papers will be updated.~~

BOTH

(i) The Shahadah

AND

(ii) belief, practice and spirituality.

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1001 NEW TESTAMENT GREEK

Course Description and Set Texts

Students will be expected to acquire knowledge of Greek grammar, syntax, and vocabulary (as set out in the class textbook and understand its importance for the exegesis of the New Testament. Passages from the New Testament will be chosen for translation, discussion and grammatical comment. The Set Texts for the examination in 2023 are:

Luke 11; 14-18.

Aims

- to enable students to understand the essentials of New Testament Greek grammar and syntax and demonstrate this by commenting on grammatical points in texts
- to acquire a basic vocabulary
- to be able to translate gospel texts and appreciate the interpretative nature of translation as a discipline

Objectives

Students who successfully complete this paper will:

- have mastered elementary New Testament Greek as set out in the J Duff's *The Elements of New Testament Greek*.
- be able to translate and comment on selected passages from the New Testament
- be able to answer questions on elementary Greek grammar
- be able either to translate simple English sentences into *Koine* Greek or compare and contrast translations of the set texts.

Course delivery

3x 60-minute classes per week in MT and HT and in weeks 1-4 of TT (60 classes/60 hours in total).

You are expected to attend all classes. Typical elements of a week include a short vocabulary test, introduction of grammar topics with in-class exercises, written homework, and set text study later on in the course. Skills useful to assist and consolidate your language learning will be introduced alongside these elements and regular class tests will help you to assess your progress.

Assessment

Assessment for this paper will be by three-hour written examination in the Trinity Term.

Textbooks and Set Text edition

*Jeremy Duff, *The Elements of New Testament Greek*. Cambridge, 2010 (note that this is an updated version of the 2008 edition).

**Novum Testamentum Graece* (Nestle-Aland), 28th Edition; Deutsche Bibelgesellschaft, Stuttgart, 2012.

1002 BIBLICAL HEBREW

Course Description and Set Texts

The course is designed to enable those with little or no experience in biblical Hebrew to become conversant in reading basic narrative texts, to offer grammatical comments on set text passages, and to translate sentences from English into vocalised, biblical Hebrew. The set texts are Genesis 12, 15 and 22.

Aims

To enable students to understand the essentials of biblical Hebrew grammar, syntax, and vocabulary, and to translate and comment on grammatical points in a basic prose text, as well as to render sentences in vocalized, biblical Hebrew, in preparation for the preliminary examination in Biblical Hebrew.

Objectives

Students who successfully complete this paper will:

- have mastered elementary Biblical Hebrew as set out in Seow's *A Grammar for Biblical Hebrew* (rev. ed., 1995)
- be able to translate and comment on selected passages from Genesis 12, 15 and 22
- be able to answer questions on elementary Hebrew grammar
- be able to translate simple English sentences into Biblical Hebrew
- be able to compare and contrast translations of the set texts

Course Delivery

3x 60-minute classes per week in MT and HT and in weeks 1-4 of TT (60 classes/60 hours in total).

Students will be expected to allocate sufficient time to complete all assignments and come to class prepared. Due to the cumulative nature of the material covered in this course, your regular attendance is absolutely essential to your success. Translation homework will be assigned regularly and a collection paper(s) will be administered through your college in 0 week of Hilary and Trinity terms.

Assessment

Assessment for this paper will be by three-hour written examination in the Trinity Term.

Textbooks and Set Text Edition

Required Class Books:

C. L. Seow, *A Grammar for Biblical Hebrew* (Rev. ed.; Nashville, TN: Abingdon Press, 1995).

Biblia Hebraica Stuttgartensia (BHS), Deutsche Bibelgesellschaft, Stuttgart 1967/77.

Available in hardcover (1990) and paperback (2007).

1003 CHURCH LATIN

Course Description and Set Texts

Students will be expected to acquire knowledge of Latin grammar, syntax, and vocabulary (as set out in John F. Collins, *A Primer of Ecclesiastical Latin*) and understand its importance for the exegesis of biblical texts, with particular reference to set texts from the *Introduction to the Study of the Bible* (Paper 1101). Passages from the texts will be chosen for translation, discussion and grammatical comment.

The textual focus begins with narratives concerning Abraham (Genesis 12–25) and Jesus (the Gospel of Luke). Students will be introduced also to the Book of Psalms (which lies at the heart of the liturgy of the early and medieval churches). In order to broaden their experience of reading medieval Latin (which would prepare students for second and third year courses based round Latin texts), students will also read passages from Augustine, *Confessions*; *The Rule of St Benedict*, Bede, *Prose Life of St Cuthbert*, the earliest life of Pope Gregory the Great.

Examination of language attainment will be based on the following specific texts:

Genesis 22

Luke 9 and 22

Psalms 18 (19); 50 (51)

Augustine, *Confessions*, I 1.1 and VIII 6.14-15

Rule of St Benedict, prologue, ch. 5, *De oboedientia* (ed. T. Fry, *RB 1980*, pp. 156-66 [even numbered pages only], 186 and 188)

Bede, *Prose Life of St Cuthbert*, ch. 10 (ed B. Colgrave, *Two Lives of St Cuthbert*, pp. 188 and 190)

Aims

- to enable students to understand the essentials of Church Latin grammar and syntax and demonstrate this by commenting on grammatical points in texts
- to acquire a basic vocabulary
- to be able to appreciate the interpretative nature of translation as a discipline

Objectives

Students who successfully complete this paper will:

- have mastered elementary Church Latin as set out in John F. Collins, *A Primer of Ecclesiastical Latin*
- be able to translate and comment on selected passages
- be able to answer questions on elementary Latin grammar
- be able to translate simple English sentences into Church Latin

Course delivery

3x 60-minute classes per week in MT and HT and in weeks 1-4 of TT (60 classes/60 hours in total).

You are expected to attend all classes. Typical elements of a week include a short vocabulary test, introduction of grammar topics with in-class exercises, written homework, and set text study later on in the course. Skills useful to assist and consolidate your language learning will be introduced alongside these elements and regular class tests will help you to assess your progress.

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

Textbook and Set Texts Editions

*John F. Collins, *A Primer of Ecclesiastical Latin* (Catholic University of America Press, 1992) recommended purchase.

Leo F. Stelten, *Dictionary of ecclesiastical Latin: with an appendix of Latin expressions defined and clarified* (Peabody, Massachusetts: Hendrickson, 1995).

Augustine *Confessions* (Latin text and commentary online at <http://www.stoa.org/hippo>; English translations plentiful, e.g. *Saint Augustine Confessions*, transl. Henry Chadwick, (Oxford World Classics 1992 and reprints)

The Rule of St Benedict: Timothy Fry, ed., *RB 1980: The Rule of St Benedict in Latin and English with notes* (Liturgical Press, Collegeville, MN 1981) (other translations also available)

B. Colgrave, *Two Lives of Cuthbert* (Cambridge University Press 1940; paperback reprint 1985) [parallel Latin and English texts]

B Colgrave, *The Earliest Life of Gregory the Great* (Cambridge University Press 1968; reprinted 1985) [parallel Latin and English texts]

Students are advised to acquire a dictionary:

either C.T. Lewis, *Elementary Latin Dictionary* (Oxford, 1891, reprinted 1984, 1999 etc) or J.C. Traupman, *The New College Latin and English Dictionary* (London, 1961)

1004 QUR'ĀNIC ARABIC

Course Description and Set Texts

Candidates will be expected to show elementary knowledge of Qur'anic Arabic grammar, syntax and vocabulary (to include only the topics covered in Alan Jones, *Arabic Through the Qur'an*, pp. 1-120). The following short passages from the Qur'an have been chosen for translation and grammatical comment:

- Q. 1: 1-7 (al-Fatihah – The Opener)
- Q. 3: 57-59 (Āl-Imran – Family of Imran)
- Q. 3: 45-47 (Āl-Imran – Family of Imran)
- Q. 19: 41-44 (Maryam – Mary)
- Q. 22: 39-40 (al-Ḥajj – The pilgrimage)

Aims

This paper will test knowledge of the Arabic grammatical features and vocabulary most commonly encountered in the Qur'an. The paper contains passages from portions of the Qur'an for vocalizing, for translation (from Arabic into English), and for linguistic and exegetical comment. The sentences for translation will test knowledge of common grammatical forms.

Objectives

Students who have studied for this paper will:

- have mastered elementary Classical Arabic as set out in Alan Jones, *Arabic Through the Qur'an*.
- be able to translate and comment on passages from the Qur'an, the Hadith or other theological texts.
- be able to answer questions on elementary Arabic grammar.
- be able to translate simple English sentences into Qur'anic Arabic.

Course delivery

3 hours per week in MT and HT and in weeks 1-4 of TT (60 hours in total).

Planned weekly delivery will comprise two 90-minute sessions.

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

Textbooks and Set Texts Editions

Alan Jones, *Arabic Through the Qur'an* (Cambridge: Islamic Text Society, 2011).

M.A.S. Abdel Haleem, *The Qur'an: English Translation with Parallel Arabic*, rev. ed. (Oxford: Oxford Univ. Press, 2010)

Alan Jones, *The Qur'an*, new ed. (Cambridge: Gibb Memorial Text, 2007)

1005 PALI

Course Description and Set Texts

Candidates will be expected to acquire knowledge of Pali grammar, syntax, and vocabulary (equivalent to the material presented in Dines Andersen's *A Pāli Reader and Pāli Glossary*) and understand its importance for the exegesis of Theravada Buddhist texts. Passages from the Pali Canon and other Buddhist texts will be studied in transliteration for translation, discussion and philological comment.

For 2023 set texts include the Fire Sermon (Ādittapariyāya-sutta), the dependent Origination (Paṭiccasamuppāda), Setting in Motion the Wheel of Dharma (Dhammacakkapavattana-sutta), and passages from the Dhammapada and from the Jātaka tales.

Students for Pali will begin by attending classes in the rudiments of Sanskrit as the basis for acquiring Pali in later classes.

Aims

- to enable students to understand the essentials of Pali grammar and syntax and demonstrate this by commenting on grammatical points in texts
- to acquire a basic vocabulary
- to be able to appreciate the interpretative nature of translation as a discipline

Objectives

Students who successfully complete this paper will:

- have mastered elementary Pali (equivalent to the material presented in Dines Andersen's *A Pāli Reader and Pāli Glossary*).
- be able to translate and comment on selected passages
- be able to answer questions on elementary Pali grammar
- be able either to translate simple English sentences into Pali or to compare and contrast translations

Course delivery

1 x 60 minute and 1 x 120-minute classes per week in MT and HT and in weeks 1-4 of TT (40 classes/60 hours in total).

Pali students will attend the same 'Sanskrit and Pali' classes as Sanskrit students in Michaelmas Term and weeks 1-4 of Hilary Term. From week 5 of Hilary Term, Pali and Sanskrit students will study in separate classes.

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

Textbooks and Set Texts editions

*Dines Andersen, *A Pāli Reader and Pali Glossary*, 2 vols. (1901)

Rune E. A. Johansson, *Pali Buddhist Texts: An Introductory Reader and Grammar* (1981)

Thomas Oberlies, *Pāli: A Grammar of the Language of the Theravāda Tipiṭaka* (2001)

1006 SANSKRIT

Course Description and Set Texts

Candidates will be expected to acquire knowledge of Sanskrit grammar, syntax, and vocabulary (as set out in W. Maurer's *The Sanskrit Language*) and understand its importance for the exegesis of Sanskrit texts.

Passages from a range of relevant Hindu and Buddhist texts will be chosen for translation, discussion and philological comment.

For 2023 this includes passages from the Chāndogya Upaniṣad, the Bhagavadgītā, the Haṭhayogapradīpika and Nāgārjuna's Pratītyasamutpādaḥṛdayakārikā with auto-commentary.

Students for Sanskrit will begin by attending classes in the rudiments of Sanskrit alongside Pali students.

Aims

- to enable students to understand the essentials of Sanskrit grammar and syntax and demonstrate this by commenting on grammatical points in texts
- to acquire a basic vocabulary
- to be able to appreciate the interpretative nature of translation as a discipline

Objectives

Students who successfully complete this paper will:

- have mastered elementary Sanskrit as set out in Walter Maurer's *The Sanskrit Language*.
- be able to translate and comment on selected passages
- be able to answer questions on elementary Sanskrit grammar
- be able either to translate simple English sentences into Sanskrit or to compare and contrast translations

Course delivery

1 x 60 minute and 1 x 120-minute classes per week in MT and HT and in weeks 1-4 of TT (40 classes/60 hours in total).

Sanskrit students will attend the same 'Sanskrit and Pali' classes as Pali students in Michaelmas Term and weeks 1-4 of Hilary Term. From week 5 of Hilary Term, Sanskrit and Pali students will study in separate classes.

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

Text books and Set Text Editions

*Walter Maurer, *The Sanskrit Language*. Routledge 2009. (required in Michaelmas)

Bjarne Wernicke-Olesen, *Gudernes Sprog*. Universe 2014 (Sanskrit grammar and reader in 2 vols. English translations of relevant chapters and Sanskrit texts will be provided in class)

Arthur Anthony Macdonell, *A Practical Sanskrit Dictionary: With Transliteration, Accentuation and Etymological Analysis Throughout*. Oxford University Press and Motilal Banarsidass; various editions.

1101 INTRODUCTION TO THE STUDY OF THE BIBLE

Course Description

This first-year paper investigates the nature and purpose of the Bible, giving attention not only to the content of the biblical books but also to aspects of their historical setting as well as their interpretation and reception in Jewish and Christian belief and practice.

The textual focus is on narratives concerning Abraham (Genesis 12–25) and Jesus (the Gospel of Luke). Examination gobbets will come from eight specific chapters, namely Genesis 15–17 and 22, and Luke 9, 15–16 and 22. The English translation of the Bible used in examinations will be the New Revised Standard Version.

Aims

To provide students with an intelligent understanding of the nature and purpose of the Bible, including some consciousness of both the historical origins of the Bible and its subsequent importance.

Objectives

Students who successfully complete this paper will:

- have a good knowledge of the content of the Bible, including an awareness of the Bible's major theological themes, literary concepts and philosophical ideas
- have a general acquaintance with the varying historical circumstances of the origin and development of the Bible in a variety of periods and cultures
- understand the importance of the Bible for Jewish and Christian beliefs and practices as well as its impact on wider culture
- be able to comment intelligently on particular assigned texts, demonstrating an awareness of different methods and approaches to interpretation

Course Delivery

- 8 lectures on each of Introduction to the Study of the Hebrew Bible/Old Testament and Introduction to the Study of the New Testament in Michaelmas Term (16 lectures in total).
- 8 text classes: 4 on Genesis in Hilary Term and 4 on Luke in Trinity Term
- 6-8 tutorials

Indicative Pattern of lectures on Introduction to the Study of the Hebrew Bible/Old Testament in Michaelmas Term

Week	Topics
1	What is the Old Testament? Or the Hebrew Bible?
2	Composition, Literary History, and Ancient Israelite Historiography
3	Ritual, law and the priestly traditions
4	Prophecy before and after exile
5	Deuteronomy and biblical historiography
6	Prayer, scripturalised prayer and liturgical prophecy
7	Who is a Sage and the traditions of Wisdom
8	Interpretation, within and beyond the Bible

Indicative pattern of lectures on Introduction to the Study of the New Testament in Michaelmas Term

Week	Topics
1	A Survey of the New Testament
2	From Jesus to the Written Gospel
3	From Mark to Matthew
4	Luke, Acts and History
5	John and the Son of God
6	The Life and Letters of Paul
7	From Hebrews to Revelation
8	The Two-Testament Bible as Christian Scripture

Classes

Hilary Term	4 Classes across the term	Genesis 15-17, 22
Trinity Term	4 Classes in Weeks 1-4	Luke 9, 15-16, 22

Suggested pattern of Tutorials

HB/OT 1	What are the goals and achievements of Genesis 12-25?
HB/OT 2	Why are there different sources preserved in the Pentateuch?
HB/OT 3	Why was Abraham chosen?
HB/OT 4	How are covenant and faith understood in Genesis?
NT 1	What are the aims, settings and sources of Luke’s Gospel and Acts?
NT 2	Prophet, healer, martyr, Lord: Who is Jesus for Luke?
NT 3	What is the meaning and purpose of Jesus’ death in Luke?
NT 4	How and why does Luke use the Old Testament?

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

1201 THE FIGURE OF JESUS THROUGH THE CENTURIES

Course Description

Jesus of Nazareth is agreed to be one of the most important figures in the history of the world. The major Christian churches teach not only that he was the foremost of the prophets, but that he is eternally the Son of God, the Second Person of the Trinity. They also teach that his work as a man included not only his public miracles and his oral teaching but an invisible ministry of reconciling human beings to the God from whom they had been estranged by sin. Even for Christians who do not subscribe to traditional teachings, he remains a moral exemplar and an object of devotion. Muslims revere him as a prophet, a number of Jews and Hindus have found a place for him in their faith, and he has been a frequent subject for poets and novelists, whatever their religion.

This paper therefore considers Jesus of Nazareth not only as a subject of Christian proclamation, but also as a subject of imaginative or philosophical reflection in Christian and other traditions. The examination will be divided into two sections, A and B: candidates will be expected to answer two questions from one section and one from the other.

Section A

The Gospel of John

The Epistle to the Hebrews

Athanasius, *On the Incarnation*

the Niceno-Constantinopolitan Creed of 381

the Chalcedonian Definition of 451

Anselm of Canterbury, *Why God became Man*

Nicholas Cabasilas, *The Life in Christ*

Martin Luther, *On Christian Freedom*

John Calvin, *Commentary on John's Gospel*, chapter 1 verses 1-18, with *Institutes* II.12-17

David-Friedrich Strauss, *Life of Jesus*, introduction (sections 1-16) and concluding dissertation (sections 144-152)

Charles Gore (ed.), *Lux Mundi*

Rudolf Bultmann: *Jesus and the Word*

The Barmen Declaration of 1934

Dei Verbum (Constitution of the Second Vatican Council on Divine Revelation)

Edward Schillebeeckx, *Christ. The Sacrament of the Encounter with God*

Questions in Section A will concern the nature, ministry, teaching and example of Jesus as these have been understood in the public teaching of the chief Christian denominations. Students will be expected to be familiar with the ecumenical doctrines of the Trinity and the incarnation of Jesus Christ as second person of the Trinity. They will also be expected to know how these doctrines have informed different understandings of the redemption of the

world through his death and resurrection, and how Christians have understood the ends and duties of life in the light of this redemption.

Section B

The Revelation of John

Bart Ehrman (ed.), *The Apocryphal Gospels*

Augustine of Hippo, *Confessions* Book 7

Julian of Norwich, *Revelations of Divine Love*

Thomas à Kempis, *On the Imitation of Christ*, part 1

St John of the Cross, *Poems*, trans. Roy Campbell

John Milton, *Paradise Lost*, Book 7

Friedrich Schleiermacher, *Christmas Eve*

(Anon: Russian Orthodox), *The Way of a Pilgrim*

Fyodor Dostoevsky, *The Brothers Karamazov*, chapter 5 (“The Grand Inquisitor”)

Friedrich Nietzsche, *The Antichrist*

The majority of questions in Section B will concern the relation between the Jesus of the gospels and/or ecclesiastical dogma to Christian devotion, philosophy, literature, culture, aesthetics and social policy. There will also be questions on the place of Jesus in other religious traditions.

Aims

- to introduce students to the study and practice of Christian doctrine through the figure of Jesus as the universal focus of theological reasoning and reflection
- to promote awareness of the significance of Jesus in all areas of Christian life, reflection and church practice
- to introduce students to the religiously plural context in which the doctrinal significance of Jesus is considered
- to promote reflection on the relation between theology and culture, both within and outside the Christian sphere

Objectives

A student who has attended the lectures and prepared thoroughly for eight tutorials may be expected:

- to be aware of the content of the ecumenical creeds of the Church;
- to have some understanding of the relation between scriptural exegesis and the formulation of doctrine
- to be aware of ways in which belief has informed life and conduct for Christians over the centuries
- to be aware of some responses to the religiously plural context in which Christian theology is studied and practised

Course Delivery

Lectures will review important literature in sections A and B; tutorials will allow tutors and students to choose special areas of study.

- 16 lectures
- 6-8 tutorials

Indicative Pattern of Lectures in Michaelmas and Hilary Terms

Weeks	Topics
MT 1	Jesus of Nazareth as Son of God <i>Gospel of John, Hebrews</i>
MT 2	The Christ of the Creeds, 200-500 A.D. <i>Athanasius, Nicene Creed, Chalcedonian Definition</i>
MT 3	Christ the Redeemer Ransom theories, Christus Victor, Anselm, mediaeval spirituality
MT 4	The Liturgical Body of Christ <i>Sacramental theology, Cabasilas</i>
MT 5	Christ set free? The Gospel of the Reformation <i>Luther, Calvin</i>
MT 6	Jesus in Doubt: the Enlightenment and after <i>Strauss, Renan</i>
MT 7	Jesus and the World Wars <i>Bultmann, Barmen Declaration</i>
MT 8	Many Churches, one Christ? The Modern Situation <i>Verbum Dei, Schillebeeckx</i>
HT 1	The Apocryphal Jesus <i>Early apocryphal and gnostic gospels</i>
HT 2	Jesus the conqueror <i>Gospel of Nicodemus, Milton</i>
HT 3	Jesus the lover <i>Augustine, Julian of Norwich, Thomas a Kempis</i>
HT 4	Two poets <i>John of the Cross, Gerard Manley Hopkins</i>
HT 5	Jesus on Trial <i>Dostoyevsky and Nietzsche</i>
HT 6	Jesus in his original milieu <i>Jewish views of Jesus, John Yoder, liberation theology, some novelistic reconstructions</i>
HT 7	Jesus in Islam <i>Qur'an, Gospel of Barnabas, Ibn Arabi, Rumi</i>
HT 8	Jesus and India <i>Jesus and Buddha, Jesus and Krishna, apocryphal gospels of Jesus in India</i>

Assessment

Assessment for this paper will be by three-hour examination in the Trinity Term.

1301 RELIGION AND RELIGIONS

Course description

This paper focuses upon the definition and the diversity of the human phenomenon of religion.

Thematic focus for study of each religion

Study of the religious tradition, especially for and in tutorials, will focus on a specified theme, as follows:

Religious Tradition	Thematic focus
Buddhism	BOTH (i) The Buddha's life, the three jewels, the four noble truths, the eightfold noble path, the three characteristics. AND (ii) Differences between early Buddhism and the Mahāyāna, the concept of the <i>bodhisattva</i> , the enlightened mind (<i>bodhicitta</i>), the Mahāyāna conception of the Buddha
Hinduism	BOTH (i) Ideas of the divine AND (ii) Devotion and spiritual practice
Islam	BOTH (i) The Shahadah AND (ii) belief, practice and spirituality.
Judaism	Covenant

Aims

This paper provides students with an awareness of the academic study of religion, and a critical framework for describing the religious dimensions of human life. It will introduce the different ways in which the notion of 'religion' may be approached and understood. The paper will demonstrate the complexity of attempts to define religion, and will demonstrate how the object of study that we call 'religion' may shift depending on the approach used and the questions asked. The paper will also offer an introduction to four of the major 'world religions'.

Objectives

Students should:

- be aware of how the study of religion draws on multiple fields and disciplines, what they are, and how they differ
- be aware of some attempts to define 'religion,' as well as the limits of such approaches
- gain an awareness of the diversity of religions and of some distinctive religious beliefs and practices from around the world, and they should be cognizant of the benefits and limitations of comparing religions
- acquire the skills of reading, analyzing, and writing about some of the main works in the historical study of religions, and understand various disciplinary approaches
- learn to defend what they have written against critical comment

Course Delivery

16 lectures

6-8 tutorials

Students will receive between six and eight tutorials for this paper, of which at least four will concern theoretical and methodological approaches, and at least two will focus on the study of one of: Buddhism, Hinduism, Islam or Judaism. Students will ordinarily have one tutor for the four themes/ methods tutorials, and may either stay with the same tutor or move to another for the two tutorials relating to one religion.

The first eight lectures, in Michaelmas term, introduce some of the broad questions asked and methodological approaches applied in Religious Studies (including those drawn from Anthropology, Sociology, Psychology, History and Phenomenology), while the next eight lectures, in Hilary, offer brief introductions to four of the world's major religious traditions: Judaism, Islam, Hinduism and Buddhism.

In light of the need for students to specialise in a religious tradition for two tutorials, students are strongly advised to attend all the lectures in Hilary Term on Judaism, Islam, Hinduism and Buddhism. Most students have little background in these traditions, and these lectures serve two purposes. They both enable students to make an informed choice of which tradition to study further, based on the specific content and approach of the Faculty's courses, and also deliver teaching appropriate to the Prelims examination

Indicative Pattern of Lectures in Michaelmas and Hilary Terms

Weeks	Topics
MT 1	The Meaning of 'Religion'
MT 2	The Anthropology of Religion
MT 3	The Sociology of Religion
MT 4	The Psychology of Religion
MT 5	The Phenomenology of Religion
MT 6	Comparative Religion
MT 7	Feminism and the Study of Religion
MT 8	Science and the Study of Religion: evolutionary biology and cognitive psychology
HT 1	Judaism
HT 2	Judaism
HT 3	Islam
HT 4	Islam
HT 5	Hinduism
HT 6	Hinduism
HT 7	Buddhism
HT 8	Buddhism

Assessment

Assessment for this paper is by three-hour written examination in Trinity Term. In the examination, students will be asked to answer three questions, of which AT LEAST ONE should be from Section A on themes and methodological approaches to the study of religion, and AT LEAST ONE should be from Section B, on one individual religious tradition.

RECOMMENDED PATTERNS OF TEACHING

This grid indicates the pattern of teaching recommended by the Faculty for each paper. It represents in tabular form the information already included above in the schedule of papers. This pattern is not prescriptive and, as you will see, allows considerable flexibility but it is intended to help students and tutors plan students' workload. All details are subject to change.

Students may usually expect to prepare for and attend 22 tutorials in the first year of the course. The distribution of these tutorials between papers 1101, 1201 and 1301 is decided by the student's college.

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
1001 New Testament Greek	MT		24			The tabulated figures refer to the number of class hours. The distribution and length of classes (45-120 minutes) varies according to Language. Please see the Course Delivery section of individual paper descriptions. The number, distribution and nature of classes in TT may vary according to the judgement of language instructors and the particular requirements of individual languages. Pali and Sanskrit students attend the same classes until week 5 of HT.
	HT		24			
	TT		12			
1002 Biblical Hebrew	MT		24			
	HT		24			
	TT		12			
1003 Church Latin	MT		24			
	HT		24			
	TT		12			
1004 Qur'ānic Arabic	MT		24			
	HT		24			
	TT		12			
1005 Pali	MT		24			
	HT		24			
	TT		12			
1006 Sanskrit	MT		24			
	HT		24			
	TT		12			

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
1101 Introduction to the Study Of The Bible	MT	16		6-8		
	HT		4			
	TT		4			
1201 The Figure of Jesus through the Centuries	MT	8		6-8		
	HT	8				
	TT					
1301 Religion and Religions	MT	8		6-8		Students are expected to attend lectures on all four religious traditions in HT.
	HT	8				
	TT					

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in your course handbook.