



# **Handbook for Students**

# **Preliminary Examination in Theology and Religion**

**For examination in**

**2018**

HANDBOOK FOR STUDENTS TAKING THE PRELIMINARY EXAMINATION IN THEOLOGY AND RELIGION IN 2018

This Handbook applies to students starting the BA in Theology and Religion in Michaelmas term 2017. The information may be different for students starting in other years.

The *Examination Regulations* relating to this course are available [here](#). If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the Director of Undergraduate Studies at the Faculty of Theology and Religion or by email to [dus@theology.ox.ac.uk](mailto:dus@theology.ox.ac.uk).

The information in this handbook is accurate as at **28/09/2017**, however it may be necessary for changes to be made in certain circumstances, as explained at the [Potential Course Changes website](#). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

The up to date version of this handbook is available on the [Faculty's WebLearn area](#)

Version	Purpose/Change	Date
1.0	2018 Edition	28/09/2017

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## 1. General Information and Advice

### Welcome from the Chair of the Faculty Board



Welcome to Oxford and the Faculty of Theology and Religion!

Beginning a course here can be exciting and daunting; daunting, particularly as you negotiate the college systems and the University more widely. So this handbook is designed to give you as much help and information as possible about your specific course, the BA in Theology and Religion. Questions will no doubt remain, but support and advice is always on hand - especially from course tutors at your college. But there's also the Undergraduate Director of Studies and people listed under Useful contacts and sources of information. We are all very happy to help. Meanwhile settle in, enjoy, and make the most of the many opportunities here to learn and grow – these are fundamental to the success of this first year. And I wish you the very best as you launch ahead.

Professor Graham Ward

### Welcome from the Director of Undergraduate Studies



I am delighted to welcome you to the Faculty of Theology and Religion. The first year programme for the BA in Theology and Religion showcases key areas of teaching and scholarship here in Oxford. We hope that you will enjoy experiencing an exciting range of what we have to offer, whether you are exploring familiar subjects or discovering new ones. My colleagues and I look forward to working with you and are ready and able to offer advice and support. You should feel free to contact me concerning any academic matters.

Please accept all my very best wishes as you begin your degree.

Dr Mary Marshall

## Introduction

This Handbook applies to students starting the BA in Theology and Religion in Michaelmas term 2017. The information may be different for students starting in other years. The curriculum is set by the University, which grants degrees and therefore examines for them, but teaching, apart from lectures and classes, is normally arranged by your college. In the course of your degree you will be assessed by two university examinations: the Preliminary Examination, taken after your first year, and the Final Honour School taken at the end of your third year. This Handbook details the curriculum for the Preliminary Examination which takes place at the end of Trinity Term 2018.

The aim of this Handbook is to inform you of the subjects available for your course, the tuition that will normally be provided, and the form of the examinations for individual papers. Examinations at Oxford are governed by [Examination Regulations](#), which are published annually at the start of Michaelmas term. The prescriptions in the 2016 edition of *Examination Regulations* govern the 2017 Preliminary Examination in Theology and Religion. This handbook should be read in conjunction with the [relevant section](#) of those Regulations. If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. This Handbook also contains information about the Examination Conventions, which guide examiners in marking and awarding results. Revised annually, you will be sent a copy of the Conventions relating to your examination by your Board of Examiners in good time before your exams.

The Preliminary Examination ('Prelims') is the 'First Public Examination'. Everyone must pass the Preliminary Examination in some part before entering for the Final Honour School. Graduates of other universities can apply through their colleges for Senior Status, which exempts them from taking the First Public Examination. Unless you are exempt, your college may require you to pass the First Public Examination before your fourth term from matriculating, as a condition of continuing at Oxford.

After the Preliminary examination you will be issued with a Handbook detailing the curriculum for the Honour School of Theology and Religion.

Other key sources of information are the [Faculty's website](#), with links to lecture courses, and the [Faculty's WebLearn area](#), where you can access booklists, official forms, and other useful resources. The [Oxford University's Students'](#) website offers further information, as do your college handbooks, available on college websites.

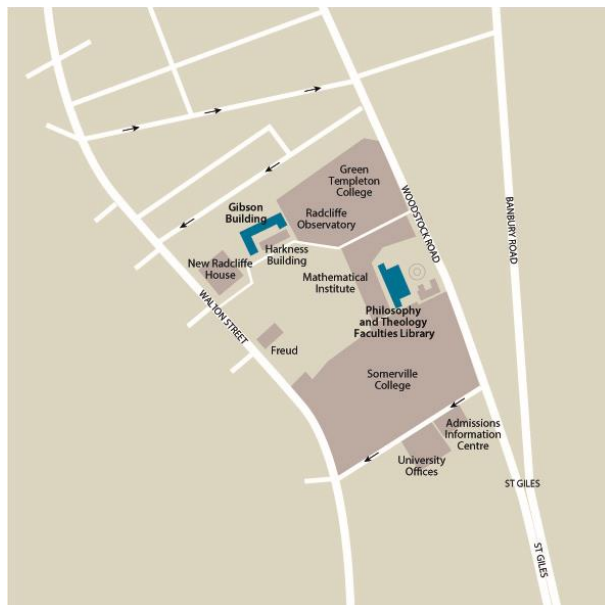
Please note that your college tutor is the first point of reference for all queries about your course. The Director of Undergraduate Studies can also be consulted about academic matters. Dr Mary Marshall ([mary.marshall@theology.ox.ac.uk](mailto:mary.marshall@theology.ox.ac.uk)) is Director of Undergraduate Studies.

## Useful Contacts and Sources of Information

Please note that your college tutor is the first point of reference for all queries about your course. The Director of Undergraduate Studies can also be consulted about academic matters.

### The Theology and Religion Faculty and Office

The Theology and Religion Faculty and Office is based at the [Gibson Building](#), Radcliffe Observatory Quarter, Woodstock Road, OX2 6GG.



The Faculty Office hours are from 9am to 5pm Monday to Thursday and 9am to 4pm on Friday. In the Faculty Office you will find:

**Alison Broadby**

Head of Administration and Finance

Tel: 01865 270791

[HAF@theology.ox.ac.uk](mailto:HAF@theology.ox.ac.uk)

**Fran Roach**

General Administrator

Tel: 01865 270797

[General.administrator@theology.ox.ac.uk](mailto:General.administrator@theology.ox.ac.uk)

**Kristine MacMichael**

Senior Academic Administrator

Tel: 01865 270061

[academic.administrator@theology.ox.ac.uk](mailto:academic.administrator@theology.ox.ac.uk)

**Kathrin Gowers**

Undergraduate Studies and Examinations  
Administrator

[undergraduate.enquiries@theology.ox.ac.uk](mailto:undergraduate.enquiries@theology.ox.ac.uk)

**Andreia Costa**

Graduate Studies and Communications  
Officers

[graduate.enquiries@theology.ox.ac.uk](mailto:graduate.enquiries@theology.ox.ac.uk)

We are always happy to help!

<b>Other Useful Contacts</b>
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***Director of Undergraduate Studies:***

Dr Mary Marshall

[Mary.marshall@theology.ox.ac.uk](mailto:Mary.marshall@theology.ox.ac.uk)

***Undergraduate Student Representatives:***

Undergraduate Student Representatives are elected on a yearly basis each Hilary Term to serve from the following Trinity Term, an up to date list is available on Weblearn.

***Welfare and Support Services***

Colleges have the lead responsibility for student welfare and can provide details of arrangements made to support their students. The University, in addition, provides for all students who require such support:

- a counselling service
- childcare advice
- disability assessment and advice
- a harassment advisory service

Further details of these services are included in the [Student Handbook](#), which is updated annually.

There are also two **Faculty Harassment Officers:**

Dr Andrew Teal

Pembroke College, telephone (2)86276

[andrew.teal@theology.ox.ac.uk](mailto:andrew.teal@theology.ox.ac.uk)

Prof. Sondra Hausner

St Peter's College, telephone (2)78897

[sondra.hausner@theology.ox.ac.uk](mailto:sondra.hausner@theology.ox.ac.uk)

Andrew and Sondra are the primary contacts within the Faculty for students with welfare concerns.



<b>Services for students and staff with disabilities</b>
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Colleges are able to provide help and special facilities.

The University operates a code of practice to provide equality of opportunity for those with disabilities. The Equality and Diversity Unit offers advice and guidance to disabled students and staff on a range of issues including disability related funding, benefits and other sources of support. The Faculty is part of the Common Framework on supporting Students with Disabilities. Further information, including details of the Common Framework, and useful contact details can be found at the [University Disability Advisory Service website](#).

The Coordinator for Faculty of Theology and Religion is [Alison Broadby \(Head of Administration and Finance\)](#). The Lead for the Faculty of Theology and Religion is Professor Anna Abulafia.

An Access Guide for People with disabilities, giving details about the accessibility of virtually all buildings within the University, is available from the Disability Advisers and from the Oxford Student Union Welfare and Equal Opportunities Officer (telephone 01865 (2)88466, email [advice@ousu.org](mailto:advice@ousu.org) ). It is also available on the University website at <http://www.admin.ox.ac.uk/access>.

If you have a disability and require support or equipment to help in some aspects of your study, every effort will be made to provide the best solution for you. It is important that you discuss your needs with your college tutors as soon as possible, preferably prior to arriving at Oxford in order that provision can be made. It is also important that the Faculty Office is made aware of any special access requirements.

The Disability Office work through a network of Disability Contacts at College and Departments in order to advise on the Disabled Students Allowance and appropriate study support needs.

Oxford University Library Services has a centre that provides support for students primarily with visual impairment but also those with specific learning disabilities (SpLD) or mobility impairment. The Accessible Resources Acquisitions and Creations Unit ([ARACU](#)) can provide texts in a range of alternative formats such as audio, digital and large print.

**Disability Librarian**

Teresa Pedroso

01865 (2)83862

[teresa.pedroso@bodleian.ox.ac.uk](mailto:teresa.pedroso@bodleian.ox.ac.uk).

Special arrangements can be made to help disabled students, including those with dyslexia, dyspraxia and other SpLDs in taking their University examinations. If you require

special arrangements please discuss this with their tutors and their College Doctor as soon as possible after arriving at the University.

**Further information can be obtained from the University Disability Office, +44 (0)1865 280459, email [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk), or see the University website at <http://www.ox.ac.uk/students/shw/das/>**

## Libraries

The library provision in Oxford University is outstanding but, at first glance, can appear a bit complicated. During your time in Oxford, you will have to use a variety of lending and reference-only libraries. Your college library will be your first port of call. It will provide you with a good selection of books that can be borrowed, but, except with permission, you have no access to college libraries other than your own. A more extensive range of books and journals is available from the relevant University libraries.

### ***The Bodleian Library***

The Bodleian is the University's main reference library. Full details of regulations, facilities and opening times can be found on its [website](#). The vast majority of the Bodleian's holdings (8 million items) are held in closed-access bookstacks. Works may be ordered from the stack to any of the libraries in the Bodleian Group, but delivery time is likely to be at least two to three hours, so advance planning is recommended. You must show your University Card to gain access to any part of the Bodleian. No books may be borrowed from the central Bodleian.

For Freshers, registration and induction to the Oxford Libraries' huge collections of resources takes place in groups by college during the week preceding the start of full Michaelmas Term. Your college tutor will inform you of the time and date pre-arranged with the library.

For printing, copying, and scanning, the [PCAS system](#) in operation across the Bodleian Libraries Group (which includes the PFTL) offers a range of services, paid for using an online account topped up by a debit/credit card.

### ***Philosophy and Theology Faculties Library (PFTL)***

The PFTL is based at the Radcliffe Humanities site, just opposite the Royal Oak pub, on Woodstock Road. It is the sole central lending library for multiple copies of items relevant to theology courses in Oxford and the entire collection is open access. A few books, some reference material, and all periodicals are confined to the library. For full details of opening times, regulations and facilities, please see the [PFTL website](#).

### ***Other Libraries***

There are over 100 separate libraries within the University, some of which will contain holdings that are relevant to your studies. Other libraries with particularly interesting holdings are the [Oriental Institute Library](#), the [Leopold Muller Memorial Library](#) (Biblical Studies, Judaism, Islam etc.) in the Oxford Centre for Hebrew and Jewish Studies, the [Sackler Library](#) (Biblical Archaeology, Classics etc.), and the [Pusey House Library](#).

Your college library may also hold a range of key texts and resources relevant to your course.

### WebLearn

The [Faculty's WebLearn area](#) is an excellent source of information. The [Undergraduates' section](#) provides access to up-to-date handbooks, information about the UJCC (see below) and course information, which is organised by paper, including specimen papers, book lists, forms, notices and other useful resources.

### Computing

All members of the University are subject to the [University's Regulations Relating to the Use of Information Technology Facilities](#).

Most colleges have a computer room with software for word-processing and other applications, connections to the central University machines and the Internet, and printers. Provision is also made for the use of personal laptops.

All rooms in the faculty building are covered by the Eduroam and OWL wireless networks. Access to these requires some computer configuration, details of which can be found on the [IT Services help website](#).

The Philosophy and Theology Faculty Library provides a number of networked PCs to allow users to access online e-resources, including subscription based databases, e-journals and the internet. In addition there is a PC available with word-processing and other software packages in one of the reading rooms. Printing is available from all PCs. Laptop computers may be used anywhere in the library. [Wi-Fi access](#) is available in the Faculty Library as well as in the Bodleian.

[Oxford University Computing Services](#) (OUCS) are at 13 Banbury Road, Oxford OX2 6NN (Telephone 01865 273200). The building is open Monday to Friday 8.30am–10.30pm (University Card required for entry after 5.30pm).

Undergraduates have access to the following:

- Courses on a wide variety of IT topics and training for the European Computer Driving Licence (ECDL)
- Help Centre for assistance with OUCS user accounts, IT problems etc
- Open-access terminals
- Shop for purchase of computers, software, cables, consumables etc

All new University members are automatically issued with a **Single Sign-On (SSO)** username and password. You will need to activate this account. It provides vital access to services such as [WebLearn](#), [Student Self-service](#) (including the self-registration system) and electronic library provision. It also allows you to access your university email account, which you should use for all email communication with the University. Students are automatically subscribed to a number of Faculty mailing lists which are the principal means of communicating important and urgent information. It is therefore essential that all students maintain their university email account and check it at least once a day. If you think you have been missed off a relevant mailing list, please contact the Faculty Office.

Please join the Faculty of Theology and Religion's [undergraduate facebook group](#) and use it to keep in touch with your fellow students and Faculty staff. You are also welcome to follow the [Faculty of Theology and Religion's official facebook site](#).

***University Policy on Recording Lectures and Other Formal Teaching Sessions***

Recording devices, such as smart phones and computers are now common place. The university has a [policy on recording lectures and other formal teaching sessions](#). Students are required to take note of this policy; breaches of this policy may be considered a disciplinary offence.

## Important Dates

### Dates of term

The academic year at Oxford University runs from October to June. The year is divided into three eight week terms, Michaelmas (autumn), Hilary (spring), and Trinity (summer).

<b>2017-18</b>	<i>Michaelmas 2017</i>	Sunday, 8 October	Saturday, 2 December
	<i>Hilary 2018</i>	Sunday, 14 January	Saturday, 10 March
	<i>Trinity 2018</i>	Sunday, 22 April	Saturday, 16 June
<b>2018-19</b>	<i>Michaelmas 2018</i>	Sunday 7 October	Saturday 1 December
	<i>Hilary 2019</i>	Sunday 13 January	Saturday 9 March
	<i>Trinity 2019</i>	Sunday 28 April	Saturday 22 June

### Calendar of Important Dates for the Preliminary Examination in Theology and Religion

<b>Michaelmas 2017</b>	
Wk 0, Thursday 5 <sup>th</sup> Oct 2017 3-5 p.m.	Induction for Freshers at the Faculty of Theology and Religion
Wk 0	Bodleian and Faculty Library Induction – details available from your college tutor
<b>Trinity 2018</b>	
Wk 5, Friday 25 <sup>th</sup> May 2018 5 p.m.	Deadline for (Prelims) students to submit form declaring preferred paper options for study in 2018-19 (first year of FHS).
Wk 7, Friday 9 <sup>th</sup> June 2017	Confirmed FHS paper allocations announced for study in 2017-18.
Wk 8	Preliminary Examinations - dates to be confirmed.
<b>Long Vacation</b>	
First week of Sept 2018	<i>Provisional</i> date for resit of Preliminary Examinations, as required.

## 2. The Course Content and Structure

This handbook presents the curriculum for the Preliminary Examination in Theology and Religion which takes place in June 2018. It is the First Public Examination leading to the Honour School of Theology and Religion. You will graduate from this course after three years of study with a BA in Theology and Religion. You may also wish to consult the [University Awards Framework](#) (detailing FHEQ level and credit rating), and the [QAA subject benchmark statement for Theology and Religious Studies](#).

### **Aims and Objectives for Undergraduate Courses in the Faculty of Theology and Religion**

The programme aims to enable its students to:

1. read widely, acquiring knowledge of the history and literature of at least one religious tradition;
2. pursue a curriculum that is broad and balanced in respect of historical and generic range, analytical approach, depth, and conceptual sophistication;
3. develop their critical, analytical and comparative skills by engagement with a wide range of texts;
4. acquire competence in at least one of five languages of a sacred text (Arabic, Greek, Hebrew, Pali, or Sanskrit)
5. think critically and in an historicised manner about the complex relationship between religious texts and their social, political, cultural and other relevant contexts;
6. select and analyse appropriate examples to investigate, analyse, and assess competing historical and critical viewpoints;
7. develop as independent learners and thinkers;
8. develop skills in the marshalling and deployment of evidence, and in the oral and written exposition of complex ideas through discursive analysis and argument;
9. engage and enhance their enthusiasm for the subject and their awareness of its social and cultural importance; and
10. be appropriately prepared for further academic work in Theology and Religion or related disciplines, or for a range of other careers.

## Intended learning Outcomes

<b>Knowledge and Understanding</b>
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On completion of the Bachelor of Arts in Theology and Oriental Studies students should have:

1. Gained knowledge and understanding of the Christian tradition, through study of the Bible, the development of Christian doctrine in its historical context, and the thought of modern theologians, and been given the opportunity to study another world religion.
2. Been enabled to form their own judgement on the main themes of Theology and Religion, drawing upon insights from the various sub-disciplines in which they have been engaged.
3. Been enabled to make connections between Christian Theology and modern intellectual developments.
4. Developed critical and analytical skills, and the ability to combine insights from such disciplines as history, the reading of texts in their cultural contexts, and the examination of the coherence of truth claims in religion.
5. Become familiar with key concepts and principles.
6. Developed independence of learning and of approach, and a faculty for critical thinking.
7. Developed the ability to read with sensitivity texts from different ages and/or traditions, through following a structured programme of regular reading assignments.
8. Developed and presented (usually in writing) to their tutors their own critical understanding of the issues studied, acquiring good written communication skills, the ability to formulate arguments clearly, and good organisational skills.
9. Received regular tutorials (and/or seminars) with specialist tutors.
10. Received regular oral or written feedback on written work.
11. Had the opportunity to attend lectures designed to complement their other teaching on their chosen core and specialist papers.
12. taken an active role in planning a path through your programme,
13. acquired knowledge of at least one of the biblical languages, and been given the opportunity to develop the skill of reading a biblical text in the original language and of commenting on it critically.

<b>Skills and attributes</b>
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On completion of the Bachelor of Arts in Theology and Oriental Studies students should have the ability to:

***Intellectual Skills***

1. demonstrate comprehension of and intelligent engagement with the richness of at least one religious tradition in its varied and central forms;
2. state clearly, discuss, and demonstrate critical comprehension of some of the following: the political, social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions of the religion(s) studied;
3. discuss and demonstrate, where appropriate, critical comprehension of the religion's or religions' classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social or geographical settings;
4. evaluate and critically analyse a diversity of primary and secondary sources, including materials from different disciplines;
5. demonstrate comprehension and critically analyse a range of themes, debates and methods of the discipline and where appropriate related disciplines from, for example, the humanities or social sciences and evaluate a range of critical scholarship associated with these disciplines;
6. represent views other than the student's own sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity without denigration of others, through critical engagement in a spirit of generosity, openness and empathy;
7. demonstrate with sensitivity awareness of the passion and claims to certainty that may arise in religious traditions, with their positive and negative effects demonstrate sophisticated understanding of the multi-faceted complexity of religions, for example in the relationship between specifically religious beliefs, texts, practices and institutions, and wider social and cultural structures, norms, aesthetics and aspirations;
8. demonstrate intellectual flexibility through the practice of a variety of complementary methods of study (e.g., philosophical, historical, systematic, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological);
9. demonstrate awareness of and critical assessment of religious contributions to debate in the public arena about, for example, values, truth, beauty, identity, health, peace and justice; and
10. demonstrate a sophisticated understanding of how personal and communal identities and motivations are shaped by religion, how this has both constructive and destructive effects, and how important such identities are.



***Practical Skills***

1. find information, organize it well, and deploy it effectively;
2. utilize material critically and analytically;
3. make appropriate use of advanced literacy skills;
4. communicate ideas clearly in diverse written and oral formats;
5. work well independently, with a sense of self-direction;
6. work constructively with others; and
7. organize and utilize time effectively, and work under pressure to deadlines.

***Transferable Skills***

1. communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organized and presented;
2. communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience;
3. identify, gather and analyse primary data and source material, whether through textual studies or fieldwork;
4. attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others;
5. engage with empathy, integrity and critical reflection with the convictions and behaviours of others;
6. work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilized effectively;
7. undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner;
8. make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations;
9. use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations; and
10. show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

## Course Description

Please read this information in conjunction with the [relevant section](#) from the current *Examination Regulations*.

This examination is the normal route to the Honour School of Theology and Religion.

The following papers may be offered for the Preliminary Examination in Theology and Religion:

- 1101 *Introduction to the Study of the Bible*
- 1201 *The Figure of Jesus through the Centuries*
- 1301 *Religion and Religions*
- 1001 *New Testament Greek*
- 1002 *Biblical Hebrew*
- 1003 *Church Latin*
- 1004 *Qur'ānic Arabic*
- 1005 *Pali*
- 1006 *Sanskrit.*

All students must take 1101, 1201 and 1301.

Additionally, you must choose at least one from amongst papers 1001, 1002, 1003, 1004, 1005 and 1006. As these are introductory language courses, students are advised not to take a language that they have already studied beyond GCSE level. Because teaching provision is dependent upon viable subscription, it cannot be guaranteed in any given year that instruction will be available for the following language options: Qur'ānic Arabic, Pali, and Sanskrit. Please talk to your college tutor about the availability of teaching when selecting your preliminary papers.

## **Descriptions of individual papers to be examined in Trinity Term 2018 for the Preliminary Examination in Theology and Religion**

The paper description amplifies, where appropriate, what is in the *Examination Regulations*. 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.

Extensive booklists and other information to accompany the following paper descriptions can be found on the [Faculty's WebLearn area](#).

### **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 J. Duff's *The Elements of New Testament Greek*) and understand its importance for the exegesis of the New Testament, with particular reference to a selection of texts from Luke's Gospel which reflect the Lukan set texts from the Introduction to the Bible paper (1101). Passages from the text (which will be that of the United Bible Societies, 5<sup>th</sup> Edition) will be chosen for translation, discussion and grammatical comment. For 2017 these will be Luke 10, 13-16, 19.

#### **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 J. Duff's *The Elements of New Testament Greek*
- be able to translate and comment on selected passages from the Gospel of Luke
- 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**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6th class offered each fortnight. This 6th class per fortnight will be used to cover areas such as:

- Study skills (e.g. how to learn vocab)
- Consolidating and revising difficult grammatical issues
- Class tests
- Further linguistic discussion
- Textual criticism
- Prose composition
- Translation comparison

### **Assessment**

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

### **Text books and Set Text Edition**

Jeremy Duff, *The Elements of New Testament Greek*. Cambridge, 2010 (note that this is an updated version of the 2005 edition).

*The Greek New Testament* (United Bible Societies 5<sup>th</sup> edition) ed. Barclay M. Newman and Florian Voss.

<b>1002 Biblical Hebrew</b>
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### **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. We will complete our textbook (J. Weingreen, *Practical Grammar of Classical Hebrew*, 2nd ed) in Hilary term and begin our set texts (Genesis 12, 15, 22). We will also begin working through more advanced composition (translation English to Hebrew) based primarily on

the annotated texts in J. Weingreen, *Classical Hebrew Composition* (you are not expected to purchase this text).

**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 J. Weingreen, *Practical Grammar of Classical Hebrew*, 2nd ed
- 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 either to translate simple English sentences into Biblical Hebrew or compare and contrast translations of the set texts.

**Course Delivery**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6th class offered each fortnight.

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**

J. Weingreen, *A Practical Grammar for Classical Hebrew* (Clarendon press, Oxford, 2nd edition, 1959). (Required in Michaelmas)

Hebrew Bible (Biblia Hebraica Stuttgartensia 5th ed). (Required in Hilary)

Larry A. Mitchell, *A Student's Vocabulary for Biblical Hebrew and Aramaic* (Grand Rapids: Zondervan, 1984). (Required in Hilary Term)

<b>1003 Church Latin</b>
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### **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 is on narratives concerning Abraham (Genesis 12–25) and Jesus (the Gospel of Luke). Examination of language attainment will come from eight specific chapters, namely Genesis 15–17 and 22, and Luke 9, 15–16 and 22. Other texts will also be read in classes (but not prescribed for examination).

### **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 either to translate simple English sentences into Church Latin or to compare and contrast translations

### **Course delivery**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6th class offered each fortnight. This 6<sup>th</sup> class per fortnight will be used to cover areas such as:

- Study skills (e.g. how to learn vocabulary)
- Consolidating and revising difficult grammatical issues
- Class tests
- Further linguistic discussion
- Textual criticism
- Prose composition
- Translation comparison

### **Assessment**

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

### **Text Book and Set Texts Editions**

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

Augustine *Confessions* (Latin text and commentary online at <http://www.stoa.org/hippo>; English translations plentiful, eg. *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]

<b>1004 Qur'ānic Arabic</b>
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### **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). Short passages from the Qur'an will be chosen for translation and grammatical comment.

### **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.

### **Course delivery**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6th class offered each fortnight. This 6th class per fortnight will be used to cover areas such as:

- Study skills (e.g. how to learn vocab)
- Consolidating and revising difficult grammatical issues
- Class tests
- Further linguistic discussion
- Textual criticism
- Prose composition
- Translation comparison

### **Assessment**

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

### **Text Books and Set Texts Editions**



Wheeler M. Thackston, *An Introduction to the Koranic and Classical Arabic* (Ibex Publishers, 1994)

Kees Versteegh, *The Arabic Language* (Edinburgh University Press; revised edition, 2014)

M.G. Carter, *Sibawayhi* (Oxford University Press 2004)

W. Wright, *A Grammar of Arabic Language*<sup>3</sup> (Simon Wallenburg Press, 2007): a high level grammar work.

<b>1005 Pali</b>
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### **Course Description and Set Texts**

Candidates will be expected to acquire knowledge of Pali grammar, syntax, and vocabulary (equivalent to the material covered in A K Warder *An Introduction to Pali* up to chapter 23) and understand its importance for the exegesis of Theravada Buddhist texts. Passages from the Pali Canon will be chosen for translation and grammatical comment.

### **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 covered in A K Warder, *An Introduction to Pali* up to chapter 23).
- 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**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6<sup>th</sup> class offered each fortnight. This 6<sup>th</sup> class per fortnight will be used to cover areas such as:

Study skills (e.g. how to learn vocabulary)

- Consolidating and revising difficult grammatical issues
- Class tests
- Further linguistic discussion
- Textual criticism
- Prose composition
- Translation comparison

### **Assessment**

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

### **Text books and set texts editions**

Steven Collins, *A Pali Grammar for Students* (Silkworm Books, 2005) recommended purchase

A. K. Warder, *Introduction to Pali* (Pali Text Society, 1974 2<sup>nd</sup> edition) a very useful resource (available as a pdf online)

Thomas Oberlies, *Pali A Grammar of the Language of the Theravada Tipitaka* (de Gruyter, 2001; Munshiram Manoharlal Private Publishers Ltd, 2012) a high level historical grammar.

<b>1006 Sanskrit</b>
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### **Course Description and Set Texts**

Candidates will be expected to acquire knowledge of Sanskrit grammar, syntax, and vocabulary and understand its importance for the exegesis of Sanskrit texts. The course book will be Walter Maurer, *The Sanskrit Language*.

Passages from the *Bhagavad Gītā* and the *Hitopadeśa* will be chosen for translation and grammatical comment.

### **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**

- 50 core classes
- 10 additional classes

You are expected to attend 5 classes per fortnight throughout Michaelmas and Hilary Terms and for the first 4 weeks of Trinity, and it is recommended that you also attend the 6th class offered each fortnight. This 6<sup>th</sup> class per fortnight will be used to cover areas such as:

- Study skills (e.g. how to learn vocabulary)
- Consolidating and revising difficult grammatical issues
- Class tests
- Further linguistic discussion
- Textual criticism
- Prose composition
- Translation comparison

### **Assessment**

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

### **Text books**

Walter Maurer, *The Sanskrit Language*. Routledge 2009.

Arthur Anthony Macdonell, *A Sanskrit Grammar for Students*. Oxford University Press and Motilal Banarsidass; various editions.

<b>1101 Introduction to the Study of the Bible</b>
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### **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.

### **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**

- 16 lectures
- 8 text classes (4 on Genesis, 4 on Luke)
- 8 tutorials

### **Assessment**

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

## Pattern of Lectures

Michaelmas and Hilary Terms

Weeks	Topics
MT 1	Survey of Structure and Content of the Old Testament/Hebrew Bible
MT 2	Survey of Structure & Content of the New Testament
MT 3	Covenant and Community in Ancient Israel
MT 4	The “Law” Before Moses
MT 5	Patriarchal Cycle and Narrative
MT 6	Deuteronomic, Prophetic and ancient Jewish Reception of Abraham
MT 7	Abrahamic Faith as Biblical Paradigm
MT 8	Bible, Rewritten Bible and Commentary
HT 1	Scholars, Messiahs and Visionaries
HT 2	Jesus via Mark to Matthew
HT 3	John and the Word Before Abraham
HT 4	Luke, Acts and History
HT 5	Paul’s Christ from Jerusalem to Rome
HT 6	The Temple Above: From Hebrews to Revelation
HT 7	The Bible as Jewish Scripture
HT 8	The Bible as Christian Scripture

## Pattern of Text Classes

Hilary and Trinity Terms

Hilary Term	Weeks 2, 4, 6 and 8	Genesis 15-17, 22
Trinity Term	Weeks 1-4	Luke 9, 16-16, 22

## Suggested pattern of Tutorials

OT/HB 1	What are the goals and achievements of Genesis 12-25?
OT/HB 2	Why are there different sources preserved in the Pentateuch?
OT/HB 3	Why was Abraham chosen?
OT/HB 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?

<b>1201 The Figure of Jesus through the Centuries</b>
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### **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 the sixth of seven great prophets, 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 reflection reasoning
- to promote awareness of the significance of Jesus in all spheres 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
- 8 tutorials

**Assessment**

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



**Pattern of Lectures**

(Michaelmas and Hilary Terms)

Weeks	Topics
MT 1	The Jesus of History <i>versus</i> the Christ of Faith? <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	The Suffering Christ of the Mediaeval Church <i>Anselm</i>
MT 4	Christ in the Life of the Byzantine and pre-Reformation Church <i>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, Langland, Milton</i>
HT 3	Jesus the mystical bridegroom <i>Origen, Bernard, Teresa, John of the Cross</i>
HT 4	Jesus in English poetry <i>Spenser, Donne, Marvell, Blake, Browning</i>
HT 5	Jesus on Trial <i>Dostoyevsky and Nietzsche</i>
HT 6	The Life of Jesus in novels <i>George Moore, Robert Graves, Kazantzakis, Saramago, Philip Pulman</i>
HT 7	Jesus in Islam <i>Koran, Gospel of Barnabas, Ibn Arabi, Rumi</i>
HT 8	Jesus and India <i>Thomasine traditions, Jesus and Buddha, Jesus and Krishna, "Hindu Christianity"</i>

## 1301 Religion and Religions

### Course description

Given that the study of religions focuses on the diversity of the human phenomenon of religion, the paper will move from outlining broad methodological approaches in religious studies (including anthropology, sociology, psychology, history and phenomenology) through 8 lectures in the first term, to discussions of particular religions in the ancient, medieval and modern world through 4 lectures and 8 classes in the second term. The 4 lectures on Judaism, Islam, Hinduism and Buddhism will be accompanied by a class on each of those religious traditions. A further 4 classes will explore topics concerning one or more religions using different kinds of methodologies. In this way, first-year students taking this paper will be exposed to specialists in the Faculty applying particular methodologies while conducting their research on either one religion or on more religions interacting with each other. (3 separate class sessions will be arranged per week.) Finally, 6 tutorials will be made available for each student spread over Michaelmas, Hilary, and Trinity of which 2 would typically further study of Judaism or Islam or Hinduism or Buddhism.

### Aims

To equip students to develop an appreciation of the academic study of religion and a critical framework for describing the religious dimensions of human life, and in particular to the different ways 'religion' may be approached and understood.

### 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

- 12 lectures
- 8 classes
- 6 tutorials

The focus of 8 lectures will be on the ways in which the study of religions draws upon multiple fields and disciplines in an attempt to define religion, and will demonstrate how the object of study shifts depending on the approach used and the questions asked of the phenomenon.

A further 4 lectures and 4 classes will introduce candidates to a variety of world religions, through a brief but detailed articulation of their histories and/or practices.

A further 4 classes will explore a number of themes in the study of religion as well as the study of interactions/interconnections between religions. Through these two sets of lectures and 8 classes, together with an additional 6 tutorials students will gain an awareness and understanding of the diversity of the phenomenon of religion.

### Assessment

Assessment for this paper is by three-hour written examination in Trinity Term.

### Pattern of Lectures

(Michaelmas and Hilary Terms)

Weeks	Topics
MT 1	The category of 'Religion' (J.Z. Smith + Foucault)
MT 2	Theology and the Study of Religion (J.Z. Smith + A. McGrath)
MT 3	The Psychology of Religion (James + Freud)
MT 4	The Sociology of Religion (Marx/Durkheim/Weber)
MT 5	Phenomenology of Religion and The History of Religions School (Otto/Eliade and critics)
MT 6	Anthropology of Religion
MT 7	Feminism and the Study of Religion (2 <sup>nd</sup> wave, 3 <sup>rd</sup> wave, + intersectional Feminism)
MT 8	Science and the Study of Religion (evolutionary biology and cognitive psychology)
HT 1	Judaism

HT 2	Islam
HT 3	Hinduism
HT 4	Buddhism

**Pattern of Classes**

(Hilary Term)

Students are expected to attend all eight classes and attendance will be monitored. Students are expected to undertake a small amount of preparation, usually 1-2 hours reading, in advance of each class. Details of the preparation work are available on Weblearn, under paper 1301.

HT 1	Judaism
HT 2	Islam
HT 3	Hinduism
HT 4	Buddhism
HT 5	Abrahamic Religions
HT 6	Music in Jewish-Christian-Pagan Relations in the Early Church
HT 7	Studying Beliefs and Practices in the Early Middle Ages
HT 8	Karma and Rebirth in Hinduism and Buddhism

### 3. Teaching and Learning

While the Faculty takes care of organizing lectures and classes, tutorials are arranged and usually provided by your college. The purpose of a tutorial is neither to replace nor reinforce what is communicated in lectures but rather to complement and develop a subject. It will encourage you to read and think for yourself and provide an opportunity to engage and explore a variety of approaches to any topic. Tutorials will generally last an hour (or just over) and involve either one or two students. You will normally be asked to prepare an essay for each tutorial session, which will be the starting point for discussion.

Although lectures, unlike tutorials, are not compulsory, you should follow the advice of your tutors about which you should attend. It is perilous to ignore 'core' lectures on a chosen option. Lectures may provide the most recent word on a fast-developing subject or the only satisfactory integration of areas that tend to be treated separately in specialist literature. Tutors and examiners expect you to have attended relevant lectures, so don't miss out!

Several papers are taught in classes organised by the Faculty, which you are expected to attend. In most cases, the Faculty will organise those classes and allocate you to a particular class.

The Faculty's Lecture List provides information on all lectures and classes. It is available from Monday of 0<sup>th</sup> week each term on the [Faculty's WebLearn area](#).

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 the [Complaints and Appeals section](#) of this handbook.

Although you can always rely on the support of your tutors, ultimately you are responsible for your own academic progress. You will be expected to spend a considerable amount of time in private study both during term and in the vacations. But don't be too hard on yourself: don't forget to rest and relax, and to have fun, too!

You can find information on placements and paid work [here](#).

### 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.

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
1001 NEW TESTAMENT GREEK	MT		20-24			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.
	HT		20-24			
	TT		10-12			
1002 BIBLICAL HEBREW	MT		20-24			
	HT		20-24			
	TT		10-12			
1003 CHURCH LATIN	MT		20-24			
	HT		20-24			
	TT		10-12			
1004 QUR'ĀNIC ARABIC	MT		20-24			
	HT		20-24			
	TT		10-12			
1005 PALI	MT		20-24			
	HT		20-24			
	TT		10-12			
1006 SANSKRIT	MT		20-24			
	HT		20-24			
	TT		10-12			
1101 INTRODUCTION TO THE STUDY OF THE BIBLE	MT	8		8		4 HT Classes on the Hebrew Bible set text; 4 TT classes on the New Testament set text.
	HT	8	4			
	TT		4			
1201 THE FIGURE OF JESUS THROUGH THE CENTURIES	MT	8		8		
	HT	8				
	TT					
1301 RELIGION AND RELIGIONS	MT	8		6		NB Change from 2016-17
	HT	4	8			
	TT					

## 4. Assessment

### Assessment Structure

All candidates must offer each of the following papers:

1101 *Introduction to the Study of the Bible*

1201 *The Figure of Jesus through the Centuries*

1301 *Religion and Religions*

All candidates must offer one from the following papers:

1001 *New Testament Greek*

1002 *Biblical Hebrew*

1003 *Church Latin*

1004 *Qur'anic Arabic*

1005 *Pali*

1006 *Sanskrit*

A candidate shall be deemed to have passed the examination if they have satisfied the Examiners in all four subjects from the Preliminary Examination, provided they have passed in no fewer than three subjects at one and the same examination and in the other subject at that or a subsequent examination.

In the case of candidates who have satisfied the Examiners in all four papers in a single examination, the Examiners may award a mark of distinction to those of special merit.

Each paper will be examined by a three-hour written examination taken in Trinity term of the year of the Preliminary Examination.

Please also see the [relevant section](#) in the *Examination Regulations*.

Past Examination papers are available on [OXAM](#).

## Feedback on learning and assessment

Assimilating feedback on the progress of your learning is really important for your academic development. During your course you will receive different kinds of feedback.

The scale and extent of feedback delivered through tutorial teaching is a core element of the collegiate University's learning support for undergraduates. In tutorials your tutor will provide you with instant feedback on the way you think, form arguments and express yourself. Tutors will also provide some written feedback on your tutorial essays. Additionally, your tutor will normally provide your college with an OxCORT report on your performance over a term's worth of tutorials. Your College will normally allow you to read these reports online. You can find a tutorial on how to use OxCORT [here](#).

In classes your peers will provide you with valuable informal feedback so you should take advantage of any opportunity to discuss your work with your fellow students. Class tutors will also provide feedback on presentations in class or on submitted written work.

This informal formative assessment should be the main building block of your academic development. It is supplemented by the more formal feedback offered by college exams, which are called 'Collections', and are normally sat at the beginning of each term on the material that has been covered in the previous term.

Summative assessment can be measured through the marks in your Preliminary Examination. The [Examiner's Report](#), which is available from WebLearn shortly after the examination, will provide you with generic feedback on the performance of your cohort.

## Examination Conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply, and are used to guide examiners in marking and awarding results. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression and resits, use of viva voce examinations, penalties for late submission and penalties for over-length work.

The examination conventions are agreed by the Board of Examiners each year. You will receive notification by email of the Examination Conventions which will apply to your Examination in 2018 not less than one full term before your examination takes place.

Last year's examination conventions are available on Weblearn and may be used cautiously as a guide to standards. They are not binding or necessarily representative of the Conventions that will be published for your course in 2018.



## Guidelines on plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence

For an extensive, binding, and regularly updated definition of plagiarism and the seriousness with which the University views the practice, please see the Oxford Student's website [guidance on plagiarism](#). The Faculty also strongly recommends that all students complete the brief online tutorial '[Avoiding Plagiarism](#)' (you will need to sign in).

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

### Forms of Plagiarism

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will

avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students or failure to attribute assistance received.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

## Use of Sources in Tutorial Essays

A quotation must be absolutely exact, except that an ellipsis, i.e. ..., indicates words omitted and square brackets, i.e. [ - ], indicate words added.

- The precise reference must be given.
- Shorter quotes should be included in the main text, within quotation marks. Longer quotes should be placed in a separate paragraph, in slightly smaller font, without quotation marks.
- When using material from an internet source, take care to note *both* the website address *and* the date on which the material used appeared on it.
- A close paraphrase must be clearly indicated, and the reference given. You should limit this to a few phrases or sentences from any paragraph, and can indicate close reliance by phrases like 'following Chadwick' or 'as Chadwick argues'.

### *Good practice*

- When taking notes, it is vital to mark clearly where you copy directly or paraphrase closely. This will help you to avoid accidentally recycling this material as your own work.
- When writing by computer, never cut-and-paste material without first checking whether you are using your notes, a close paraphrase or direct quotations.
- If you are unsure in practice how plagiarism is distinct from proper use of sources discuss the issue with the subject tutor.

### *Sharing work*

- Never use another person's essay as the major source for your own essay.
- If another student's essay to which you have access refers to a source in a way you find helpful, go to that source itself and take your own notes directly from it. Do not simply rely on the other student's summary.

You can find further guidance on academic good practice and topics such as time management, note-taking, referencing, research and library skills and information literacy on the [Oxford Students skills webpage](#).

## Advice concerning Examinations

### Entering for University Examinations

You can find all relevant information for examination entry and alternative examination arrangements on the [Examination entry](#) pages.

### Examination dates

Your Preliminary Examination will take place at the end of Trinity Term. Timetables are published [here](#) as early as possible, and no later than five weeks before the start of the examination. *Provisional* dates for the start of exams are published in a document on the [Examination Entry website](#)

### Sitting your examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance (such as illness, accident, or bereavement) are available on the [Examinations and Assessments Website](#).

During every written paper you will need to display your University Card face up on your desk. If you do not display your card, you can be summoned to the Proctors' Office.

Please ensure that you write all your answers legibly. The Moderators reserve the right to require all illegible scripts to be typed at the candidates' expense before marking them. Partially legible scripts (those that are not so bad as to require typing) may lose marks where markers are unable to make out what you wrote. If you have difficulty writing clearly, it may aid legibility if you write on alternate lines.

You must write your candidate number but NOT your name or college on your answer book(s). Please start each question on a new page, and please **do not** write in the space on the front of booklets marked 'For Examiners' Use Only'.

### External Examiner and Examiners' reports

The membership of the Examination board will be published with the Examination Conventions for your exam (see above).

Please note that students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal; see Section 7 [below](#).

You can find the Examiners' reports of previous Preliminary examinations on the [Undergraduates' section](#) of the Faculty's Weblearn area. You can expect the report of your examination to be available in the term after the results have been released.

### Prizes

The best performance in Biblical Hebrew is awarded the Pusey and Ellerton Junior Prize (£100), and the best overall performance the Gibbs Prize (£150).

## 5. Learning Development and Skills

### Academic progress

Your college is responsible for monitoring your academic progress, which may be recorded on OxCORT (Oxford Colleges On-line Reports for Tutorials), a system that allows Tutors to write Tutorial and Revision Class reports. Your College will normally allow you to read these reports online. You can find a tutorial on how to use OxCORT [here](#).

If you are concerned about any aspect of your academic progress, speak with your college tutor, in the first instance, or your college's Senior Tutor. You may also discuss your progress with the Faculty's [Director of Undergraduate Studies](#).

### Learning development and skills

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the [Oxford Students website](#). You can find information on what skills you are expected to have acquired during your course in the Course Content section of this handbook [here](#).

### Careers information and advice

Like all courses in the Humanities at Oxford University, a degree from the Faculty of Theology and Religion will equip you with a range of transferable skills attractive to many employers. These include the proven ability to think clearly and critically, to assess the validity of evidence and complex arguments, and to articulate and defend your own ideas in a rigorous and convincing way. The intellectual demands of an Oxford degree are well-recognised for preparing graduates for the pressures and opportunities of many varied careers. In addition to the research and writing skills developed in most degrees at this level, graduates of the Faculty of Theology and Religion demonstrate an ability to analyse many different forms of information and approach issues from a variety of perspectives.

In several professions the in-depth knowledge of theories and traditions of thought provided by your degree will be especially valued. This not only includes religious institutions, but also secondary and higher education, and specific areas of both the charitable sector and the media. A sensitivity to cultural differences and diversity has a distinct appeal for a growing number of employers in Britain and across the world.

To help you find out what the right career path for you might be, the University of Oxford employs excellent advisers at the [University Careers service](#).

## **6. Student Representation, Evaluation and Feedback**

### **Department representation**

There is an Undergraduate Joint Consultative Committee (UJCC), consisting of up to five undergraduates and three Senior Members of the Faculty. The Junior Members are elected by a Faculty-wide election in Hilary Term each year to serve for one year, and the Faculty Office writes to all eligible students inviting nominations. The UJCC meets once each term (Tuesdays of 4<sup>th</sup> week), and reviews such matters as the syllabus, teaching arrangements, library facilities and the general aspects of examinations, including examiners' reports. Matters may be brought to the JCC from individual Junior or Senior Members, the Theology and Religion Faculty Board, or the Faculty Undergraduate Studies Committee. Please get in touch with one of the [representatives](#) if you have concerns you wish to be raised. [Minutes from UJCC](#) meetings are considered by the Undergraduate Studies Committee and its recommendations on issues raised are brought to the attention of Faculty Board who will approve and implement any resulting actions.

### **Division and University representation**

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the [OUSU website](#) along with information about student representation at the University level.

## Opportunities to provide evaluation and feedback

The Faculty discusses feedback from University-wide surveys regularly at meetings of the Undergraduate Studies Committee, the Faculty Board, and other committees. Academics as well as administrative staff do everything they can to make sure you have the best possible experience. Please let [them](#) know immediately if there is something that goes wrong.

Around 4<sup>th</sup> week of each term you will be sent the link to an online Lecture Feedback questionnaire. Please complete this short survey for each lecture or class you have attended. The results will be collated and fed back to the lecturers. It is really important that you take the time and provide feedback. Your lecturers invest a lot of time and love in their teaching; please give them the opportunity to see how they have done and what they can improve.

Students on full-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the **Student Barometer**. Details can be found on the [Oxford Student Surveys](#) website and report and the results from previous years can be viewed by students, staff, and the general public by following the links.

Undergraduates who are in their final year on course are surveyed instead through the **National Student Survey**. Details and results from previous NSS can be found on [Unistats website](#).

## 7. Student Life and Support

### Whom to contact for help

Both colleges and the University provide a range of support services, including the college network of pastoral care, college doctors, college nurses, and the Student Counselling Service.

Please let the convener know in advance, if you can, if you are unwell or otherwise unable to attend a lecture or class.

Every college has its own systems of support for students. Please refer to your college handbook or website for more information on whom to contact and what support is available through your college.

Details of the wide range of sources of support that are available more widely in the University are available from the [Oxford Students website](#), including materials addressing mental and physical health and disability.



## **Complaints and academic appeals within the Faculty of Theology and Religion**

The University, the Humanities Division and the Faculty of Theology and Religion all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

### **Complaints**

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with Director of Undergraduate Studies. Complaints about departmental facilities should be made to the Departmental administrator (Padraig O'Connor). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty (Prof. Johannes Zachhuber). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers or Senior Tutor. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

## Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

Please remember in connection with all academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed (i.e., whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; or whether the examiners failed to take into account special factors affecting a candidate's performance).
- On no account should you contact your examiners or assessors directly.

## Student societies

There are so many student societies to choose from, there is bound to be the right one for you. You can find a complete list [here](#). The [Oxford Theology Society](#) hosts many events from discussion groups to public lectures, and covers all things religious and theological. Get involved! [www.oxfordtheologysociety.co.uk](http://www.oxfordtheologysociety.co.uk)

## Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct, and policies available on the relevant [Oxford Students website](#).