

## Module specification

<b>Title</b>	Spirituality & Missional Context				
<b>Code</b>	MS3	<b>Faculty</b>	Education & Theology	<b>Cost Centre</b>	
<b>Level</b>	FHEQ 7 YSJU M	<b>Credits</b>	30	<b>Total Learning Hours</b>	300
<b>Pre-requisites</b>	None			<b>Barred Combinations</b>	ML3, CM3, UM3

Learning and Teaching			
Type of Learning Activity	comprises	hours	weeks
Timetabled Contact:	Block learning (+ regional networks)	30	16
Independent Study:	Reading primary and secondary sources, accessing and completing verbatim, researching and preparing assignments	270	16
Total:		300	16

Rationale and Aims
<p>This module focuses on historical and contemporary models and examples of missional movements and their spirituality (with particular attention to a variety of concepts such as positionality; that is where one is located and with whom one takes a stand in the world). It then seeks to relate these models and examples to our wider cultural context and to the student's own local context.</p> <p>Aims:</p> <ol style="list-style-type: none"> <li>1. To enable students to develop critical understandings of various approaches to spirituality in different missional contexts including critical engagement with the challenges of economic and ecological crises</li> <li>2. To allow students to explore historical and contemporary approaches to Christian spirituality, including their biblical and theological underpinnings</li> <li>3. To enable students to gain advanced skills in adapting models to postmodern, post-Christendom contexts deeply affected by religious pluralism</li> <li>4. To enable students to critically and constructively assess the relationship between spirituality and mission in their own local context</li> </ol>

Learning Outcomes
<p><i>Upon successful completion of the module students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Critically examine how particular spiritual practices, disciplines and dispositions enable mission in specific contexts</li> <li>2. Enhance their skills and imagination in developing appropriate spiritual practices, disciplines and dispositions relevant to their local communities</li> <li>3. Critique their own approach to spirituality and the practices of their church or organisation in terms of its sensitivity and appropriateness to local context and to contemporary social and environmental movements</li> </ol>

Assessment (please include expected word length (for text-based assessment))			
#	description	weighting	learning outcomes
1	3500 word research project	50%	1, 3
2	Presentation	30%	1, 2, 3
3	Personal development task	20%	2, 3
<p><b>Qualified Failures:</b> in order to pass the module, students must achieve at least: (for modules with more than one summative assessment component please delete as applicable)</p> <p>A mark of 20 in each component and an overall pass mark</p>			

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<b>Indicative Content</b>
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Critically explore missional movements and denominations (such as the Celtic Church, the Jesuits, and inter alia Pentecostalism) to see how their spiritual practices supported their mission in particular historical/cultural contexts</li> <li>2. Critically explore a range of marginal missional movements (such as the rise of early Christianity and the emergence of spiritualities of liberation by marginalised groups in contexts of structural oppression – e.g. Latin American liberation spirituality, and African-American ‘beloved community’ spirituality) and a range of ‘monastic’ missional movements (such as desert and Benedictine monasticism and the emergence of new monastic and new friar movements)</li> <li>3. Critically examine the appropriateness of contemporary Christian approaches to spirituality in the context of both their local community and the wider cultural context of globalisation, postmodernism, secularism, and evaluate various ‘sustainable’ responses to global crises</li> <li>4. Broaden their understanding of contemporary spirituality outside of the church (such as the New Age movement, interest in angels and appropriation of Eastern mystical practices) and critically explore the implications for Christian spirituality</li> </ol>
<b>Library Resources</b>
<p><i>Indicative essential book provision (5 examples):</i></p> <ol style="list-style-type: none"> <li>1. Bessenecker, S., (ed.) <i>Living Mission: The Vision and Voices of New Friars</i> (Downers Grove: IVP Books, 2010)</li> <li>2. Bingemer, M.C &amp; Casarella, P., (eds.) <i>Witnessing: Prophecy, Politics, and Wisdom</i> (Maryknoll: Orbis Books, 2014)</li> <li>3. Miller, D., &amp; Yamamori, T., <i>Global Pentecostalism: The New Face of Christian Social Engagement</i> (London: University of California Press, 2007)</li> <li>4. Smith, J. K. A., <i>How (Not) to be Secular: Reading Charles Taylor</i> (Grand Rapids, MI: Eerdmans, 2014)</li> <li>5. Hammer, O, and Rothstein, M., <i>The Cambridge Companion to New Religious Movements</i> (Cambridge: Cambridge University Press, 2012)</li> </ol>
<p><i>Indicative journals / periodicals (3 examples from current subscriptions):</i></p> <ol style="list-style-type: none"> <li>1. Journal The Way</li> <li>2. Journal of Contemporary Religion</li> <li>3. Journal of Pastoral Theology</li> </ol>
<p><i>Audio-visual / non-printed material:</i></p> <p>None</p>
<b>ICT Resources</b>
<p><i>Hardware</i></p> <p>N/A</p>
<p><i>Specialist software</i></p> <p>Moodle (online VLE) ATLA database and e-library</p>
<b>Media Resources</b>
<p><i>AV equipment</i></p> <p>Data projectors, DVD player</p>
<b>Title(s) of award bearing programmes to which the module contributes</b>
<p>MA Mission Spirituality PG Dip Mission Spirituality PG Cert Mission Spirituality MA Missional Practice PG Dip Missional Practice</p>

## Module specification

<b>Version</b>		<b>In use from</b>		<b>To</b>	
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External Examiner Code:	
Fee Profile:	
Date Approved:	

### Notes