

**MODULE CODE:** TRDL7071  
**TITLE:** The Bible: Text and Transmission  
**DATED:** 15/12/2011

**LEVEL:** 7  
**CREDITS:** 20

**JACS CODE:** V610

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### **AIMS**

- To develop a critical awareness and appreciation of scholarly issues surrounding the stabilisation of biblical texts and their transmissions, and the formation of the biblical canon.
- To help students identify different literary genres across both Old and New Testaments by engaging with a representative sample of primary texts (in translation).

### **LEARNING OUTCOMES**

By the end of this module students should be able to:

- demonstrate an informed understanding of the diversity and range of languages and literary genres found in the Hebrew Bible and the New Testament;
- analyse critically on how early versions of the texts can act as interpretations;
- contextualize specific biblical passages within their wider literary and canonical contexts;
- identify typological links between the Hebrew Bible and the New Testament and examine critically the theological claims implicit in these links;
- assess the contribution to the history of biblical interpretation of a selection of key figures and movements.

### **INDICATIVE CONTENT**

- Examination of the critical issues and questions surrounding scholarly debate of the composition of the Pentateuch, the Deuteronomistic History and the Prophetic Literature.
- Historical overview of the different Ancient Versions of the Bible (including the Septuagint, Targum, Peshitta) and how these versions are used in biblical scholarship.
- The reception of the Hebrew Scriptures in late Second Temple Judaism and in early Christian writings.
- Analysis of the critical issues and questions surrounding the formation of the Synoptic Gospels (including source criticism and redaction criticism) and the composition of the Gospel of John.
- Examination of recent scholarly debates on the gospel genre and on the communities that supposedly lie behind the canonical Gospels.
- The transmission and reconstruction of the New Testament, including the principles of establishing the New Testament text.

## LEARNING AND TEACHING STRATEGY

**Moodle Units** will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned. Alongside written material, Units might also include podcasts or vidcasts, links to relevant websites and e-resources, scanned chapters from books and journals (in accordance with copyright law) as well as suggestions for further reading. Each Unit will contain clear instructions about the order in which students should consult the material as well as offering reasons for the inclusion of each item of material. Unit information will be geared towards the student achieving the module learning outcomes.

**Tutorials and webinars** may be used in order to support discussion and critical evaluation of what has been learned as well as enabling students to pursue their own questions. Module information may be supported by student chatrooms and webinars to explore more fully the concepts, principles and practices of each topic, to explore aspects of the set reading for the Unit, or to enable clarification where confusion might have arisen. In addition, tutorial support is available through email, telephone or skype conference with module tutors and the programme director.

**Guided independent study** allows students to further their independent learning skills with appropriate support provided by the module tutor(s). Much of this is included in the material contained in each Unit, though further guidance is available from module tutors and programme directors through email, telephone and skype conference.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 20         | 10%         |
| Independent learning | 180        | 90%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 100%

#### Coursework:

An analysis of passages from The Hebrew Bible and New Testament (2,000 words)

Encyclopaedia article (1,000 words)

Essay (2,000 words)

#### Example assignment

- Analyse two passages (one from the Hebrew Bible and one from the New Testament) paying particular attention to issues of literary genre and canonical context, as well as offering a comparative analysis of the interpretative renderings of the passage in question.
- Write a concise article on the distinctive contribution of one significant biblical scholar.
- Outline the different theories regarding the editing of the Deuteronomistic History and offer an informed assessment as to where the scholarly debate now stands.

## Assessment Summary

| <b>Activity type</b> | <b>Percentage</b> |
|----------------------|-------------------|
| Written exam         |                   |
| Coursework           | 100%              |
| Practical            |                   |
| <b>TOTAL</b>         | <b>100%</b>       |

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)**

| Does the module contribute to ESD?   | <b>Yes</b> |
|--|------------|
| If yes please provide brief details (no more than 100 words):  |            |
| <p>The module contributes to the sustainability agenda in its broadest sense by encouraging students to think about the skills they require to solve their academic problems. These are transferrable skills and assist in nurturing critical and creative thinking. As such the module is focused on meeting the immediate needs of the students while also equipping them to think critically and solve problems in an unknown future.</p> |            |