



**university of
 groningen**

**faculty of theology and
 religious studies**

Teaching and Examination Regulations
(OER)

Bachelor's degree programme in
Theology

for academic year 2019-2020



rijksuniversiteit
 groningen

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The Teaching and Examination Regulations set out the specific rights and obligations that apply to each degree programme taught at the University of Groningen, for both the students and the degree programme. The University-wide section of the Student Charter sets out the rights and obligations that apply to all students.

These Regulations were decreed by the Board of the Faculty of Theology and Religious Studies on July 4, 2019 and approved by the Faculty Council and the Programme Committee where required on June 26, 2019.



SECTION 1 GENERAL PROVISIONS

Article 1.1 – Applicability

1. These Regulations for academic year 2019-2020 apply to the teaching, examinations and final assessment of the Bachelor's degree programme in Theology, CROHO degree programme code 56109, hereinafter referred to as **the degree programme**, and to all students enrolled in this degree programme.
2. The degree programme is provided by the Faculty of Theology and Religious Studies of the University of Groningen, hereinafter referred to as **the Faculty**.
3. These Teaching and Examination Regulations also apply to students of other degree programmes, faculties or institutes of higher education, insofar as they follow course units in one of the degree programmes (including Minors) offered by the Faculty to which these Regulations apply.
4. Course units or Minors that students of the degree programme as referred to in Article 1.1.1 follow in other degree programmes or at other faculties or higher education institutions are subject to the Teaching and Examination Regulations of that programme, faculty or institution.
5. These Regulations also apply to students enrolled in the degree programme for the purpose of following a Pre-Master's programme as referred to in Article 8.6.1.

Article 1.2 – Definitions

The following definitions apply to these Regulations:

- a. The Act: the Higher Education and Research Act (WHW: *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*)
- b. Student: a person registered at the University for the purpose of following course units and/or taking examinations leading to the conferral of a university degree
- c. Degree programme: the Bachelor's degree programme referred to in Article 1.1 of these Regulations, comprising a coherent set of course units
- d. Course unit: a syllabus unit or other part of the degree programme within the meaning of Article 7.3 of the Act, included in OCASYS
- e. OCASYS: the University of Groningen's online course units catalogue
- f. ECTS credit point: a credit point within the meaning of Article 7.4 of the Act. The student workload of each course unit is expressed in ECTS credit points, whereby 1 ECTS is equivalent to a student workload of 28 hours
- g. Propaedeutic phase: the first 60 ECTS credit points of the formal Bachelor's programme as defined in Article 7.8 of the Act
- h. Post-propaedeutic phase: the part of the Bachelor's degree programme following the propaedeutic phase
- i. Study progress overview: a written overview of study results and their ECTS credit points, which is sent to students by e-mail
- j. Preliminary study advice: a written overview of study results accompanied by a preliminary study advice, which is issued to students halfway through the academic year
- k. Definitive study advice: a study advice that is issued only once and which may result in rejection of the student in question, in accordance with Articles 7.8b.1 and 7.8b.2 of the Act
- l. binding (negative) study advice: a negative study advice that is binding for the student in question and means the student may not continue with the degree programme, in accordance with Article 7.8b.3 of the Act
- m. Major: all compulsory course units in the propaedeutic and post-propaedeutic phases
- n. Minor room: the space available for students to specialize within the degree programme
- o. Minor: a coherent set of course units that can be followed within the Minor room
- p. University Minor: a broadening Minor that students can follow either at their own or a different Faculty



- q. **Personal Minor**: a broadening or deepening Minor that students can compile themselves and follow either at their own or a different Faculty
- r. **Test or examination**: a test of the knowledge, understanding and skills of students, including an assessment of the results
- s. **Final assessment**: the final assessment for the Bachelor's degree which is considered to be passed once all the requirements of the Bachelor's degree programme have been satisfied
- t. **Academic year**: the period of time that starts on 1 September and ends on 31 August of the following year
- u. **Semester**: part of the academic year, either starting on 1 September and ending on a date to be determined by the Board of the University, or starting on a date to be determined by the Board of the University and ending on 31 August
- v. **Practical**: a practical exercise, as referred to in Article 7.13 of the Act, in one of the following forms:
- a thesis
 - a written assignment, paper or draft
 - a research assignment
 - participation in fieldwork or an excursion
 - completion of a placement
 - participation in another educational activity designed to teach certain skills
- w. **Board of Examiners**: an independent body with the duties and powers as set out in Articles 7.11, 7.12, 7.12b and 7.12c of the Act, including assessing whether the requirements of the final assessment have been met
- x. **Admissions Board**: the board that has decision-making powers in matters concerning admission to the degree programme on behalf of the Faculty Board
- y. **Examiner**: a person appointed by the Board of Examiners to set examinations and determine their results
- z. **VWO diploma**: pre-university certificate in accordance with Article 13.1 of the Secondary Education Act or Article 7 of the Secondary Education Act BES
- aa. **Programme Committee**: the consultative and advisory body that fulfils the duties referred to in Articles 9.18 and 9.38c of the Act
- bb. **Regular student**: a student who is not a part-time, Minor or non-degree exchange student
- cc. **Matching**: matching activities and degree programme advice in accordance with Article 7.31a ff. of the Act, further elaborated in Chapter 3 of the University of Groningen Regulations for Registration and Tuition Fees.
- dd. **Extraordinary circumstances**: circumstances such as those referred to in Article 7.51 of the Act, and which will be taken into account when formulating a decision within the meaning of Articles 5.4, 9.8 and 9.13. For the UG, the Graduation Fund Regulations 2019–2020 contain an elaboration of Article 7.51 of the Act. In these Regulations, extraordinary circumstances include, in any case, a disability or chronic illness, illness, pregnancy and delivery, extraordinary family circumstances, a degree programme which is not feasible, students with an elite sports status (issued by the elite sports coordinator), students with a 'student entrepreneur status' (issued by the UGCE), membership of a consultative participation body.

All other definitions will have the meaning that the Act ascribes to them.

SECTION 2 QUALIFICATIONS AND ADMISSION

Article 2.1 – Admission to the programme

1. A VWO diploma (with any profile) grants admission to the degree programme.



2. In addition to the certificates that grant admission to the degree programme according to the Act, holders of an equivalent certificate as listed in Appendix 1 will also be granted admission to the degree programme.
3. Article 2.3.2 applies to holders of a certificate as referred to in Article 2.1.2 (N.B. For English-taught degree programmes only).

Article 2.2 – Admission to the programme based on a HBO, University or Open University propaedeutic certificate

1. Holders of a propaedeutic certificate from the HBO Bachelor's programme/University Bachelor's programme or Open University programme, who do not have a VWO diploma or equivalent degree as referred to in Article 2.1, will be granted direct admission to the degree programme.

Article 2.3 – Language requirement for foreign certificates

1. Students who have been admitted to a degree programme on the basis of a foreign certificate or degree may be asked by the Admissions Board – before registration – to pass a Dutch or English language test, depending on the language of the chosen degree programme, to be administered by an agency stipulated by the Board.
2. The Dutch language proficiency requirement can be met by passing the state examination in Dutch as a Second Language (NT2, programme II).
3. The English language proficiency requirement can be met by passing an examination in English at the level of the VWO final exam or by passing the TOEFL with a score of at least 80 (internet-based)(reading/listening 18, speaking 20, writing 21) or an IELTS score of 6.0 or higher (6.0 on the parts speaking and writing), a certificate of the Language Centre of the University of Groningen, at least CEFR B2 or a comparable Cambridge Proficiency score (C1 Advanced with a minimum score of 169).

Article 2.4 – Entrance examination

1. Students who do not satisfy the admission requirements set out in Articles 2.1 and 2.2 may participate in an entrance examination in accordance with Article 7.29 of the Act.
2. Students who wish to take the entrance examination must be aged 21 or over on the date on which the examination is held. An exception to the age requirement may be made if the student in question has gained a certificate abroad that would grant admission to a university degree programme in their home country, or if the student has refugee status and for this reason is unable to present a degree certificate.
3. The entrance examination will cover the following subjects at the stated level:
 - Dutch (vwo-level)
 - History (vwo-level)
 - English (vwo-level)
 In the faculty entrance examination regulation is laid down which organization will evaluate the different subjects. The provisions of Article 2.3 apply.
4. A successfully completed entrance examination will grant admission to the University of Groningen degree programme for which it was taken for the duration of two academic years after the date on which the examination was taken.

Article 2.5 – Admissions Board

1. The Admissions Board has the power to decide on behalf of the Faculty Board in matters concerning admission to the degree programme.
2. The Admissions Board consists of:
 - one member, also the chairperson, selected from the professors who teach in the degree programme or one member selected by the Board of the Faculty from the academic staff who teach in the degree programme
 - one member / two members selected from the other academic staff who teach in the degree programme.



3. The study advisor for the degree programme (or an equivalent member of staff) will be appointed as an advisory member and also secretary.
4. The selection will be made by the Faculty Board which will also set out the admissions procedure.

Article 2.6 – Intake date and application dates

1. There is one intake date per academic year, namely 1 September of each year.
2. The provisions of this Article also apply to students who reregister for the same degree programme.
3. In addition to this intake date, there are several application dates on which registration may take place upon the approval of the Admissions Board.

4. Propaedeutic phase

Students may start the programme after 1 September on condition that they had an interview with the study advisor. This applies to both students from outside the UG and students who switch degree programmes within the University. Students who did have this interview can start the programme on 1 November, 1 February or 1 April in consultation with the study advisor.

Students who have previously been enrolled in the same degree programme may start the programme after 1 September in consultation with the study advisor.

Post-propaedeutic phase

Only students who have previously been enrolled in the same degree programme may start the post-propaedeutic phase after 1 September. They can start on 1 November, 1 February or 1 April in consultation with the study advisor. New students who wish to start in the post-propaedeutic phase may only do so on 1 September.

Pre-Master's programmes

Although the standard starting dates for pre-Master's programmes are 1 September and 1 February, students may also start on 1 November or 1 April in consultation with the study advisor. The same conditions apply to both students from outside the UG and students with a prior registration at the University of Groningen.

5. A request for admission after 1 September may be submitted to the Admissions Board by email: onderwijs.ggw@rug.nl. A decision regarding this application will be taken within 4-6 weeks.

Article 2.7 – Matching

1. Prospective students may attend the matching activities related to the degree programme in question. Prospective students will be issued with a degree programme advice based on their participation in the matching activities.
2. The stipulations in Chapter 3 of the University of Groningen Regulations for Registration and Tuition Fees (RIC) and the Faculty matching procedure apply.
3. University of Groningen students who wish to register for the propaedeutic phase of the degree programme in the course of an academic year in accordance with Article 2.6.2 and who satisfy the entry requirements, will be admitted upon completion of one or more mid-term activities, including:
 - a) an interview with a study advisor, participation in a web class, or a few lectures

SECTION 3 CONTENT AND STRUCTURE OF THE DEGREE PROGRAMME

Article 3.1 – Aims and learning outcomes of the degree programme



1. The degree programme is designed to:
 1. acquire knowledge, skills and understanding in the field of theology, and to enable the learning outcomes listed in Article 3.1.2 to be attained
 2. promote academic development. This is defined as the development of competences (knowledge, skills and attitudes) concerning:
 - independent academic thought, action and communication
 - the use of the relevant academic instruments
 - academic communication in the mother tongue
 - the use of specific knowledge of a field in a wider academic, philosophical and social/cultural context
 - behavioural norms that apply during the degree programme and in the academic world
 3. prepare students for a further study career. Students become familiar with the theory and practice of academic research from the very start of their Bachelor's degree programme
 4. - provide admission to the English-taught tracks of the University of Groningen Master's degree programme in Theology and Religious Studies, on condition that the relevant selection criteria are satisfied, and to the University of Groningen Master's specialization in RHW-Spiritual Care, on condition that the required preparatory course units (Professionele ethiek; Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden; Filosofie als levenskunst; and Trauma, Rouw, Zingeving en Welzijn) have been successfully completed
 - provide admission to the University of Groningen Master's programme in Theology and Religious Studies (research), on condition that the relevant selection criteria are satisfied
 - provide admission to other Master's degree programmes, bearing in mind the entry requirements that apply to these programmes
 - apply the acquired academic knowledge in a social occupation for which academic training as well as thorough knowledge and understanding of religion, culture and society are necessary or useful.

2. The graduate who starts the Bachelor's degree programme in Theology on or after 1 September 2019 will attain the following learning outcomes and is able to:

KNOWLEDGE AND UNDERSTANDING:

1. demonstrate knowledge and understanding of the theoretical and methodological foundations of theology and define the position of theology relative to the social sciences and humanities
2. demonstrate knowledge and understanding of Judaism, Christianity and Islam, including the history of their origins, their texts, and their cultural contexts
3. demonstrate knowledge of Greek and Hebrew to the degree required to read relevant sources
4. demonstrate knowledge and understanding of the various disciplines within theology:
 - a. Biblical Studies
 - b. Social Sciences (including Sociology and Psychology) of Religion
 - c. Humanities (including History of Christianity, Philosophy of Religion, and Ethics)
5. demonstrate knowledge and understanding of the research methods commonly used in the above-mentioned theological disciplines
6. If a graduate completed the University of Groningen Bachelor's degree programme in Theology without PThU course units: demonstrate knowledge and understanding of a specific (possibly self-selected) discipline or field of study outside theology



7. If a graduate completed the University of Groningen Bachelor's degree programme in Theology with PThU course units: demonstrate knowledge and understanding of systematic, Biblical, historical, intercultural, and practical theology
8. demonstrate more advanced knowledge and understanding of a specific theme within theology, as demonstrated among other things by a thesis written on the topic.

APPLICATION OF KNOWLEDGE AND UNDERSTANDING

9. use their acquired knowledge and understanding to illustrate the interconnectedness of religion and culture from the perspective of the four disciplines listed under 4
10. use their acquired knowledge and understanding to carry out a scholarly text analysis
11. use their acquired knowledge and understanding to design and carry out a study of limited scope under supervision which requires him/her to
 - a. use their acquired knowledge and understanding to independently collect material and information in analogue and digital catalogues and databases, and assess the validity of this data
 - b. use their acquired knowledge and understanding to formulate a research question
 - c. use their acquired knowledge and understanding to analyze his/her research question from a variety of perspectives and with the help of various methods and theoretical concepts
 - d. use their own research to draw sound conclusions regarding his/her research question
12. apply their acquired knowledge and understanding to specific products that are relevant in professional contexts

FORMING JUDGEMENTS:

13. form socially, scholarly, and ethically sound judgements of their own and other people's research in the field of theology
14. critically reflect on current scholarly and social debates on the role of religion in society

COMMUNICATION:

15. provide an academically sound, well argued and critical oral report of the state of affairs of research within one or more subfields of theology to an audience of specialists and non-specialists
16. provide an academically sound, well argued and critical written report of the state of affairs of research within one or more subfields of theology to an audience of specialists and non-specialists

LEARNING SKILLS:

17. demonstrate social and communication skills and use them in collaborative situations
 18. give fellow students constructive feedback and receive feedback from fellow students, and adequately process substantiated criticism
 19. adequately process instructions and criticism from supervisors
 20. work independently including formulating a realistic plan and adhering to the agreed plans and priorities
 21. independently gather information about relevant Master's degree programmes and/or relevant professional sectors
3. The learning outcomes of the various individual course units can be found in the Appendix 2.



Article 3.2 – Type of degree programme

The degree programme is full time and part time.

Article 3.3 – Language of the degree programme

1. The degree programme is taught in Dutch.
2. Notwithstanding Article 3.3.1, one or more course units of the programme may be taught in English in line with the University of Groningen Code of Conduct: Languages Used in Teaching and Examinations, article 2.2b.
3. In English taught classes Dutch-speaking students may use the Dutch language in assessments (assignments, papers, exams).
4. Individual non-Dutch students and examiners may make arrangements for assessments to be taken in a different language.

Article 3.4 – Student workload

1. The degree programme has a student workload of 180 ECTS credit points.
2. The propaedeutic phase of the degree programme has a student workload of 60 ECTS credit points.
3. The student workload is expressed in half or whole ECTS credit points.

Article 3.5 – Conditions for awarding a University of Groningen degree

1. Students can only be awarded a Bachelor's degree in the degree programme if at least half of the programme was followed at the University of Groningen during the student's period of registration as a student at the University of Groningen.

Article 3.6 – Contact hours

1. The propaedeutic phase of the degree programme comprises a minimum of 480 contact hours a year.
2. The post-propaedeutic phase of the degree programme comprises a minimum of 400 contact hours a year.
3. The structure of the contact hours is set out in Appendix 2 of these Teaching and Examination Regulations and is also registered in the Student Handbook and/or OCASYS.

Article 3.7 – Organization and examinations of the degree programme

1. The degree programme is divided into a propaedeutic phase and a post-propaedeutic phase. The entire programme comprises a Major and a University/Personal Minor.
2. The Bachelor's degree programme is concluded with a final assessment.

Article 3.8 – Participation in course units

1. Students may participate in course units of the degree programme if they register in time via Progresswww (<https://progresswww.nl/rug/>).
2. The maximum number of students for each course unit is listed in OCASYS.
3. Admission to course units with limited capacity is arranged according to the order of registration. Students who are registered for the degree programme will be given priority for the course units in their Major (or Minor).

SECTION 4 THE PROPAEDEUTIC PHASE OF THE DEGREE PROGRAMME

Article 4.1 – Structure of the propaedeutic phase

- A) Variant with Greek



De propaedeutic phase comprises the following course units and student workloads:

1. Theology: concepts and methods (7.5 ECTS)
2. Hebrew Bible and Ancient Judaism (7.5 ECTS)
3. New Testament: Text and cultural context (7.5 ECTS)
4. Exegesis Old Testament (7.5 ECTS)
5. Psychology and Sociology of Religion (7.5 ECTS)
6. Religion and Philosophy (7.5 ECTS)
7. Hebrew 1 (7.5 ECTS)
8. Hebrew 2 (7.5 ECTS)

B) Variant without Greek

De propaedeutic phase comprises the following course units and student workloads:

1. Theology: concepts and methods (7.5 ECTS)
2. Hebrew Bible and Ancient Judaism (7.5 ECTS)
3. New Testament: Text and cultural context (7.5 ECTS)
4. Exegesis Old Testament (7.5 ECTS)
5. Psychology and Sociology of Religion (7.5 ECTS)
6. Religion and Philosophy (7.5 ECTS)
7. Hebrew 1 (7.5 ECTS)
8. Hebrew 2 (7.5 ECTS)

C) Variants A or B with PThU-trajectory

De propaedeutic phase comprises the following course units and student workloads as mentioned at A) Variant with Greek or at B) Variant without Greek with the course unit:

1. Practical Theology (7.5 ECTS) instead of Psychology and Sociology of Religion (7.5 ECTS).

All course units and their modes of instruction are listed in the digital University course unit catalogue OCASYS.

Article 4.2 – Exemptions

1. At a student's request, the Board of Examiners, having discussed the matter with the examiner in question, may grant exemption from an examination (or part thereof) on the basis of results earned previously (possibly elsewhere) on condition that the student:
 - a. has completed part of a university or higher vocational degree in the Netherlands or abroad that is equivalent in content and level
 - b. can demonstrate by work experience that he/she has sufficient knowledge and skills with respect to the course unit in question.
2. The stipulations of Article 3.5 apply to exemptions.
3. The validity period of exemptions granted for course units or parts thereof is identical to that of examination results in accordance with art. 9.14.

SECTION 5 STUDY ADVICE

Article 5.1 – Preliminary study advice

1. Halfway through the first semester of the first year of registration in the propaedeutic phase of the degree programme, students will receive a study progress overview specifying the student workload realized thus far. Additional study progress overviews will be sent to students later in the academic year.
2. Students will receive a written preliminary study advice as soon as possible **after the first semester**, and in any case before 1 March.
3. The preliminary study advice should be considered a warning if there is a question of insufficient study progress, giving students the chance to improve their performance.



4. If the study progress is insufficient to such an extent that the student cannot reasonably be expected to satisfy the conditions for receiving a positive study advice within the meaning of Articles 5.2.2 a and b, they will be invited to a meeting with the study advisor. The aim of the meeting is to discuss the student's study habits, to reassess the choice of degree programme, and if necessary to refer them to a different degree programme.

Article 5.2 – Definitive study advice

1. Students must earn at least 45 ECTS credit points in their first year of registration in the propaedeutic phase of the degree programme. This is known as the BSA threshold.
2. A definitive study advice is issued at **the end of the first year** of study, by 31 July at the latest. This can be either:
 - a. positive, for students who have earned at least 45 ECTS of the propaedeutic programme
 - b. negative, for students who have earned fewer than 45 ECTS in the propaedeutic programme. This study advice is binding for students (BSA) in accordance with Article 7.8b, part 3 of the Act.
3. In the event that the preliminary study results are insufficient to such an extent that the student cannot reasonably be expected to pass the 45 ECTS threshold by the the end of the first year of study, a binding (negative) study advice may be issued subsequently to the preliminary study advice as referred to in Article 5.1 before the end of the academic year. This may also be at the request of the student. The procedure set out in Article 5.5 will apply.
4.
 - a. The Faculty Board will take extraordinary personal circumstances as referred to in Article 5.4 into account in its decision on which study advice to issue in the first year of registration.
 - b. Notwithstanding the stipulations in Article 5.2.2, if no assessment can be made with regard to a student's suitability for the degree programme due to personal circumstances in the first year, the assessment may be postponed until a later date within the propaedeutic phase.

Article 5.3 – Exceptions to the definitive study advice

Multiple degree programmes at the University of Groningen

1. Students who are registered for the propaedeutic phase of 2 or more University of Groningen degree programmes in their first year of registration and by the end of the year satisfy the BSA threshold as referred to in Article 5.2.1 for one degree programme will not have to satisfy the BSA threshold for the other programme(s) in that year. Once a student has successfully completed the propaedeutic phase of one degree programme, he or she is exempt from the BSA requirements for all other programmes.

Propaedeutic certificate previously gained

2. Students who have already completed the propaedeutic phase of a degree programme at the University of Groningen or another Dutch university, or (for degree programmes that do not issue propaedeutic certificates) in the opinion of the Board of Examiners have earned 60 ECTS credit points in the first year, will not fall under the BSA system for the degree programme for which they enrol in the propaedeutic phase.



Deregistration before 1 February

3. No definitive study advice will be issued to students who submit a request for deregistration before or as of 1 February of the first year of registration. The procedure set out in Article 5.1 will apply again to students who re-register in a subsequent academic year. The BSA regulations for the academic year in which they re-register will then apply.

Deregistration before 1 February + registration as of 1 February

4. Article 5.2 applies in full to students who deregister from a degree programme before 1 February and register for a degree programme in the same degree programme cluster, as of 1 February of the same academic year.
5. Article 5.2 applies in full to students who deregister from the full-time variant of a degree programme before 1 February and register for the part-time variant of the same degree programme or a programme in the same degree programme cluster, as of 1 February of the same academic year.

Registration as of 1 February

6. An adapted BSA threshold will apply to students who register for a University of Groningen Bachelor's degree programme as of 1 February and have not previously been registered as students in the same academic year. These students must earn 20 ECTS from the second semester of the propaedeutic phase of the degree programme by the end of the second semester of the first year of registration. In all other cases, the provisions of Article 5.2 will apply *mutatis mutandis*.

Article 5.4 – Extraordinary circumstances

1. When deciding whether to issue a binding (negative) study advice, the Faculty Board will take a student's extraordinary or personal circumstances into account at that student's request. The Faculty Board can thereupon decide to adjust the BSA threshold or postpone issuing a study advice.
The evaluation of extraordinary circumstances will also take into account the student's study behaviour, the agreements made and any study plan drawn up in consultation with the study advisor, when the extraordinary circumstances were reported and the study results achieved by the end of the first year of study.
2. Students must report extraordinary circumstances to the study advisor as soon as possible after arising in order to ensure optimum support. The Faculty Board, or the Faculty BSA Committee on its behalf, will make a decision in response to a student's request for a postponed advice and possibly an adapted BSA threshold. Students must also report to the study advisor as soon as possible if they are unable to complete the study plan drawn up in consultation with the study advisor and based on the original or adapted BSA threshold.
3. Only in the case of extraordinary circumstances as referred to in Article 5.4.1 can, if no assessment can be made at the end of the first year with regard to a student's suitability for the degree programme, this assessment be postponed until a later date within the propaedeutic phase.
4. Postponed advice will be issued no later than by the **end of the second year of registration** for the degree programme, and no later than 31 July.
 - a. The advice will be positive if the (possibly adapted) BSA threshold has been passed.
 - b. The advice will be negative (and binding) if the student in question still fails to pass the (possibly adapted) BSA threshold in the propaedeutic phase.
5. All students whose study advice has been postponed (whether or not combined with an adjustment of their BSA threshold) must draw up a study plan in consultation with their study advisor, comprising at least the following:
 - a. the propaedeutic course units that have not yet been passed, with a related time line
 - b. the post-propaedeutic course units that may be followed in addition to the course units listed under a.



6. Circumstances as referred to in Article 5.4.1 do not automatically lead to a successful application for a grant from the Graduation Fund.

Article 5.5 – Procedure for issuing a definitive study advice

1. A definitive study advice is issued by the Faculty Board on behalf of the Board of the University. The decision will also state the applicable safeguards of legal rights.
2. Before a binding (negative) study advice is issued, students will receive notice of the intention to issue one, after which they will be given the opportunity to put their case to the Faculty Board or its representative.

Article 5.6 – Consequences of a binding (negative) study advice

1. Students who have received a binding (negative) study advice may not register for the degree programme, or for any other degree programme in the cluster of related degree programmes for a period of 2 years from 1 September of the next academic year.
2. Students who have been issued a binding (negative) study advice are not permitted to follow course units in this degree programme via a different degree programme or educational institution in order to avoid the consequences of their binding (negative) study advice. No exemptions will be granted for course units completed in this way, nor will such completed course units be recognized within the framework of the degree programme in any other way.

Article 5.7 - Consequences of a positive study advice

1. Holders of a positive study advice for the degree programme in question at the University of Groningen will be admitted to the post-propaedeutic phase of the degree programme.
2. Notwithstanding Article 5.7.1, the requirement that a previous course unit must have been successfully completed may apply to some course units. This compulsory order of course units is set out in OCASYS and in Article 9.3 of these Teaching and Examination Regulations.
3. The admission does not apply to the Minor of the degree programme. For this, completion of the entire propaedeutic phase is a requirement.

Article 5.8 – Admission to the post-propaedeutic phase: hardship clause

The Board of Examiners may deviate from the stipulations of Article 5.7 in situations where changes to the curriculum or educational force majeure would demonstrably lead to a situation of unfairness of an overriding nature. This is only possible in unique personal circumstances that are so unusual that admission cannot reasonably be denied.

SECTION 6 ADMISSION TO THE POST- PROPAEDEUTIC PHASE OF THE DEGREE PROGRAMME

Article 6.1 – Criteria for admission to the post-propaedeutic phase

The following may be admitted to the post-propaedeutic phase, after consideration by the Admissions Board:

1. holders of a propaedeutic certificate, or students who have earned 60 ECTS credit points in the first year of study in a related degree programme.
2. The Admissions Board may grant an exemption for the requirement stipulated in Article 6.1 to the holder of a diploma gained in the Netherlands or elsewhere and considered by the Admissions Board to be at least equivalent to the propaedeutic certificate referred to in Article 6.1.



Article 6.2 – Admission to the post-propaedeutic phase: hardship clause

The Board of Examiners may deviate from the stipulations of Article 6.1 in situations where changes to the curriculum or educational force majeure would demonstrably lead to a situation of unfairness of an overriding nature. This is only possible in unique personal circumstances that are so unusual that admission cannot reasonably be denied.

SECTION 7 THE POST-PROPAEDEUTIC PHASE OF THE DEGREE PROGRAMME

Article 7.1 – Structure of the post-propaedeutic phase

1. The post-propaedeutic phase comprises the following course units and student workloads:

A) A. Variant with Greek

1. Christianity: from Constantine-Reformation (7.5 ECTS)
 2. Greek 1 (7.5 ECTS)
 3. Christianity: Reformation-the Present (7.5 ECTS)
 4. Greek 2 (7.5 ECTS)
 5. Exegesis New Testament (7.5 ECTS)
 6. Choice (1 out of 2):
 - a. Religion, Media and Popular Culture (7.5 ECTS)
 - b. Religion and Politics (7.5 ECTS)
 7. Islam (7.5 ECTS)
 8. Ethics and Secularity (7.5 ECTS)
- B. *University minor of personal minor* (15 ECTS), offered by another faculty of the University of Groningen or by a few faculty of the University of Groningen together OR Choice (2 out of 3): Quranic Arabic 1 (7.5 ECTS), Spirituality and Secular Religion (7.5 ECTS) and optional module (7.5 ECTS)
- C. Faculty course units (choice 2 out of 3), namely:
1. Law and Religion: Anthropological Approaches (7.5 ECTS)
 2. Religion, Space and Place (7.5 ECTS)
 3. Quranic Arabic 2 (7.5 ECTS)
- D. *Specialization (faculty minor)*, to be chosen from:
1. Jewish, Christian and Islamic Origins (30 ECTS), consisting of:
 - 1.1 Crucial texts in cultural context (7.5 ECTS)
 - 1.2 The after life of biblical texts and figures (7.5 ECTS)
 - 1.3 Bachelor Thesis Seminar Origins of Religion (5 ECTS)
 - 1.4 Bachelor Thesis (10 ECTS)
 2. Lived Religion (30 ECTS), consisting of:
 - 2.1 Lived Religion: Reading Case Studies (7.5 ECTS)
 - 2.2 Lived Religion: Academic Debates (7.5 ECTS)
 - 2.3 Bachelor Thesis Seminar Lived Religion (5 ECTS)
 - 2.4 Bachelor Thesis (10 ECTS)
 3. Cultural Impact of Religion (30 ECTS), consisting of:
 - 3.1 Contested Humanities: historical, philosophical and theological approaches (7.5 ECTS)
 - 3.2 Cultural Impact of Religion: working with sources (7.5 ECTS)
 - 3.3 Bachelor Thesis Seminar Cultural Impact of Religion (5 ECTS)
 - 3.4 Bachelor Thesis (10 ECTS)

B) A. Variant without Greek

1. Christianity: from Constantine-Reformation (7.5 ECTS)



2. Choice (1 out of 3):
 - a. Rituals in Theory and Practice (7.5 ECTS)
 - b. Spirituality and Secular Religion (7.5 ECTS)
 - c. Quranic Arabic 1 (7.5 ECTS)
 3. Christianity: Reformation-the Present (7.5 ECTS)
 4. Choice (1 out of 3):
 - a. The Text Awakens (7.5 ECTS)
 - b. The Sacred Image (7.5 ECTS)
 - c. Quranic Arabic 2 (7.5 ECTS)
 5. Exegesis New Testament (7.5 ECTS)
 6. Choice (1 out of 2):
 - a. Religion, Media and Popular Culture (7.5 ECTS)
 - b. Religion and Politics (7.5 ECTS)
 7. Islam (7.5 ECTS)
 8. Ethics and Secularity (7.5 ECTS)
- B. *University minor of personal minor* (15 ECTS), offered by another faculty of the University of Groningen or by several faculty of the University of Groningen together OR Choice (2 out of 3): Quranic Arabic 1 (7.5 ECTS), Spirituality and Secular Religion (7.5 ECTS) and optional module (7.5 ECTS)
- C. Faculty course units (choice 2 out of 3), namely:
1. Law and Religion: Anthropological Approaches (7.5 ECTS)
 2. Religion, Space and Place (7.5 ECTS)
 3. Quranic Arabic 2 (7.5 ECTS)
- D. *Specialization (faculty minor)*, to be chosen from:
1. Jewish, Christian and Islamic Origins (30 ECTS), consisting of:
 - 1.1 Crucial texts in cultural context (7.5 ECTS)
 - 1.2 The after life of biblical texts and figures (7.5 ECTS)
 - 1.3 Bachelor Thesis Seminar Origins of Religion (5 ECTS)
 - 1.4 Bachelor Thesis (10 ECTS)
 2. Lived Religion (30 ECTS), consisting of:
 - 2.1 Lived Religion: Reading Case Studies (7.5 ECTS)
 - 2.2 Lived Religion: Academic Debates (7.5 ECTS)
 - 2.3 Bachelor Thesis Seminar Lived Religion (5 ECTS)
 - 2.4 Bachelor Thesis (10 ECTS)
 3. Cultural Impact of Religion (30 ECTS), consisting of:
 - 3.1 Contested Humanities: historical, philosophical and theological approaches (7.5 ECTS)
 - 3.2 Cultural Impact of Religion: working with sources (7.5 ECTS)
 - 3.3 Bachelor Thesis Seminar Cultural Impact of Religion (5 ECTS)
 - 3.5 Bachelor Thesis (10 ECTS)
- C) Variants A or B with PThU-trajectory
- A. The postpropaedeutic phase comprises in the second bachelor year the following course units with student workload as mentioned at A) Variant with Greek or at B) Variant with Greek with the course unit:
- Psychology and Sociology of Religion (7.5 ECTS) instead of the choice from Religion, Media and Popular Culture (7.5 ECTS) or Religion and Politics (7.5 ECTS)
 - Dogmatiek (7.5 ECTS) instead of Ethics and Secularity (7.5 ECTS).
- B. The postpropaedeutic phase comprises in the third bachelor year the course units Historical Theology (7.5 ECTS) and Theological Ethics (7.5 ECTS) instead of the *University minor of personal minor* (15 ECTS) and Intercultural Theology (7.5 ECTS)



and Biblical Theology (7.5 ECTS) instead of two out of the three faculty course units Law and Religion (7.5 ECTS), Religion, Space and Place (7.5 ECTS) or Quranic Arabic 2 (7.5 ECTS)

C. *Specialization (faculty minor)*, to be chosen from:

1. Jewish, Christian and Islamic Origins (30 ECTS), consisting of:
 - 1.1 Crucial texts in cultural context (7.5 ECTS)
 - 1.2 The after life of biblical texts and figures (7.5 ECTS)
 - 1.3 Bachelor Thesis Seminar Origins of Religion (5 ECTS)
 - 1.4 Bachelor Thesis (10 ECTS)
 2. Lived Religion (30 ECTS), consisting of:
 - 2.1 Lived Religion: Reading Case Studies (7.5 ECTS)
 - 2.2 Lived Religion: Academic Debates (7.5 ECTS)
 - 2.3 Bachelor Thesis Seminar Lived Religion (5 ECTS)
 - 2.4 Bachelor Thesis (10 ECTS)
 3. Cultural Impact of Religion (30 ECTS), consisting of:
 - 3.1 Contested Humanity: historical, philosophical and political approaches (7.5 ECTS)
 - 3.2 Cultural Impact of Religion: working with sources (7.5 ECTS)
 - 3.3 Bachelor Thesis Seminar Cultural Impact of Religion (5 ECTS)
 - 3.4 Bachelor Thesis (10 ECTS)
2. To complete the university minor the student may also choose from the following opportunities:
- study period abroad (15-30 ECTS)
 - education minor (30 ECTS) (certificate NT2, programme II is requested for non-Dutch speaking students)
 - work placement (7.5 ECTS)
 - preparation to master specialization Religion, Health and Wellbeing/Geestelijke verzorging (22.5 ECTS) (certificate NT2, programme II is requested for non-Dutch speaking students)
3. Students who want to prepare themselves for the master specialization Religion, Health and Wellbeing-Spiritual Care (NL taught), follow in stead of the course units mentioned in art. 7.1 lid 1 B, C and D the course units mentioned below:
1. Choice of Law and Religion; Anthropological Approaches (7.5 ECTS), Religion, Space and Place (7.5 ECTS) or optional module (7.5 ECTS)
 2. Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden (7.5 ECTS)
 3. Professionele ethiek (7.5 ECTS)
 4. Filosofie als levenskunst (7.5 ECTS)
 5. Trauma, rouw, zingeving en welzijn (7.5 ECTS)
 6. Faculty minor Cultural Impact of Religion (22.5 ECTS) consisting of the bachelor thesis (10 ECTS), bachelor thesis seminar Cultural Impact of Religion (5 ECTS), the course unit Contested Humanity: historical, philosophical and political approaches (7.5 ECTS).
4. Students may replace one or more of the course units listed in Articles 7.1.1 and 7.1.2 on condition that the student workload for the entire degree programme does not as a result fall below 180 ECTS credits, and with the approval of the Board of Examiners.
5. Students may earn up to 60 ECTS credits abroad with the approval of the Board of Examiners, which will take the student's study progress into account in its decision. No more than 30 of these 60 ECTS credits may be used to replace course units listed in Article 7.1.1 under B and C. Up to 30 ECTS credits may be indicated as extracurricular credits on the Diploma Supplement.
6. The number of contact hours for course units listed in Article 7.1.1 under Variant A and B is set out in Appendix 2 to this article.



7. All course units and their modes of instruction are listed in the digital University course unit catalogue OCASYS.

Article 7.2 – Replacements and electives followed elsewhere

1. Following a substantiated request by a student, the Board of Examiners may grant prior permission to:
 - a. replace a course unit in the examination programme with another course unit offered by the University of Groningen or another university in the Netherlands or abroad that dovetails well with the degree programme, or
 - b. to use one or more course units followed at the University of Groningen or another university in the Netherlands or abroad as electives in the degree programme.
2. When assessing such a request, the Board of Examiners will always evaluate the coherence of the set of course units (or parts thereof) and the level of the course units followed.

Article 7.3 – Open Degree Programme

1. Students may choose to follow a degree programme's Open Degree Programme, which deviates from the regular specialization(s) of the degree programme. An Open Degree Programme must always be approved in advance by the Board of Examiners of the degree programme in which the student is registered.
2. The following additional requirements apply to Open Degree Programmes
 - a. Meet the learning outcomes of the master's degree programme
 - b. Meaningful relationship

SECTION 8 OTHER PROGRAMMES

A. Minor

Article 8.1 – Minor

1. The Minor room can be filled in using any of the options listed in Article 7.1.2.
2. Students can choose between:
 - a) a University Minor
 - b) a Personal Minor.

Article 8.2 – University Minor

1. A University Minor is a coherent set of broadening course units that students can follow either at their own or a different Faculty.
2. Students who choose to fill in their Minor room with a University Minor do not need explicit permission from the Board of Examiners.

Article 8.3 – Personal Minor

1. A Personal Minor is a coherent set of broadening or deepening course units that students can compile themselves and follow either at their own or a different Faculty of the University of Groningen or at another university in the Netherlands or at a partner university abroad.
2. Personal Minors must be presented to the Board of Examiners for approval in advance.

Article 8.4 – Authority of the Board of Examiners with regard to Minors

1. Students must present their choice of Minor to the Board of Examiners of their own degree programme for approval, except if they choose a University Minor in accordance with Article 8.2.2.



2. Minors followed in other degree programmes or at other faculties or institutes of higher education are subject to the authority of the Board of Examiners of the degree programme that sets the relevant examinations.
3. Minors in the degree programme followed by students of other degree programmes, faculties or institutes of higher education are subject to the authority of the Board of Examiners of the degree programme.
4. A responsible Board of Examiners will be assigned in the event of interfaculty University Minors in overleg van betrokken faculteiten.

B. Honours programme

Article 8.5 – Bachelor’s Honours Programme

1. The Faculty participates in the Bachelor’s Honours Programme organized by the University of Groningen Honours College. The Bachelor’s Honours Programme does not form part of the regular Bachelor’s curriculum.
2. Students admitted to one of the Bachelor’s degree programmes offered by the Faculty can participate in the Bachelor’s Honours Programme if they are selected by the Dean of the University of Groningen Honours College. Please consult the Teaching and Examination Regulations of the University of Groningen Honours College for the selection procedure.
3. The Bachelor’s Honours programme has a total student workload of 45 ECTS credit points, distributed over the three years of the Bachelor’s programme. The Bachelor’s Honours Programme, including the deepening Faculty part, is subject to the Teaching and Examination Regulations of the University of Groningen Honours College.
4.
 - a. The Honours programme is not part of the regular Bachelor’s curriculum. The results and marks do not count towards the awarding of an honours predicate for the Bachelor’s programme.
 - b. The Diploma Supplement that accompanies the Bachelor’s degree certificate will also list the results gained in the Bachelor’s Honours programme.

C. Pre-Master’s programmes

Article 8.6 – Pre-Master’s programmes

1. The Faculty offers Pre-Master’s programmes to facilitate entry into a Faculty Master’s degree programme.
2. Students who enrol in the Pre-Master’s programme Religion, Health and Wellbeing/Geestelijke Verzorging are registered in the Bachelor’s degree programme in Theology as referred to in Article 1.1.1.
3. The content and the student workload of the Pre-Master’s programme are determined by the Admissions Board on a case-by-case basis.
4. The Admissions Board of the desired Master’s degree programme will decide whether students are admitted to the Pre-Master’s programme.
5. Students must complete the Pre-Master’s programme within 24 months (full time students) and within 36 months (part time students).
6. In addition to Article 8.6.5, students may only reregister for a Pre-Master’s programme if they have earned at least 20 ECTS.
7. The Board of Examiners of the Bachelor’s degree programme as referred to in Article 1.1.1 has the authority to decide in matters concerning course units in the Pre-Master’s programme.
8. The stipulations concerning Pre-Master’s programmes in the University of Groningen Regulations for Registration and Tuition Fees 2019-2020 apply.



SECTION 9

EXAMINATIONS

Article 9.1 – General

1. Each course unit is assessed by means of an examination.
2. An examination can comprise a number of partial exams. The results of these partial exams together determine the examination result.
3. Each course unit has at least two assessments.
4. The examination assesses the students' academic development and mastery of the learning outcomes of the course unit.
5. An examination that concludes a course unit in block 1, 2 or 3 must be taken during the following block at the latest. An examination that concludes a course unit in block 4 must be taken by the end of the academic year at the latest (examination term).
6. A resit opportunity is offered for each partial exam (summative assessment) of a course unit. This resit may comprise resits of various different partial exams previously taken. The lecturer is responsible for the design of such resits.
7. If the examination term is exceeded, the examination requirements that are in force at the moment the examination is taken will apply. This may mean that a student must retake a course unit or its examinations. This rule also applies to written assignments, which will have to be rewritten on a new topic.
8. Papers that are not submitted before the original deadline will fall under the resit regulations and must be submitted before the second deadline, which falls in the resit period.
9. Papers that are submitted before the original deadline but are awarded a fail mark can be resat/improved and must then be resubmitted before the second deadline, in the resit period of the relevant teaching block.
10. Papers that are not submitted before the resit deadline will not be marked. The student in question will have to write a new paper on a new topic in the next academic year.
11. The results of an examination are given as pass or fail, in numbers on a scale of 1 to 10, expressed as 5.5 or more for a pass and 5.4 for a fail.
12. The (weighted) final mark for course units in the BA-1 and BA-2 programmes must be 5.5 or higher. If the final mark is based on several partial exam results, then each part must have been awarded at least a 5.
13. The examination material always includes the lecture material, unless specified otherwise by the lecturer on Nestor or in the syllabus.
14. No resits may be taken for course units that have been passed (5.5. or higher).
15. In accordance with the Assessment Plan, the individual contribution to group assignments will be assessed.

Article 9.2 – Participation in examinations

1. A student who registers for a course unit in the degree programme in accordance with Article 3.8 of the OER is automatically registered for the examination for that course unit.
2. Notwithstanding the provisions of Article 9.2.1, students can register and deregister for examinations during certain periods to be further defined.

Article 9.3 – Compulsory order

1. The examinations for the course units listed below may not be taken before the examinations for the associated course units have been passed:

propaedeutic phase:

Course unit	After passing of
Hebrew 2	Hebrew 1 (variant A, B and C,)



Exegesis Old Testament	Hebrew 2 and Hebrew Bible and ancient Judaism (variant A, B and C)
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post-propaedeutic phase:

Course unit	After passing of
Greek 2	Greek 1 (variant A, B and C)
Quranic Arabic 2	Quranic Arabic 1
Exegesis New Testament	New Testament: Text and cultural context and Greek 2 (variant A, B and C)
Historical Theology	<i>Christianity from Reformation until the present</i> and Dogmatics
Intercultural Theology	Dogmatics
Bachelor thesis	60 ECTS post-propaedeutical course units

2. The course units listed in Article 7.1.1 Variant A)A. 1 t/m 8, Variant B)A. 1 t/m 8 and Variant C may be taken if 45 ECTS of the propaedeutic phase has been successfully completed and the admission requirements set out in Article 9.3.1 have been satisfied. The course units listed in Article 7.1.1 Variant A) B-D, Variant B) B-D and Variant C) B-C may be taken once the propaedeutic phase has been successfully completed and the admission requirements set out in Article 9.3.1 have been satisfied.
3. Contrary to the provisions of Article 9.3.2, the Board of Examiners may grant a student's request for admission to certain course units before they have satisfied the requirements set out in Article 9.3.2. The Board of Examiners has determined that progression as referred to in the first sentence of this article will only apply for a specific period of time.
4. The following stipulations apply to participation in course units with seminars or working groups as teaching method and practicals with compulsory attendance:
 1. In this article, 'practicals' are understood to be practical exercises as referred to in Article 1.2.s and their associated lectures.
 2. If a practical incorporates lectures, an 75% attendance requirement will apply to these lectures.
 3. Students who attend fewer than 75% of the lectures will not be allowed to sit the examination for the course unit in question and must repeat the course unit.
 4. The stipulations in Article 9.3.4 concerning the practicals c.q. the course units with compulsory attendance will apply if they are listed in the course unit description in Ocasys.
5. The following stipulations apply to participation in examinations:
 1. Students who do not satisfy the stipulations listed in Articles 9.3.4 sub 1 up to 4 are banned from participating in the examination.

Article 9.4 – Examination frequency and periods

1. There will be an opportunity to sit the examinations for the course units listed in Articles 4.1 and 7.1 at least twice in each academic year.
2. The periods in which examinations can be sat are listed in the Student Handbook and/or OCASYS. Partial exams can also be taken outside the period indicated.
3. Notwithstanding the provisions of Article 9.4.1, there will be only one opportunity in a certain year to take the examination for a course unit not taught in that year.
4. Students may resit an examination for a course unit that is no longer offered at least twice during the first year after it has been removed from the curriculum.
5. Students who do not wish to sit a certain examination or resit must deregister for it.



6. Students who are not registered for a certain course unit but who do wish to sit its examination or resit and who satisfy the relevant admission requirements must register electronically for the examination via ProgressWWW within the stipulated term.
7. If a student has completed all the compulsory parts of a course unit to the best of his or her ability but has still not passed, then the examiner may give him or her the opportunity to take a supplementary or replacement test.
8. Granting this opportunity is subject to approval by the Board of Examiners.

Article 9.5 – Assessment of placement/internship or research assignment

The assessment of the placement or research placement will be conducted by the Faculty supervisor, on the basis of the placement report and after consultation with the supervisor at the host institution or placement organization.

Article 9.6 – Thesis

1. A thesis can in principle only be used for one University of Groningen degree programme. Full or partial exemptions for a degree programme's thesis may be granted by the Board of Examiners on the basis of a thesis written for another degree programme.
2. Each thesis is assessed by at least two examiners.
3. The final mark of the bachelor thesis should be at least a (not rounded off) 6.0.
4. Article 10.1.7 on the storage period for theses applies.
5. Students will be given the opportunity to write a final-year thesis at least once per academic year.
6. The period during which students can write theses will be published in the Student Handbook and/or OCASYS.
7. More detailed regulations on the design, content, time frame and assessment of the thesis can be found in the Regulations for Bachelor's and Master's theses, which form part of these Teaching and Examination Regulations. This includes, for example, the following regulations:
 - The thesis must be completed within the current academic year. Students who do not complete their thesis within the academic year in which they started it must submit a reasoned request for extension of the completion term to the Board of Examiners. Upon the student's request, the Board of Examiners may take the student's extraordinary circumstances into account in its assessment of a request for extension, as well as his/her study behaviour, any agreements made or study plan drawn up in consultation with the study advisor, and the student's plan for completing the thesis. The Board of Examiners will also consult the supervisor before making a decision.
 - Thesis terms can be extended for a period of up to one semester at a time.
 - No more than two extensions will be granted.
 - The draft version of the thesis must be submitted in early June, the definitive version on 1 July and the revised version on 1 August.
 - No more than 4 supervision meetings are held for Bachelor's theses.
8. If by the end of the period referred to in Article 9.5.5 the assessor(s) is/are of the opinion that the thesis cannot be awarded a pass mark, the student will be given one opportunity to revise the thesis within a time frame defined by the degree programme. This revision forms formally the resit.
9. The Board of Examiners is the only body that can deviate from the provisions of this Article at the written request of a student.
10. Students must satisfy the following requirements in order to qualify for supervision and assessment of the final-year thesis for the degree programme:
 - they must have completed the BA-1 year and earned at least 60 ECTS credit points in the post-propaedeutic phase of the programme
 - their Bachelor's specialization must have been approved by the Board of Examiners (if this is required on the basis of Section 7).



Article 9.7 – Form of examinations

1. Examinations will be taken in the manner stated in OCASYS.
2. At a student's request, the Board of Examiners may allow an examination to be taken in a form different from that stated above.
3. Mock versions or some sample questions of each examination will be made available to practise.

Article 9.8 – Request for additional resit

1. Students may submit a request for an additional resit to the Board of Examiners.
2. Such a request may be granted if the student in question failed the relevant exam due to extraordinary circumstances and if not granting the request for an additional resit would result in unacceptable study delay.
3. The following criteria apply to granting a request for an additional resit for the last course unit in the degree programme:
 - the course unit in question must be the last course unit to be passed
 - not granting the request would result in study delay of at least one semester
 - the examinee must have taken the last two regular exam opportunities for the course unit in question.

Article 9.9 – Board of Examiners responsible for electives taken at other degree programmes

1. A request to take an elective at another degree programme must be approved by the Board of Examiners of the student's own degree programme.
2. The Board of Examiners of the other degree programme is authorized to set and assess the examinations and decide upon requests for alternative exam regulations. Article 9.10.2 applies.

Article 9.10 – Course units completed elsewhere

1. A Bachelor's degree can only be awarded if at least half of the course units of the degree programme were offered by the degree programme during the student's period of registration as a student at the University of Groningen.
2. *a.* For Double Degree Bachelor's degree programmes offered together with an institution abroad, at least one quarter of the programme must have been followed at the degree programme during the student's period of registration as a student at the University of Groningen.
 - b.* the provisions of article 10.4 regarding the thesis must be observed

Article 9.11 – Examinations and functional impairments

1. Students with a functional impairment will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual impairment. If necessary, the Board of Examiners will seek expert advice from a student counsellor of the Student Service Centre (SSC) before making a decision.
2. With regard to examinations for electives taken at other degree programmes by students with a functional impairment, the Board of Examiners of the degree programme that sets the examination will comply with the facilities permitted by the Board of Examiners of the degree programme for which the student is registered.

Article 9.12 – Oral examinations

1. Unless the Board of Examiners decides otherwise, an oral examination may only be taken by one student at a time. A second examiner may attend the oral exam at the request of the student and/or the examiner. In case the oral exam is held by an



- examinator the exam must be audio-recorded. Recordings will be deleted immediately after the (normal) period for perusal
2. Oral examinations are not public, unless the Board of Examiners stipulates otherwise or the student motivates his objection to the public nature of the examination

Article 9.13 – Marking of examinations and publication of marks

1. After an oral examination, the examiner will provisionally assess the examination immediately, and provide the student with a signed exam slip stating the definitive result at a later time.
2. The examiner will mark a written examination within ten working days of the day on which it was taken, and will provide the Faculty's administration department with the necessary details for registration of the result in ProgRESS. A marking term of five working days applies to examinations sat in June/July as well as their resits.
3. The examiner will mark a paper which is submitted in time within fifteen working days of the deadline for submission, unless the examiner and the student have made other agreements. The examiner will provide the Faculty's Administration Office with the necessary details for written confirmation of the result to be sent to the student.
4. If an examination is taken in a form other than oral or written, the Board of Examiners will determine in advance how and when students will receive written confirmation of the result.
5. The written confirmation of the result of an examination will inform students of their right of inspection, as stipulated in Article 9.15, as well as of their right to appeal.
6. Students can lodge an appeal against the results of an examination with the Central Portal for the Legal Protection of Student Rights (CLRS) within 6 weeks of the date on which the result was announced.

Article 9.14 – Validity of course units

1. Completed course units remain valid indefinitely.
2.
 - a. Contrary to the provisions of Article 9.13.1, the Board of Examiners may decide that the validity of a course unit is limited. The Board of Examiners can only decide that a course unit is no longer valid if the student's skills and knowledge are demonstrably outdated. The Board of Examiners may then decide to require a student to take a supplementary or substitute examination before allowing that student to progress to the final assessment.
 - b. In the event of extraordinary personal circumstances the validity term will be extended to include the period during which the student in question receives support from the Graduation Fund.
3. Partial examinations and assignments passed within a course unit that has not been successfully completed will lapse at the end of the academic year in which they were passed.

Article 9.15 – Right of inspection

1. On request, students have the right to inspect their marked work during a period of at least 42 days after the results of a written examination have been made known. If the student makes use of this opportunity, the student may request a copy of their completed written examination at the cost price.
2. Within the time frame stipulated in Article 9.14.1, any participant in the examination may request to be allowed to peruse the examination paper and the assessment criteria.
3. The Board of Examiners can determine that this inspection or perusal will take place at a certain place and at two set times at least. Students who can show that they were prevented by force majeure from attending at the indicated places and times will be offered another opportunity, if possible within the period stated in Article 9.14.1.



Article 9.16 – Board of Examiners and examiners

1. The Board of Examiners is the independent body that determines whether individual students have the knowledge, understanding and skills required to be awarded a degree.
2. The Faculty Board appoints the members of the Board of Examiners on the basis of their expertise in the field of the degree programme (or cluster of degree programmes) in question.
3. Members of the (Faculty) Board or other people who have financial responsibilities within the institution may not be appointed as members of the Board of Examiners.
4. The Board of Examiners will appoint examiners to set examinations and determine the results.
5. The Board of Examiners must set out the Rules and Regulations of the Board of Examiners for assessing and determining the results of examinations and final assessments.

Article 9.17 – Cheating and plagiarism (see appendix 6)

1. Cheating is, whether or not on purpose, an act or omission by a student designed to partly or wholly hinder the forming of a correct assessment of his or her own or someone else's knowledge, understanding and skills.
2. Cheating also includes plagiarism, which means copying someone else's or your own work without correct reference to the source.
3. If a student cheats, the Board of Examiners may exclude that student from participation in one or more examinations or final assessments for a maximum of one year.
4. In serious cases of cheating, the Board of Examiners can advise to the Board of the University to permanently terminate a student's registration in the degree programme.
5. The Board of Examiners will set out its course of action in the event of cheating in its Rules and Regulations.

Article 9.18 – Invalid examination

In the event of irregularities with regard to an examination that are so serious that an accurate assessment of the examinee's knowledge, understanding and skills cannot be made, the Board of Examiners may declare the examination invalid for either an individual examinee or a group of examinees. The stipulations in the Rules and Regulations of the Board of Examiners also apply.

Article 9.19 – Refusal of registration (Iudicium Abeundi)

1. In cases of serious objectionable behaviour and/or remarks by a student, the Board of the University can in certain extraordinary cases, after advice from the Board of Examiners or from the Faculty Board, decide to terminate the registration of this student after having carefully assessed all the interests of the student and the institution and once it has been proven reasonable to assume that the student's behaviour and/or remarks prove them to be unsuitable for one or more of the professions for which they is being trained in their degree programme, or for the practical preparation for that profession. In such cases the Faculty Board, the Board of Examiners and the Board of the University will follow the *Protocol Iudicium Abeundi* [protocol for termination of registration] as approved by the *Nederlandse Federatie van Universitaire Medische Centra* [Netherlands Federation of University Medical Centres] on 1 November 2010.
2. The stipulations in the *University of Groningen Regulations for Registration and Tuition Fees* apply.

SECTION 10

FINAL ASSESSMENT

Article 10.1 – Final assessment

1. The degree programme is concluded with a final assessment.



2. a. On the condition that the student's study programme has been approved, the Board of Examiners will determine the result of the final assessment as soon as the student has passed all the required examinations. The Board of Examiners may define terms to this end. By determining the results of the final assessment, the student has proven to have acquired the necessary academic training. The Board of Examiners will issue a degree certificate to this end.
- b. If a student exceeds the relevant deadlines for approval of the study programme referred to under a, the Board of Examiners may postpone his or her graduation date. This date may then be in the academic year following the year in which the last examination was passed.
3. Before the final assessment can be determined, the Board of Examiners may decide to test the student's knowledge of one or more course units or components of the degree programme, if and inasmuch as the marks for these course units provide a reason for doing so.
4. By determining the result of the final assessment, the Board of Examiners also commits itself to a speedy processing of the degree certificate ceremony.
5. If a student wishes to postpone the date of graduation due to extra examinations that still need to be taken, they must submit a request to this end to the Board of Examiners in good time.
6. The graduation date is the date on which the final assessment is passed, as determined by the Board of Examiners in accordance with the provisions of Article 10.1.2, and not the date on which the degree certificate is presented to the student.
7. The successfully passed final assessment as referred to in Article 10.1.1, and all assignments submitted within the framework of this assessment, will be kept on file by the Faculty Board for a period of at least 7 years. This is also applicable to the recording of oral exams.

Article 10.2 – Degree certificate

1. Students will receive a certificate issued by the Board of Examiners as proof that they have passed the final assessment. Even if a student successfully completes more than one track or specialization within a degree programme, he or she will receive only one degree certificate. Article 3.5 applies.
2. The Board of Examiners will issue an International Diploma Supplement with each degree certificate.
3. If relevant, the results achieved in the Bachelor's Honours Programme will also be listed on the Diploma Supplement that accompanies the Bachelor's degree certificate.

Article 10.3 – Degree

1. Students who have successfully passed the final assessment are awarded the degree of 'Bachelor of Arts'.
2. The degree awarded will be indicated on the degree certificate.

Article 10.4 – Honours ('Cum Laude'/'Summa Cum Laude')

1. The Board of Examiners will determine whether or not the Bachelor's degree certificate will be awarded an honours predicate.
2. The following conditions apply:
 - a) The mark for the thesis must satisfy the following minimum conditions:
 - i. 'Cum laude': the mark for the thesis must be *at least 8.0*
 - ii. 'Summa cum laude': the mark for the thesis must be *at least 9.0*.
 - b) The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners must be
 - i. *greater than or equal to 8.0* for 'Cum laude'
 - ii. *greater than or equal to 9.0* for 'Summa cum laude'.



3. No honours are awarded if the student workload of the exemptions in ECTS credit points is more than half the total number of ECTS for the degree programme. This stipulation does not apply to Double Degree programmes.
4. Honours may only be awarded if the examinations for the course units were taken only once.
5. Honours may only be awarded if no single course unit was awarded a mark less than 7.0.
6. No honours will be awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for an honours predicate because cheating/plagiarism has been detected.
7. In certain circumstances, the Board of Examiners may depart from the provisions set out in Articles 10.5.2-6.

Article 10.5 – Assessment Plan

An Assessment Plan has been approved by the Faculty Board. This assessment plan is a component of the Teaching and Examination Regulations (see appendix 7) and comprises:

1. the learning outcomes of the degree programme
2. the course units of the degree programme and the learning outcomes of each course unit
3. the relationship between course units and learning outcomes
4. the assessment mode to be used and the test moments for each course unit
5. the test design and assessment procedures and assessment criteria used
6. right of inspection
7. who is responsible for the implementation of the various components of the assessment policy
8. the method of regular evaluation.

SECTION 11 STUDY PROGRESS SUPERVISION

Article 11.1 – Study progress administration

The Faculty Board bears the responsibility for administrating the individual study results of all students, and at least twice a year and on request provides students with an overview of their study results.

Article 11.2 – Study progress supervision

The Faculty Board is responsible for the organization of the introduction and the study progress supervision for students enrolled in the degree programme, partly to promote their progress and partly with a view to potential study options within and outside the degree programme.

SECTION 12 TRANSITIONAL AND FINAL PROVISIONS

Article 12.1 Transition from ‘old style’ to ‘new style’

Students who, immediately before the introduction date of these regulations, were registered without interruption for the Bachelor’s degree programme Theology (programme before 1 september 2016) may participate in the Bachelor’s degree programme Theology (programme as of 2016-2017) in accordance with these Teaching and Examination Regulations with the approval of the Board of Examiners and on the following conditions:

- a. prior results must dovetail with the Bachelor’s degree programme Theology. The Board of Examiners will base its decisions in this regard on the course units listed in Appendix 8 of these Regulations;
- b. participation is possible insofar as the introduction of the degree programme and the examinations according to these regulations allow this;



- c. participation is possible to the extent that a student is definitively admissible to the Bachelor's degree programme in accordance with Article 2.1.1. and 2.1.2.

Article 12.2 – Amendments

1. Any amendments to these Regulations will, following a recommendation by and/or upon the approval of the Programme Committee and in consultation with – and where necessary upon the approval of – the Faculty Council, be confirmed by the Faculty Board in a separate decree.
2. Any amendments to these Regulations will not apply to the current academic year, unless it may reasonably be assumed that the amendment in question will not harm the interests of students.
3. In addition, an amendment may not influence any other decision concerning a student taken by the Board of Examiners under these Regulations to the disadvantage of that student.

Article 12.3 – Publication

1. The Faculty Board will duly publish these Regulations as well as any amendments to them.
2. Copies of these Teaching and Examination Regulations are available from the Faculty Office. These documents can also be found on the Faculty website via the Student Portal or via <https://www.rug.nl/ggw/education/studyguide/>.

Article 12.4 – Evaluation

1. The Faculty Board will ensure that the OER is regularly evaluated, assessing at least – for the purpose of monitoring and if necessary adapting the student workload – the amount of time students need to complete their duties as set out therein.
2. The Faculty Board evaluates the teaching in the bachelor's degree programme as follows:
 - course unit evaluations
 - programme evaluations

Article 12.5 – Date of commencement

These regulations will take effect on September 1, 2019.



Appendix 1 Overview of other qualifications that grant access to the propaedeutic phase

Students with the following qualifications will be admitted to the propaedeutic phase of the Bachelor's degree programme in Theology:

An HBS diploma, regardless of the specialization

A gymnasium diploma, based on a set of subjects

An 'old-style' VWO diploma, based on a set of subjects

gained under the provisions applying to or pursuant to the Secondary Education Act.



Appendix 2 Learning outcomes for students who started the Bachelor's degree programme Theology before 1 September 2016 (Art. 3.1)

The final learning outcomes for students who started the Bachelor's degree programme in Theology before 1 September 2016 are mentioned in the Teaching- and Examination Regulation of the Bachelor's degree programme in Theology, 2017-2018.



Appendix 3 Overview learning outcomes individual course units because of article 3.1.3

1. **Biblical Theology (Bijbelse Theologie)** **THQ-BTH**

<i>Lecturer:</i>	dr. P.B.Hartog
<i>Programmes:</i>	Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3
<i>Objective:</i>	<ol style="list-style-type: none">1. Students will acquaint themselves with different approaches in Biblical Theology and are able to recognise these approaches in written academic texts;2. Students can clarify their position on the relation between Biblical and Systematic Theology with sound arguments;3. Students know the differences between Christian and Jewish Biblical Theology and can reflect critically on these differences;4. Students can develop their own viewpoints on core themes in Biblical Studies and support them with arguments that take into account the plurality of the Bijbel.5. Students can develop independent biblical-theological arguments with regard to current debates in church and society.
<i>Content:</i>	<p>Biblical Theology offers an introduction to Biblical Theology in all its facets. After some introductory classes on different approaches within Biblical Theology, the differences between Jewish and Christian Biblical Theology, and the connection between Biblical and Systematic Theology, various theological themes from the Old and New Testaments will be discussed. In addition, we will reflect on themes that play a role in current debates in the church in the Netherlands. In light of the research interests of the lecturer, particular attention will be paid to the relationship between Judaism and Christianity, as well as the contribution of ancient Jewish literature to Biblical Theology.</p> <p>In preparation of each class students will study primary or secondary literature. To acquaint themselves with the literature student will submit a short assignment before each lecture via NESTOR.</p> <p>At the end of the course students will take an open-book exam, consisting of essay questions.</p>
<i>Credits (EC):</i>	7.5
<i>Period:</i>	1.2
<i>Format:</i>	lectures/seminar
<i>Assessment:</i>	Assignments (20%), Assignments including presentations in class (30%), written examination (50%) <ol style="list-style-type: none">1. One of the assignments (of the student's choice) counts for 20% of the final grade;2. the class presentation counts for 30%;3. the final exam counts for 50%

Literature:

- Mead, James K., *Biblical Theology: Issues, Methods and Themes* (ISBN:9780664229726), ca. € 24.00
- Overige literatuur wordt aangegeven in de Studiehandleiding en zoveel mogelijk beschikbaar gesteld in de bibliotheek van de PThU.

2. **Christianity from Constantine to the Reformation (Christendom van Constantijn tot de Reformatie)** **THB2-CCR**

<i>Contact:</i>	dr. M. van Dijk
<i>Lecturers:</i>	dr. A.J.M. Irving, dr. M. van Dijk (Contact), C.E. Wilde PhD.
<i>Programmes:</i>	Bachelor Theology year 2, Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, Bachelor



<i>Prerequisite(s):</i>	Theology incl PTHU year 2, open modules of Theology and Religious Studies year 1
<i>Objective:</i>	<p>BA 1 in theology</p> <ul style="list-style-type: none"> · Knowledge and insight in the history of Christianity from ca. 300-ca. 1500 · Knowledge and insight in the connection of history and competing traditions in Christianity as well as with other religions in Europe. · Knowledge and insight in relations of power within and between Latin Christendom, Byzantium and eastern Christian communities · Ability to connect the history of Christianity with current developments in this religion c.q. its various denominations and its relationship to non-Christians. · Skills in the reflection on and discussion of the concepts of history, historiography, dogma and tradition. · Skills in the research of sources and communication of the results orally and in academic writing.
<i>Content:</i>	Overview of the History of Christianity from ca. 300-ca. 1500 with a focus on the making of Christian traditions and the connection to other religion in the regions in which Christianity functioned. In the course, we will reflect on the role of cultural traditions in the making of Christian theology and practice, and upon its dynamic nature. We will discuss how what is seen as a part of the tradition varies according to context, as determined by relations of power and other aspects. The continuities and discontinuities between the late antique, medieval and early modern past and what current denominations in Christianity claim as their tradition will be discussed.
<i>Credits (EC):</i>	7.5
<i>Period:</i>	1.1
<i>Format:</i>	lectures and seminars
<i>Assessment:</i>	<p>presentation(s), written assignment</p> <p>The course will be assessed by - Two papers i.e. a review and a final paper, taking its point of departure in the analysis of a source. - Presentation as a preliminary of the final paper. - The review will be 40 % of the grade; the presentation 10 % and the final paper 50 %.</p>
<i>Remarks:</i>	<p>The study load will be divided as follows:</p> <ul style="list-style-type: none"> -50 hours classes -66 hours practicals -80 hours self-study

Literature:

- Further literature will be announced.
- Diarmaid McCulloch, *A History of Christianity: the First Three Thousand Years*, Harmondsworth, 2016)
- , € 16.00

3. Christianity from the Reformation to the present time (Christendom van de Reformatie tot nu) **THB2-CRP**

<i>Contact:</i>	prof. dr. T.H. Weir
<i>Lecturer:</i>	prof. dr. T.H. Weir (Contact)
<i>Programmes:</i>	Bachelor Theology year 2, Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, Bachelor Theology incl PTHU year 2, open modules of Theology and Religious Studies year 1
<i>Objective:</i>	<ul style="list-style-type: none"> · Knowledge and insight in the history of Christianity and theology from ca. 1500 -2000. · Knowledge and insight in the dynamic connection of



developments in various forms of Christianity and diverse cultures all over the world.

- Knowledge of the (historical) relationship between Western cultures and forms of Christianity and other cultures and of modern forms of Christianity, such as the world-wide Pentecostalism and its historical background.
- Knowledge of major cultural shifts from pre-modernity to post-modernity
- Skills in the reflection on diversity in theological views and ritual practices.
- Skills in interpreting texts and other primary sources from the history of Christianity in relation to the specific historical context.
- Skills in presenting the results of such an interpretation both orally and in writing.

Content: The developments within Christianity from ca. 1550-2000 with a focus on the relation between Christianity and a diversity of cultural contexts. In the course some major shifts in Western culture such as the rise of the (radical) Enlightenment, the development of science, the impact of the world wars and the process of globalization will be discussed. But also the development of Catholicism, Orthodoxy and Protestantism in other cultural contexts, such as in Eastern Europe or in the global South will be studied.

In order to place the developments in a larger framework, the course will include an introduction to major concepts, like those of Jonathan Israel on the Radical Enlightenment and of Charles Taylor on the Self and on the Secular together with an introduction to some critical reactions to these concepts.

A variety of texts and images from the period will serve as sources to practice the skills of interpretation from the historical context.

There will be a trip to Cologne in week 50. In subgroups the students will do some research, hold presentations and write papers related to this trip. The content may also relate to the period from Constantine to the Reformation.

Credits (EC):

7.5

Period:

1.2

Format:

lectures/seminar

Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module, 80 % attendance is compulsory.

Assessment:

Written exam (50%), KAVVs (10%) a presentation (10%) and a paper (30%).

Remarks:

Voor A History of Christianity: The First Three Thousand Years is een Nederlandse vertaling beschikbaar: Diarmaid MacCulloch, *De geschiedenis van het Christendom* (Houten: Spectrum, 2009), € 41,50
Werklast:

Literatuur, colleges en examen: 5 ECTS

Excursie, papier en presentatie: 2,5 ECTS

Literature:

- Diarmaid MacCulloch, *A History of Christianity: The First Three Thousand Years*, London: Allen Lane, 2009/New York: Penguin, 2011. Zie bij opmerkingen i.v.m. nederlandse vertaling, € 20.00
- Alister E. McGrath, *Historical Theology: An Introduction to the History of Christian Thought*, 2nd Edition, November 2012, Wiley-Blackwell), € 35.00

4. Dogmatics

THQ-DOG



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(Dogmatiek)

- Contact:** Dr. K.L. Bom
- Lecturers:** Dr. K.L. Bom (Contact), prof. dr. B. van den Toren, dr. R.D.N. van Riessen
- Programmes:** Bachelor Theology; Greek incl PTHU year 2, Bachelor Theology incl PTHU year 2
- Objective:** In deze module wordt kennis gemaakt met de centrale methodische voorvragen en inhouden van het christelijk geloof zoals die voorwerp zijn geweest van dogmatische reflectie door de eeuwen heen.
Bij de inleidingsvragen wordt gekeken naar de aard van de theologische wetenschap en van de theologische taal, naar de bronnen van de theologie en in het bijzonder de theologische rol van de Schrift en het openbaringsbegrip en aan de plaats van de dogmatiek binnen de theologische encyclopedie.
Voor de te bespreken thema's wordt gebruik gemaakt van G. van den Brink en C. van der Kooi, *Christelijke dogmatiek* (2012, capita selecta). Daarbij wordt in het bijzonder gereflecteerd op de wijze waarop de Schrift en de wijsbegeerte functioneren als bronnen van christelijke theologische reflectie.
- Content:**
- De student heeft kennis en inzicht in de bronnen van de dogmatische reflectie en is in staat de waarde hiervan te wegen en te verantwoorden, in het bijzonder waar het gaat om de rol van de Schrift en van de wijsbegeerte.
 - De student is in de staat de wijze waarop de Schrift en waarop de wijsbegeerte functioneren in de formulering van dogmatische loci te herkennen en kritisch te beoordelen.
 - De student is in staat de plaats van de systematische theologie in de theologische encyclopedie aan te geven en te verantwoorden.
 - De student heeft een eerste inzicht verworven in de inhoud en onderlinge samenhang van een aantal centrale dogmatische loci en in hun betekenis voor het leven en de verkondiging van de kerk.
 - De student is in staat centrale keuzes die gemaakt zijn om tot bepaalde dogmatische formuleringen te komen te herkennen en kritisch te beoordelen.
 - [Onderzoeksvaardigheden] Studenten leren dogmatische teksten analyseren en interpreteren en leren een beargumenteerde positie in het academisch debat in te nemen.
 - [Onderzoeksvaardigheden] Studenten leren academische paper te schrijven en presenteren.
- Credits (EC):** 7.5
- Period:** 2.2
- Format:** lectures/seminar
- Assessment:** group paper, paper, report
- Literature:**
- Van den Brink, G en C. van der Kooi, *Christelijke dogmatiek* (ISBN:9789023926061) , ca. € 65.00

5. Ethics and Secularity: Philosophy of Religion and Ethics 2 **THB2-PRES**

(Ethiek en Secularisatie: Godsdienstwijsbegeerte en Ethiek 2)

- Contact:** prof. dr. C. Jedan
- Lecturers:** dr. J. Tarusarira, prof. dr. C. Jedan (Contact)
- Programmes:** Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology; Greek year 2, Exchange programme: bachelormodules year 1, open modules of Theology and



Religious Studies year 1, Premaster RPAM, RCG, RHW and RCH year 1

- Objective:**
- Students are able to analyse important problems and positions in ethics.
 - Students have improved skills in analysing and interpreting classical and contemporary texts and arguments in ethics
 - Students develop skills in applying ethical concepts, arguments and positions to problems in contemporary society
 - Students are able analyse religious and secularist structures of value from sociological and anthropological perspectives
 - Students are able to orally present and defend arguments for a specific ethical stance, informed by ethical, anthropological and sociological understandings, in a roundtable discussion

Content: Do religions provide a foundation of right and wrong, or could we find such a foundation elsewhere, independently of religion? Even within religious traditions many thinkers have held that religion does not so much provide a foundation of right and wrong but a powerful motivation of doing what is perceived as right, independently of religion. The history of modern philosophical ethics can be read as a sustained attempt to eject religious convictions from the field of morality. Is this attempt justified or can religions offer unique and constructive voices? The course consists of three components:
(1) introduces into the history of Western ethics: it follows a historical line, allowing students to appreciate how specific moral theories were formulated in response to very concrete intellectual and cultural struggles.
(2) The course then shifts gears and discusses the application of ethics to concrete real life situations. The focus will be on biomedical issues; and we will analyse whether/how different religious traditions can offer constructive input to the ongoing discussions.
(3) In addition, the students receive also training in approaching issues of value from a social-scientific perspective.

Credits (EC): 7.5

Period: 2.2

Format: lectures/seminar

Assessment: written examination

Close-reading sessions prepared and led by students; panel discussions; written examination

Literature:

- Collection of, and pointers to, classical and contemporary ethics texts provided online
- Hugh LaFollette, *Ethics in Practice: An Anthology* (present in UL)(ISBN:978-0470671832), ca. € 31.00
- Duncan Richter, *Why be good? A historical introduction to ethics* (present in UL)(ISBN:978-0195325058), ca. € 40.00

6. Greek 1 (Grieks 1)

THB2-GR1

Contact: dr. B.A. Blokhuis

Lecturers: dr. B.A. Blokhuis (Contact), R.N. van der Iest MA.

Programmes: Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, open modules of Theology and Religious Studies year 1

Objective: De student beheerst de Griekse taal zodanig dat hij/zij vragen en opdrachten kan uitvoeren op een niveau dat overeenkomt



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met het cursusboek *Mouseion* t.m. minimaal hoofdstuk 18. De student verwerft inzicht in de structuur van de Griekse taal en kan eenvoudige zinsstructuren, waaronder eenvoudige samengestelde zinnen, analyseren en vertalen. De student leert de eerste principes van het programma *Bibleworks*.

Content: In de vorm van een werkcollege met aanwezigheidsplicht en opdrachten worden de eerste beginselen van de Griekse grammatica behandeld aan de hand van hoofdstuk 1-18 van het cursusboek *Mouseion* en door gebruik te maken van het programma *Bibleworks*. Doordat elk onderdeel van de cursus voortbouwt op het voorafgaande leert de student het belang van regelmatige studie.

Credits (EC): 7.5
Period: 1.1
Format: lectures/seminar
Assessment: written examination
Remarks: BibleWorks is available on the student workstations at the faculty.

Literature:

- Charles Hupperts, Simon Veenman, *Logos*(ISBN:ISBN 9789087711016) , € 16.90
- Trudeke Mekking (en Hans Oranje) , *Mouseion* - Cursus Grieks voor beginners(ISBN:9789086592302)

**7. Greek 2
(Grieks 2)**

THB2-GR2

Contact: dr. B.A. Blokhuis
Lecturers: dr. B.A. Blokhuis (Contact), R.N. van der Iest MA.
Programmes: Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, open modules of Theology and Religious Studies year 1
Prerequisite(s): Een met succes afgelegd tentamen THB2-GR1 (Grieks 1) of een vergelijkbaar ingangsniveau.
Objective: De student beheerst de Griekse taal zodanig dat hij/zij vragen en opdrachten kan uitvoeren op een niveau dat overeenkomt met het eindniveau van cursusboek *Mouseion* (t.m. hoofdstuk 36). De student verwerft inzicht in de structuur van de Griekse taal en kan gecompliceerde zinsstructuren analyseren en vertalen. De student kan met het programma *Bibleworks* Griekse teksten bestuderen.
Content: In de vorm van een werkcollege met aanwezigheidsplicht en opdrachten wordt de kennis van de Griekse taal uitgebreid aan de hand van hoofdstuk 19-36 van het cursusboek *Mouseion* en door gebruik te maken van het programma *Bibleworks*. Doordat elk onderdeel van de cursus voortbouwt op het voorafgaande leert de student het belang van regelmatige studie.

Credits (EC): 7.5
Period: 1.2
Format: lectures/seminar
Assessment: written examination

**8. Hebrew Bible and Ancient Judaism: Texts, History,
and Cultural Context
(Hebreeuwse Bijbel en het Antieke Jodendom: Teksten,
Geschiedenis en Culturele Context)**

THB1-HEBBI

Contact: prof. dr. S.N. Mason
Lecturers: drs. R.W.H. Ohlsen, prof. dr. S.N. Mason (Contact), drs. J.M. Tanja
Programmes: Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology



Objective:

incl PTHU year 1, open modules of Theology and Religious Studies year 1, Premaster RPAM, RCG, RHW and RCH year 1
After finishing this course successfully students will be able:

- to distinguish among different parts of the Hebrew Bible, recognize thematic differences and similarities between the texts within historical and cultural contexts, describe scientific hypotheses about the literary formation of these texts, and interpret primary texts in light of scientific literature;
- to describe the rise of Israel in Canaan in the Late Bronze period, the development of the monarchy in Israel, and the fall of the kingdoms of Israel (722 BCE) and Judah (586 BCE), explain these developments within the context of the ancient Near East, and demonstrate the importance of these developments for the formation of Judaism;
- to reconstruct the origins of Graeco-Roman governance and culture in Judaea-Palestine and discuss the effects of its encounter with biblical-Hebrew culture, for example in the transformations brought by Greek social-political-religious language;
- to outline the origins of the Hasmonean Revolt (168-164 BCE), the Roman conquest of Judaea, the reigns of King Herod and his sons, and the post-Herodian political situation through the wars against Rome;
- to situate historically the evolving social institutions (e.g., temple, priesthood, council, courts) and voluntary associations (Pharisees, Sadducees, Essenes, Qumran, charismatic-led disciples, rabbinic schools) of Roman Judaea;
- to locate and interpret the main bodies of Jewish literature in this historical matrix: the so-called apocrypha and pseudepigrapha (e.g., 1 and 2 Maccabees, Ben Sira, Psalms of Solomon, Testament of Moses, 4 Ezra), the Qumran Scrolls, Flavius Josephus' histories, Philo's corpus, halakhic midrashim, Mishnah, Tosefta, Jerusalem and Babylonian Talmuds;
- to independently find academic literature, assess its academic quality, and recognise its value for one's further research.

Content:

The course introduces students to the academic study of the Hebrew Bible, Early Jewish texts, the Dead Sea Scrolls, and Rabbinic writings in the context of the rich and fascinating ancient Near Eastern and Mediterranean worlds from which these texts emerged. It therefore covers more than two millennia: from the fifteenth century BCE (Late Bronze period and emergence of what was to become Israel) to the seventh century CE. We also pay attention to the historical and cultural contexts within which the biblical and early Jewish writings appeared: Egyptian, Assyrian, Babylonian, Persian, Greek, and Roman. We also look at texts outside of the canonical corpora of the Bible and Rabbinic writings. These include inscriptions and papyri, the Dead Sea Scrolls, and other texts that did not end up in the Western canon. Also, images and iconography are taken into account.

Like all university-level courses, this one derives from the research of expert instructors. The same subject could be studied in many ways. This reality of university teaching helps the student to acquire a research mentality, as she/he comes to see that the whole truth of a subject is not already there to be learned. We acquire knowledge by exploring particular



questions and learning from these experiences. In this course, learning exercises include your thoughtful reading and questioning, summary and critique of what you read, lectures that help you frame big issues, in-class discussion of these issues, and your own synthesis of aspects of the subject for examination.

A course on academic writing skills is part of this course, leading up to the 1200-word article review.

Credits (EC):	7.5
Period:	1.2
Format:	lectures/seminar
Assessment:	lectures with discussion: 2 hours Hebrew Bible, 2 hours ancient Judaism, 2 hours academic writing written examination, written assignment
Remarks:	8 reading reports / questions 40%; article review essay (Dutch or English, 1200 words max.) 30%; take-home exam 30%. Recommended but not compulsory reading: <ul style="list-style-type: none"> · Lee I. Levine, <i>Jerusalem: Portrait of the City in the Second-Temple Period (538 B.C.E.–70 C.E.)</i>, Jewish Publication Society, 2002. This book is available for online reading, chapter download, and full-text download on a two-week loan via the RUG Library's ebrary service (just type 'Levine Jerusalem' in the SmartCat search window and click 'other formats'). Of the two digital formats available there, the one from ProQuest's Ebrary offers more flexible options. · Mladen Popović, ed., <i>De Dode Zeerollen: Nieuw licht op de schatten van Qumran</i> (Zwolle: WBooks, 2013) · Martin Sicker, <i>An Introduction to Judaic Thought and Rabbinic Literature</i> (Westport: Praeger 2007)

Literature:

- David M. Carr, *An Introduction to the Old Testament: Sacred Texts and Imperial Contexts of the Hebrew Bible*, Wiley-Blackwell, 2010 (ISBN:978-1405184670), € 29.00
- Peter Schäfer (ebook in RUG library), *The History of the Jews in the Greco-Roman World: The Jews of Palestine from Alexander the Great to the Arab Conquest*, Taylor & Francis, 2003 (ISBN:0203321987)

9. Hebrew 1 (Hebreeuws 1)

THB1-HEB1

Contact:	dr. W.H. Rose
Lecturers:	dr. W.H. Rose (Contact), R.N. van der Iest MA.
Programmes:	Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1, open modules of Theology and Religious Studies year 1
Objective:	With the help of a grammar, a dictionary and additional notes, students will be able to read selected texts, mainly prose, from the Hebrew Bible. In addition, students will be able to use the <i>Biblia Hebraica Stuttgartensia</i> and basic applications of the software of BibleWorks.
Content:	In this module and the corresponding module Hebrew 2 you will acquire elementary knowledge of the grammar and vocabulary of Biblical Hebrew. With the help of this knowledge and other resources you will gradually become proficient in reading the Hebrew Bible.
Credits (EC):	7.5
Period:	1.1
Format:	seminar with presence duty
Assessment:	written examination



Remarks: Halfway the module students make a test the result of which counts for 30% of the final exam result.
Student workload: contact hours: 42 hours; expected self-study: 168 hours. Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module. Students prepare for each class by making obligatory exercises. BibleWorks is available on the student workstations at the faculty.

Literature:

- K. Elliger, W. Rudolph (Hrsg.), *Biblia Hebraica Stuttgartensia*, Stuttgart, Deutsche Bibelgesellschaft, 1990 of later (ISBN:3438052199) , ca. € 25.00

**10. Hebrew 2
(Hebreeuws 2)**

THB1-HEB2

Contact: dr. W.H. Rose
Lecturers: dr. W.H. Rose (Contact), R.N. van der Iest MA.
Programmes: Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1, open modules of Theology and Religious Studies year 1
Prerequisite(s): Hebrew 1
Objective: With the help of a grammar, a dictionary and a small number of additional notes, students will be able to read various texts from the Hebrew Bible. In addition, students will be able to use the *Biblia Hebraica Stuttgartensia* and its critical apparatus. Students will be able to work with several applications of the software of BibleWorks.
Content: In this module and the preceding module Hebrew 1 you will acquire elementary knowledge of the grammar and vocabulary of Biblical Hebrew. With the help of this knowledge and other resources you will gradually become proficient in reading the Hebrew Bible.
Credits (EC): 7.5
Period: 1.2
Format: seminar with presence duty
Assessment: written examination
Halfway the module students make a test the result of which counts for 30% of the final exam result.
Remarks: Student workload: contact hours: 42 hours; expected self-study: 168 hours. Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module. Students prepare for each class by making obligatory exercises.

Literature:

- K. Elliger, W. Rudolph (Hrsg.), *Biblia Hebraica Stuttgartensia*, Stuttgart, Deutsche Bibelgesellschaft, 1990 of later (ISBN:3438052199) , ca. € 25.00

**11. Historical Theology
(Historische Theologie)**

THQ-HTH

Contact: prof. dr. H.M. Kirn
Lecturers: prof. dr. H.M. Kirn (Contact), dr. L.A. Werkman
Programmes: Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3
Prerequisite(s): This course is open for students who have successfully completed the courses 'Theology: Concepts and Methods', 'Christianity from Reformation until the Present' and 'Dogmatics'.
Objective: After successfully completing this course, the student can
• name and explain the character and function of the discipline
Historical Theology in the broader context of the theological encyclopedia,



- display, demonstrate and compare the central characteristics of Reformation theology, against the background of the knowledge of the origin and the development of the Reformations in Europe and in the Netherlands,
- demonstrate, summarize and interpret how the motives of the Reformations (especially in their Lutheran and Reformed branches) continued to be effective in post-Reformation periods.

Content: The practice of Historical Theology is about acquiring knowledge and understanding of the contexts and problems in which theological concepts from the past are embedded. On this basis the discipline reflects on reasonable and responsible ways of interpreting and actualizing these concepts in contemporary theological contexts.

The course starts with a joint close reading of M. Luther's treatise on 'The freedom of a Christian' (1520), following the German-Latin edition of the text (Delius), sustained by Dutch and/or English translations. By this the student further develops his/her ability to interpret historical texts in context and relate them to systematic questions. Two sub-routes are followed from there: The first (Werkman) is about elaborating Luther's influence on theological thinkers in modern contexts. The second (Kirn) is about studying the meaning, function and development of the sola scriptura-motif ('The Scripture alone'), which - often used as a slogan - provided the main argument for the building of a Protestant identity opposite to non-Protestant churches and denominations, but also promoted the pluralistic development of Protestantism itself.

Credits (EC): 7.5

Period: 1.1

Format: lectures/seminar

The course consists of joint text reading (with pre-reading parts of the original text at home), assignments per lesson and presentations in the two sub-routes

Assessment: paper/presentation and/or written examination

Preparation reading and interpreting texts in the original language 10%; presentation and paper within one of the sub-routes 30%; written examination 60%

Remarks: Those who have to complete the course 'Dogmatiek 2' (old BA-programme Theology) will be offered an abridged programme.

Literature:

- M. Luther, De libertate christiana / Von der Freiheit eines Christenmenschen (1520), in: Martin Luther Studienausgabe, ed. H.-U. Delius, vol. 2, Berlin 1982 (Repr. 1992), 260-309 (out of stock)
- De Luther-tekst en een reeks andere hoofdstukken en artikelen via leesplank en NESTOR / The Luther-text and other literature via a special semester collection and NESTOR

12. Intercultural Theology THQ-ITH (Interculturele Theologie: Contextueel theologiseren met de wereldkerk)

Contact: dr. L.A. Werkman

Lecturers: prof. dr. B. van den Toren, dr. L.A. Werkman (Contact)

Programmes: Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3

Prerequisite(s): Dogmatics

Objective: After successfully completing this course unit, the student can:

- indicate, explain and compare the most important approaches within intercultural theology;
- describe and identify the most important dimensions,



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- concepts and methods of intercultural theology;
- demonstrate and criticize these distinct dimensions, concepts and methods when reflecting on specific theological questions and themes;
- argues his/her own position in the field of tension between universality and particularity in Christian faith;
- argue the way he/she relates his/her own faith perspective to those of confessional and cultural (and/or religious) 'others'.

Content: Intercultural Theology makes the intercultural dialogue between different theological perspectives and different faith praxes fruitful (1) in terms of understanding God and the world in relation to God, and (2) for reflecting on the meaning of this faith to life in specific cultural and social contexts. Intercultural Theology reflects on the part played by the tension between the universality and the particularity of the Christian faith. Perspectives and strategies are developed to engage different cultural perspectives of Christianity and different religions. The course unit builds bridges between the global and the local aspects of theological discourse. During the course unit, students are confronted with the intercultural and interconfessional dimension of theology within the worldwide Christian community (intercultural theology in the narrow sense), the inter-religious dimension (theologia religionum) of intercultural theology and with the missionary task of engagement and testimony (missiology). The central theme is engaging in dialogue with the cultural and religious 'other', and what this means in terms of understanding one's own Christian identity and theology.

Recent contributions to debate on the nature of intercultural theology made by lecturers will be used in the teaching. The broader principles and perspectives will be illustrated using case studies from both recent research into the meaning of African Pentecostal theology and the effect of visions of faith and science in French-speaking Africa on attitudes to religion in more secularized Europe, and from research into the debate about Dutch identity in relation to multicultural and multi-religious society and the colonial past.

Credits (EC): 7.5
Period: 1.2
Format: lectures/seminar
 2 x 3 hours per week
Assessment: essay
 Essay (30%) in which the first and the last two objectives are assessed, written examination (60%) in which all objectives are assessed, presentation (10%) which aims at the assessment of objectives two and three.

Literature:
 · Capita Selecta

13. Islam: History, Sources and Practices **THB12-IHSP** **(Islam: Geschiedenis, Bronnen en Praxis)**

Lecturers: drs. W.M.A.J. Wijnhoven, C.E. Wilde PhD.
Programmes: Bachelor Religious Studies year 1, Bachelor Theology year 2, Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, Bachelor Theology incl PTHU year 2, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1, PreMa GV (pt) year 2, Pre-master programme in Spiritual Care year 1, Premaster RPAM, RCG, RHW and RCH year 1



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- Objective:*
- An appreciation of the variety of cultural practices and traditions within Islam, past and present
 - A basic understanding of the structure and contents (and form and style) of the Qur'an
 - A basic understanding of Islamic beliefs and practices, their origins and various manifestations in different times and places
 - A general understanding of the classical disciplines of Islamic religious sciences
 - Some understanding of the similarities and differences among Jewish, Christian and Islamic origins and historical developments and basic skills to explain such similarities and differences.
 - An understanding of the variety of approaches to and methods in the study of Islam and basic skills to recognise and use these approaches in academic debates.
 - Basic skills to place current events concerning Islam (especially as related to the Middle East) within the anthropological study of modernisation & globalisation.
 - Ability to critically evaluate the connections between current trends in Islam with precedents in Islamic tradition

Content: This course will provide an overview of the history of Islamic thought and practice from ca. 600 until the present day with a focus on the practice of Islam and its embeddedness in daily life in a variety of cultural contexts. It will provide students with a basic understanding of the contents of the Qur'an (in comparison with the Bible), as well as debates over authority in Islamic tradition. It will have a particular focus on contemporary practices and challenges for Muslims in different societies.

The continuities and discontinuities between the formative and classical periods, and what a sampling of contemporary Muslims claim as their tradition, will be discussed. Some attention will also be devoted to the variety of "Islamic" responses to modernity: e.g. migration, colonialism, urbanization, industrialization, etc.

Credits (EC): 7.5
Period: 2.2
Format: lectures/seminar
Assessment: written examination
Remarks: Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:

- course reader
- J. Kreinath, *The Anthropology of Islam Reader*, London: Routledge.
- From this book: Introductory essay; ch. 1; Part II.
- (ISBN:9780415780254) , € 36.00

**14. Law and Religion: Anthropological Approaches THB3-LRAA
 (Law and Religion: Anthropological Approaches)**

Contact: M.B. McIvor PhD.
Lecturer: M.B. McIvor PhD. (Contact)
Programmes: Bachelor Religious Studies year 3, Bachelor Theology year 3, Bachelor Theology; Greek year 3
Objective: Students will become familiar with both historic and contemporary debates in the anthropology(ies) of law and religion. They will be exposed to material from a range of disciplines, academic stances, and geographic regions, and will learn to approach legal instruments as ethnographic data. They will gain an understanding of the origin and growth of human



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rights activism, and will learn to engage constructively with practitioners within this field while maintaining a critical stance towards the assumptions behind rights-discourse. Students will also learn to reflect on the epistemological underpinnings of 'religious' and 'legal' modes of thought.

More generally, students will improve their critical thinking and analytic reading skills; their written and oral communication skills, on which they will be assessed; their understanding of the categories of both 'law' and 'religion'; and their knowledge of the practical, theoretical, and ethical issues associated with this area of study.

Content:

Anthropologists have long been concerned with social order and the institutions, persons, and forms of authority that contribute to its maintenance (or, indeed, its disruption). This has led to a longstanding ethnographic interest in both religion and law. While early anthropologists debated whether or not stateless societies could be said to 'have' law, today's legal anthropologists are more likely to study the interaction of normative regimes, including religious practices, which may be independent, mutually reinforcing, or even at odds with state-backed law. This course introduces students to the anthropological overlap of law and religion, with a particular focus on the rise of human rights discourse in both scholarly and popular circles. Beginning with theoretical questions concerning the foundations of human rights, their global applicability, and the meaning of 'human', we will move on to discuss case studies centred on the right to religious freedom; gendered bodies and religious obligation; and the use of rights-based rhetoric to challenge liberal politics. By examining the interaction of law and religion, we will explore such themes as doubt, certainty, and faith; the question of universal versus relative values; and the constraining (and liberating) effects of legal language, particularly as these issues relate to the study of religion.

Credits (EC):

7.5

Period:

1.2

Format:

lectures/seminar

Assessment:

reflection papers, essay
essay (60% of the final grade), two critical reading reflections (each 20% of the final grade)

Remarks:

One three hour session per week. This session will be part lecture, part discussion-based seminar. Students are expected to prepare for the session by carefully completing and annotating the required reading in advance.

Literature:

· wordt later bekendgemaakt/ will be announced later

**15. New Testament Exegesis
(Exegese Nieuwe Testament)**

THB2-NTE

Contact:

prof. dr. F.L. Roig Lanzillotta

Lecturers:

dr. S.K. Luther, prof. dr. F.L. Roig Lanzillotta (Contact)

Programmes:

Bachelor Theology year 2, Bachelor Theology; Greek year 2, Bachelor Theology; Greek incl PTHU year 2, Bachelor Theology incl PTHU year 2, open modules of Theology and Religious Studies year 1

Prerequisite(s):

Module "New Testament: Text and Cultural Context"
Greek 2

Objective:

- The students have developed exegetical, interpretative capacities regarding early Christian texts
- The students are able to apply the search programme of the



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Thesaurus Linguae Graecae (TLG; available through University library, Electronic databases) and to use the digital dictionaires

The students are able to understand and explain the interrelatedness of early Christian views on humankind (anthropology), Christ (Christology), God (theology), and cosmos (cosmology), as part of ethics and soteriology, in the context of broader Greco-Roman discourse on the self and God, and how this is connected with some enduring issues in modern philosophy

Content:

There are three tracks within this module, which are articulated in three distinctive lines of two-hour lectures. Two lines, the first and the third, are exegetical lines; the second, middle line provides a cultural background to both. (1) The first exegetical line mainly focuses on Paul's anthropology, and studies chapters 6-8 of his Letter to the Romans in full detail, supplemented with a comparison with the anthropologies of the letters of James and Peter. (2) The middle line offers the background to the two exegetical lines. It consists of (a) one lecture on textual criticism of the New Testament and the Septuagint, and, in the other lectures, of (b) close readings of relevant anthropological theories from Plato, Aristotle, the Stoa, Middle Platonism and ancient Esoteric sources, such as the Corpus Hermeticum, or the Chaldean Oracles. This line ends with a comparison between, on the one hand, early Christian and ancient philosophical anthropologies that are focused on the mastery (enkrateia) over one's desires and self-control in order to end one's incontinence (akrateia) and want of self-control through a process of God-likeness (homoiōsis theōi), and, on the other hand, the 19th-century critique of this anthropology by Freud and Nietzsche, and its defense by C.S. Lewis (in his "Beyond Personality", 1944). (3) The third line consists of the other exegetical line that centers on the bipartite and tripartite anthropology of the Apocryphal Acts of Apostles and a selection of Nag Hammadi writings.

Credits (EC):

7.5

Period:

2.1

Format:

lectures/seminar

The students prepare each lecture by studying the relevant literature and sources. Lectures consist of joint reading of sources and discussion.

Assessment:

essay, presentation(s), written examination
Contribution to classes in the form of presentations (25%); an exegetical essay on a short relevant text, in which they show competence of applying digital search programmes (25%); and a written exam in the form of essay-questions, also on Greek texts studied in class (50%).

Literature:

- Nestle-Aland, *Novum Testamentum Graece* (Nestle-Aland), Greek-English New Testament (Greek Text of 28th Revised Edn; English Texts: NRSV and REB) (bestelbaar via www.bibelonline.de, Art.Nr.: 5162)(ISBN:978-3-438-05162-2) , € 44.00
- Other literature will be provided through NESTOR.

16. New Testament: Text and Cultural Context (Nieuwe Testament: Tekst en Culturele Context)

THB1-NT

Contact:

prof. dr. F.L. Roig Lanzillotta

Lecturers:

dr. S.K. Luther, A.M.N.M. Groneschild, prof. dr. F.L. Roig Lanzillotta (Contact)



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<i>Programmes:</i>	Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1, open modules of Theology and Religious Studies year 1
<i>Prerequisite(s):</i>	None
<i>Objective:</i>	<ul style="list-style-type: none"> · The students are able to explain the emergence and development of early Christianity and its earliest literature in the context of contemporary Judaism and the surrounding Greco-Roman world · The students are able to understand the genre of the NT Gospels and their individual characteristics · The student are able to identify both the diversity and unity of the letters of Paul, James, Peter, John and Jude · The students are able to recognize the early Christian diversity that is represented by the non-canonical Gospel of Thomas and Gospel of Truth, and the earliest interpretations of the Gospel of John (Heracleon's commentary on John). · The students are able to sketch the development from John to the Creed of Nicea as the foundational "Charter of Christianity" of the vast majority of Christian churches
<i>Content:</i>	<p>This course is about the earliest Christian writings and studies them in their original cultural contexts, in order to explain the successful emergence of Christianity in the ancient, Greco-Roman world. Also for those who seek to understand their enduring (cultural and/or religious) significance, it is relevant to contextualize them first, before de- and re-contextualizing them with an eye to the 21st century.</p> <p>There are three tracks within this module, which are articulated in three distinctive lines of two-hour lectures:</p> <p>(1) The first line surveys the varied literature of NT letters which demonstrate the network-character of early Christianity and shows its diversity and unity.</p> <p>(2) The second line explores the NT gospels, compares them to the genre of Greco-Roman biography, and studies them in their individual aims with the aid of Aland's Greek-English Synopsis.</p> <p>(3) The third line focuses on the broader early Christian Context by including non-canonical gospels and paying attention to the earliest Christian interpretations of the Gospel of John.</p>
<i>Credits (EC):</i>	7.5
<i>Period:</i>	2.2
<i>Format:</i>	lectures/seminar 3 x 2 hours. The students prepare each lecture by studying the relevant chapters in Ehrman's "The New Testament". During the lectures they receive comments on Ehrman, further explanation of the topics, and deepen their understanding through the joint reading of the sources in translation.
<i>Assessment:</i>	written examination The exam consists of two parts: 1) teaching lines 1-2; and b) teaching line 3; final mark is the weighted average, with a minimum of 5.0 per section
<i>Remarks:</i>	Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.
<i>Literature:</i>	<ul style="list-style-type: none"> · Kurt Aland, <i>Synopsis of the Four Gospels</i>: Greek-English Edition (German Bible Society; www.bibelonline.de, Art. Nr. 5405)(ISBN:9783438054050) , € 66.00 · Bart Ehrman, <i>The New Testament: A Historical Introduction to the Early Christian Writings</i>, 6th edition (Oxford University Press, 2015)(ISBN:9780190203825) , ca. € 58.75 · Translated sources other than the Greek-English Synopsis of the Gospels will be



provided through NESTOR.

**17. Old Testament Exegesis
(Exegese Oude Testament)**

THB1-OTE

- Lecturer:* prof. dr. J.T.A.G.M. van Ruiten
- Programmes:* Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1, open modules of Theology and Religious Studies year 1
- Objective:* Upon successful completion of this course, student:
- make their own work translation based on the Masoretic text using dictionaries, grammars and other ancient and modern translations, and is thereby capable of formulating problems at the level of textual criticism, the syntax (sentence structure) and semantics;
 - use the textual history of the Old Testament (Hebrew textual witnesses and versions) in solving text-critical problems (BHS, BHQ) (continued in year 2; see below remarks);
 - make a literary analysis of a text from the Old Testament according to the characteristics of Hebrew narrative and poetic literature;
 - use the most important genres in the Hebrew literature and prosodic information for designing an accountable literary structure of a text;
 - point at tensions within a text (e.g. duplications; syntactic irregularities) which make it necessary to examine the history of this text further using historical methods (literary criticism, traditional history and tradition criticism, redaction criticism);
 - formulate strategies for the problems on the level of word, sentence or verse (see a) using concordances, dictionaries, theological and secondary literature (commentaries, monographs, articles).
 - write a paper of the analysis (aims at t / m f) of a narrative or poetic text from the Old Testament.
 - describe the knowledge of the structure, the origins and the theology of the Old Testament Scriptures, and reproduce, summarize, paraphrase and interpret it.
 - insight into the structure, creation, and use the theology of the Old Testament Scriptures when interpreting individual passages.
- Content:* With combined lectures / seminars we practice in primary approaches and tools of the exegetical study of the Old Testament, using exegetical assignments and secondary literature. Some exemplary texts will be thoroughly analyzed and interpreted.
In a paper, students are trained to provide written reports of the interpretation of one text.
Through independent study knowledge is acquired in the field of composition and origin of the Old Testament Scriptures
- Credits (EC):* 7.5
- Period:* 2.1
- Format:* lectures/seminar
- Assessment:* assignment(s), paper
two papers (70%) and assignments (30%)
- Remarks:*
- A further acquaintance with the textual criticism, in particular with regard to the Septuagint and other Greek texts of the Old Testament, as well as developing the skill in solving textual critical problems, takes place in the course New Testament Exegesis
 - Compulsory attendance in accordance with the Teaching &



Examination Regulations applies to this module.

Literature:

- John Barton, Ed.,, *The Hebrew Bible: A Critical Companion* (Princeton: Princeton University Press, 2016)

**18. Philosophy as the Art of Living
(Filosofie als levenskunst)**

THB3-GVFL

- Contact:* prof. dr. C. Jedan
Lecturers: prof. dr. C. Jedan (Contact), dr. J.K. Muthert
Programmes: PreMa GV (pt) year 2, Pre-master programme in Spiritual Care year 1, pre-master programme in Spiritual Care year 3
- Objective:*
- Knowledge and understanding of important models of philosophy as therapy and an art of living
 - Knowledge of pivotal texts in the history of philosophical consolation literature
 - Knowledge and understanding of pivotal texts in the history of philosophical literature on old age
 - Ability to reflect on philosophical models of coping with bereavement and old age and on their import for current psychological and medical research on grief
 - Ability to analyse, reflect on, and report on complex philosophical questions concerning coping with bereavement
- Content:*
- In the field of Philosophy, the idea that philosophy is fundamentally an art of living and a kind of therapy for the soul is undergoing a renaissance. In particular ancient Greek and Roman philosophers are currently being revisited. They regarded their philosophizing as a way of life and of learning to live, and offered very concrete therapeutic advice from their perspective. The course focuses on the contribution philosophy (and more broadly: the humanities) can make towards processes of coping with bereavement and old age.
- Credits (EC):* 7.5
Period: 2.1
Format: lectures/seminar
Assessment: oral examination, assignment(s)
- Literature:*
- Christoph Jedan, Avril Maddrell and Eric Venbrux (eds), *Consolationscapes in the face of Loss: Grief and Consolation in Space and Time* (we lezen hier een stuk uit; beschikbaar via UB)(ISBN:978-0815358794) , ca. € 100.00
 - Literatuur beschikbaar in Universiteitsbibliotheek

**19. Practical Theology
(Praktische Theologie)**

THQ-PTH

- Contact:* prof. dr. H.P. de Roest
Lecturers: prof. dr. H.P. de Roest (Contact), prof. dr. M.N. Walton
Programmes: Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1
- Objective:*
- To get a first academic exposure to the academic discipline of practical theology, its key concepts and methods.
- To train the preparation of critical reading reports (KAVV's) that help to develop the ability to analyze texts, by making the students aware of the what, how, who, and why of written texts.
 - To conduct an empirical and theoretical analysis of some ecclesial and chaplaincy practice.
- Content:* PThU course. Introduction to the empirical methods and contents of practical theology: empirical observation and



theoretical interpretation of pastoral, homiletic, congregational, spiritual practices in local churches and public settings.

Specific content: In this introductory course into practical theology, the students are introduced into the heart of practical theological research: observing and theoretically interpreting of pastoral, homiletic, congregational, spiritual practices in local churches and public settings.

The student becomes acquainted with methodological insights and skills for empirical research, including interviewing skills, analyzing (coding) interview transcripts and theoretical analysis.

In reading and research assignments students focus on the values and meanings that people attribute to pastoral, homiletical, congregational and spiritual practices in ecclesial and chaplaincy settings. The primary focus is the perspectives of the recipients.

Students observe chaplaincy practices in detention centers, childhood spirituality in specific ecclesial settings, preaching about hope in sermons and the use of authority and power in congregational leadership.

The structure of the observation assignments is shaped by the two perspectives that are elaborated by Richard Osmer in *Practical Theology: An Introduction: descriptive-empirical and interpretative*.

Credits (EC):

7.5

Period:

2.1

Format:

seminar with presence duty

Four classes are dedicated to questions of societal and religious contexts of ecclesial and chaplaincy practices, conceptions and methods of practical theology. Eight classes are dedicated to the four fields of practice, in an alternation of theory and observation.

Assessment:

written examination (50%)

Testing consists of 1) two KAVV reports that provide a core citation ("Kerncitaat"), summarize the argumentation ("Argumentatie"), establish a (intra- or inter-textual) connection ("Verband"), and pose a question ("Vraag") concerning the weekly material (10% 2) four observation assignments, each 500 words (40%). 3) written exam (50%).

Remarks:

- The course consists of 14 three-hour classes, spread over seven weeks, with two three-hour classes on two different teaching days. The two three-hour classes per week consist of 1) one hour for discussion of the KAVV's prepared by two students (the lecturers take turns in their presence and discussion of these KAVV's), followed by 2) two hours during which both lecturers are present.
- Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:

- Annemie Dillen & Stefan Gärtner, *Praktische Theologie. Verkenningen aan de grens*. Lannoo 2015 (ISBN:978 94 014 2638 1), € 29.99
- Verschillende auteurs, Reader, met hoofdstuk uit Osmer, *Practical Theology: An Introduction*. Daarnaast 4 artikelen. , ca. € 8.00

20. Professionele Ethiek

THB3-GVPE

Coördinator:

dr. J.K. Muthert

Docenten:

Drs. S. Kremer, drs. R.W.H. Ohlsen

Programma's:

Ba Filosofie jaar 3, Minor GV jaar 3, PreMa GV (dlt) jaar 2, PreMa GV (vlt) jaar 1

Doelstelling:

Zie de handleiding op nestor.



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naast de colleges professionele ethiek (5 ECTS) worden bij dit college schrijfvaardigheden aangeboden (2,5 ECTS).

Bij dit college leert de student zich te verhouden tot de volgende kernvragen en thema's:

Wat is professionele ethiek op Micro, Meso, en Macro niveau?

In hoeverre zijn ethische theorieën toepasbaar voor de medisch-ethische praktijk?

Wat is 'erkenning' en welke rol kan erkenning spelen in de professionalisering van geestelijk verzorgers en andere professionals?

Wat zijn 'zorgverantwoordelijkheden van' geestelijk verzorgers / professionals?

Zorgrelatie, rolverantwoordelijkheid, verantwoordelijkheid.

Moreel beraad en de rol van de geestelijk verzorger / professional.

Veranderende zorgcontext, over marktwerking in de zorg.

tevens leert de student academische schrijfvaardigheden toe te passen in het eindpaper

Inhoud:

Bij dit college leert de student zich te verhouden tot de volgende kernvragen en thema's:

Wat is professionele ethiek op Micro, Meso, en Macro niveau?

In hoeverre zijn ethische theorieën toepasbaar voor de medisch-ethische praktijk?

Wat is 'erkenning' en welke rol kan erkenning spelen in de professionalisering van geestelijk verzorgers en andere professionals?

Wat zijn 'zorgverantwoordelijkheden van' geestelijk verzorgers / professionals?

Zorgrelatie, rolverantwoordelijkheid, verantwoordelijkheid.

Moreel beraad en de rol van de geestelijk verzorger / professional.

Veranderende zorgcontext, over marktwerking in de zorg.

Omvang (EC):

7.5

Periode:

1

Onderwijsvorm:

hoor-/werkcollege, opdracht(en), presentatie(s)

opdrachten, presentaties en paper. voor normering: zie nestor

Opmerkingen:

Vakcode voor studenten Filosofie (onderdeel Professionele Ethiek): THBFB3PE5. Filosofiestudenten hoeven het onderdeel schrijfvaardigheden niet te volgen.

21. Psychology and Sociology of Religion (Psychologie en sociologie van Religie)

THB1-SSR

Contact:

dr. J. Martínez - Ariño

Lecturers:

dr. J. Martínez - Ariño (Contact), dr. B.M.H.P. Mathijssen

Programmes:

Bachelor Religious Studies year 1, Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 2, Bachelor Theology incl PTHU year 2, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1, PreMa GV (pt) year 1, Pre-master programme in Spiritual Care year 1, Premaster RPAM, RCG, RHW and RCH year 1

Objective:

At the end of this course you can:

- Recognize religious developments in the contemporary world
- Describe the major developments and debates in how Psychology and Sociology study religion and spirituality
- Explain religious and spiritual phenomena from a psychological and a sociological perspective
- Critically reflect upon the strengths and weaknesses of theories and studies within the Psychology and the



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- Sociology of Religion
- Apply psychological and sociological theories to data you have gathered yourself and report on this research.
- Content:** How, why and where do people practice and experience religion and spirituality? Various social sciences, among which psychology and sociology, ponder this question. In this course, we will discover which theories psychologists and sociologists have developed, and are still developing, to describe and explain religious and spiritual phenomena. We will pay special attention to how these theories have been developed.
- Credits (EC):** 7.5
Period: 2.1
Format: lectures/seminar, assignment(s), self-study
Assessment: exam, assignment(s)
 assignment(s), written examination (Final grade = 20% psychology assignment + 20% sociology assignment + 60% exam)
- Remarks:**
- In accordance with the education and exam regulations attendance is required for this module
- Literature:**
- Furseth, I., & Repstad, P., *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives* (ISBN:9780754656586) , € 23.99
 - James M. Nelson, *Psychology, Religion, and Spirituality* (ISBN:9780387875729) , € 46.42
 - Several articles, available through the library

22. Quranic Arabic 1 (Koranisch Arabisch 1)

THB2-ARA1

- Lecturer:** C.E. Wilde PhD.
Programmes: Bachelor Religious Studies year 3, Bachelor Theology year 3, Bachelor Theology year 2, Bachelor Theology; Greek year 3, Bachelor Theology incl PTHU year 2, open modules of Theology and Religious Studies year 1
- Objective:** The student will be able to read selected short texts from the Quran in Arabic
- Content:** In this module and the corresponding module Quranic Arabic 2 the student will first learn to read and write the Arabic script and then acquire elementary knowledge of the grammar and vocabulary of Quranic Arabic. With the help of this knowledge and other resources the student will gradually become proficient in reading parts of the Quran.
- Credits (EC):** 7.5
Period: 1.1
Format: seminar with presence duty
 (Halfway through the module students are tested. This test counts for 30% of the final mark.)
- Assessment:** written examination
- Remarks:**
- Student workload: contact hours: 42 hours; expected self-study: 168 hours.
 - Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.
 - Students prepare for each class with obligatory homework.
- Literature:**
- Kristen Brustad, Abbas al-Tonsi en Mahmoud al-Batal, *Alif Baa: Introduction to Arabic Letters and Sounds*, Third Edition. Washington DC: Georgetown University Press (2010) LET OP DE JUISTE UITGAVE! MAKE SURE TO CHOOSE THE RIGHT EDITION!
 (ISBN:978-1589016323) , € 50.00
 - Kristen Brustad, Abbas al-Tonsi en Mahmoud al-Batal, *Answer Key to Alif Baa: Introduction to Arabic Letters and Sounds*, Third Edition. Washington DC:



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Georgetown University Press (2010) LET OP DE JUISTE UITGAVE!

- (ISBN:978-1589016347) , € 5.00
- Alan Jones, *Arabic through the Qur'an*. Cambridge: The Islamic Texts Society (2005)
- (ISBN:978-0946621682) , € 20.00

23. Quranic Arabic 2 (Koranisch Arabisch 2)

THB2-ARA2

- Lecturer:* C.E. Wilde PhD.
- Programmes:* Bachelor Religious Studies year 3, Bachelor Theology year 3, Bachelor Theology year 2, Bachelor Theology; Greek year 3, Bachelor Theology incl PTHU year 2, open modules of Theology and Religious Studies year 1
- Prerequisite(s):* Quranic Arabic 1 (or equivalent Arabic preparation, at the instructor's discretion)
- Objective:* The student will be able to read selected short texts from the Quran in Arabic.
- Content:* In this module and the corresponding module Quranic Arabic 1 the student will acquire elementary knowledge of the grammar and vocabulary of Quranic Arabic. With the help of this knowledge and other resources the student will gradually become proficient in reading parts of the Quran.
- Credits (EC):* 7.5
- Period:* 1.2
- Format:* seminar with presence duty
- Assessment:* written examination
(Halfway through the module students take a test the result of which counts for 30% of the final mark.)
- Remarks:*
- Student workload: contact hours: 42 hours; expected self-study: 168 hours.
 - Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.
 - Students prepare for each class through obligatory homework exercises.
 - *All editions of the Hans Wehr Dictionary are suitable for use in this course.

Literature:

- Alan Jones, *Arabic through the Qur'an*. Cambridge: The Islamic Texts Society (2005)
- (ISBN:978-0946621682) , € 20.00
- Hans Wehr, *Dictionary of Modern Written Arabic*. (ISBN:978-1607963875) , € 40.00

24. Religion and Philosophy: Philosophy of Religion and Ethics 1

THB1-PHILR

(Religie en filosofie: Godsdienstwijsbegeerte en Ethiek 1)

- Contact:* prof. dr. C. Jedan
- Lecturer:* prof. dr. C. Jedan (Contact)
- Programmes:* Bachelor Religious Studies year 1, Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1, PreMa GV (pt) year 1, Pre-master programme in Spiritual Care year 1
- Objective:*
- You will be familiar (basic level) with important philosophical concepts and the theories philosophers have built with them
 - You will be familiar (intermediate level) with a few select key problems and debates in philosophy of religion
 - You strengthen your grasp of how to build good arguments,



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- and you learn about pitfalls to avoid.
- Content:**
- You will be better trained in writing an argumentative paper
- The present course introduces students into philosophy as a tool for analysing religion.
- (1) The course begins with introducing students to the fundamental questions discussed in philosophy. This part includes a ground-level introduction to ethics in addition to introductions in to a number of key philosophical problems, such as the mind-body problem, the status of science, political justice and the nature of beauty. For this part, the textbook is Warburton's "Philosophy: the Basics" enhanced with selected texts from the companion volume: "Philosophy: basic Readings".
- (2) The second part of the course examines a few central discussions in the philosophy of religion, such as the problem of evil, life after death and the diversity of religions. The texts are contained in Zagzebski/Miller, "Readings in Philosophy of Religion".
- (3) Parallel to the sessions on philosophy and philosophy of religion, a tutorial offers an introduction to 'informal logic', the art of building good arguments. The textbook is Kaye's "Critical Thinking".
- Credits (EC):** 7.5
Period: 2.2
Format: lectures/seminar
Assessment: paper/presentation and/or written examination
 Short essays and a final written examination

Literature:

- Sharon M. Kaye, *Critical Thinking: A beginner's guide* (buy)(ISBN:978-1851686544) , ca. € 11.00
- Nigel Warburton (ed.), *Philosophy: Basic Readings* (also available via UL)(ISBN:978-0415337984) , ca. € 29.00
- Nigel Warburton, *Philosophy: The basics*. Fifth edition (buy)(ISBN:978-0415693165) , ca. € 16.00
- Linda Zagzebski and Timothy D. Miller (eds.), *Readings in Philosophy of Religion: Ancient to Contemporary* (also available via UL)(ISBN:978-1405180917) , ca. € 36.00

**25. Religion and Politics
(Religie en Politiek)**

THB2-RP

- Contact:** dr. J. Tarusarira
Lecturers: M.B. McIvor PhD., dr. J. Tarusarira (Contact)
Programmes: Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology; Greek year 2, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1, Premaster RPAM, RCG, RHW and RCH year 1

- Objective:** At the conclusion of this course, students will be able to:
- Demonstrate in-depth knowledge on concepts underpinning and shaping the relationship between religion and politics from ancient times through to the present day, including democracy, secularism, public and private domains, conflict, peace
 - Critically analyse categories of 'religion' and 'politics', how and by whom they are defined and applied
 - Clearly articulate different arguments and perspectives in philosophical, ethical, religious and political debates through the in-class role play activities
 - Identify the development of these discourses across time
 - Write in a sophisticated, nuanced and accessible manner on



the intersection of religion with social and political issues in ancient and contemporary times, using different media, including blog posts, policy briefing papers and scholarly essays.

Content:	This course will introduce students to the critical study of religion and politics, utilising a combination of historical, philosophical and social scientific approaches. Beginning with a general overview of these concepts, the course will take students through a historical overview from ancient times through to the contemporary period of the development of ideas about 'religion' and 'politics', their application and understanding in different contexts and the power dimensions at play in the way these categories are defined and applied by various different actors across the political spectrum. These discussions will be organized around four key themes: Citizenship, Personhood and Belonging; The State, Democracy and Secularism; Conflict and Peacebuilding; and Global Civil Society and Grassroots Activism. Analysis of these themes will be conducted across different historical, cultural, political, religious and geographic contexts, using the compulsory literature as a guide.
Credits (EC):	7.5
Period:	2.1
Format:	lectures and seminars
Assessment:	article, briefing paper (30%), final paper (40%) Antiquity role play + 1000 word op-ed piece (30%) Contemporary role play + 1000 word policy briefing paper (30%) Comparative essay (3000 words) on how the categories of 'religion' and 'politics' are understood in different historical, cultural and political contexts (including submission of an essay plan) (40%)

Literature:

- Larry Siedentop, *Inventing the Individual: The Origins of Western Liberalism* (Penguin, paperback)(ISBN:978-0141009544) , € 11.17
- Fitzgerald, Timothy , *Religion and the Secular: Historical and colonial formations.*
- Haynes, Jeffrey , *Routledge Handbook on Religion and Politics*

**26. Religion, Media and Popular Culture
(Religie, Media en Populaire Cultuur)**

THB2-RMPC

Contact:	dr. S. Travagnin
Lecturers:	dr. S. Travagnin (Contact), dr. M. van Dijk
Programmes:	Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology; Greek year 2, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1, Premaster RPAM, RCG, RHW and RCH year 1
Prerequisite(s):	None
Objective:	<ul style="list-style-type: none"> · Students will know how to apply semiotics discourse analysis and critical thinking in academic research on religion and culture. · Students will be able to know different levels of interaction between religion, media and popular culture. · Students will learn the impact of media and popular culture on lived religion, and the effects of the (re)presentation of religion in media on the society and in the public domain. · Students will learn how to prepare a Blog with the research that they have conducted during the course for the various oral and written assignments.
Content:	The course will analyse different levels of interaction between religion, media and popular culture, in Western and Asian



contexts. We will address especially the religious and cultural traditions of Christianity, Buddhism, Confucianism, and New Religious Movements, but will also consider briefly Hinduism, Judaism and Islam. The major forms of media and popular culture that will be looked at are manga, films, TV series, documentaries, games, advertising, social networking and the Internet.

Students will study concepts and theories such as media 'production' and 'reception', 'mediation' and 'mediatization', 'ethics' and 'aesthetics'; the double process of (1) the adoption of media by religious groups and (2) the adoption of religious imagery by secular media; the effects of media-translation/transmission of religious culture on the social understanding of religion; the effects of the interplay between religious culture and media on the media domain. These concepts and themes will be illustrated through case-studies.

Credits (EC):

7.5

Period:

2.1

Format:

lectures/seminar

Assessment:

opdrachten,paper/presentation

Remarks:

Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module, 80 % attendance is compulsory.

The course can be of interest to students in the Faculty of Arts (Dept. Media and Journalism). Course is open to students outside the Faculty; those students need to contact the course convener in order to see if their preparation can fit the class.

ASSIGNMENTS:

- Oral Presentation - Critical analysis of one media example. Each presentation will last 45 minutes and will be organised and delivered weekly by a group of students (preferably three; the number will depend on students' enrolment). Each group will have to prepare (1) a powerpoint and (2) a handout with the structure of their presentation, main points and eventual quotations, and the list of sources used.
- Course Blog – Students will create a 'Course Blog Website', where they will post a written critical summary of their presentations and papers.
- Research Paper - each student will have to submit a 3000 words research paper. Drafts of the papers will be submitted in advance (by the end of WEEK 6) in order to receive teachers' feedback before the final submission.

· LITERATURE:

· Selected articles and book chapters will be provided at the beginning of the course

· Students who follow this module within the minor Religion, Ritual and Mythology will get 5 ECTS for an adjusted course unit (THB2-RMPC5)

27. Religion, Space and Place (Religion, Space and Place)

THB3-RSP

Contact: dr. S. Travagnin

Lecturers: dr. A.J.M. Irving, dr. S. Travagnin (Contact)

Programmes: Bachelor Religious Studies year 3, Bachelor Theology year 3, Bachelor Theology; Greek year 3, Exchange programme: bachelormodules year 1

Objective: Upon successful completion of the course, you will

- be able to explain the religious, cultural and secular definitions and functions of a sacred space according to modern theoretical approaches (the "spatial turn")



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- demonstrate the ability to apply theoretical concepts of space and place to a specific case study
- demonstrate an understanding of 'space' and as a methodological category
- be able to apply spatial theory to research on religion (in past and present)
- demonstrate competence in engaging in debates concerning the interaction of secular and sacred in the public sphere.
- understand and competently analyse and critique contemporary scholarly approaches to spatial in religions across cultures and time periods.

Content:

This course addresses the spatial dimensions of religions and the religious aspect of places. A series of lectures explore the role of space and place in religious traditions and communities, analyse religious activity (especially rituals) in spatial contexts. This course will address questions such as:

- What is considered a 'sacred space'?
- What does make a 'space' sacred?
- How many kinds of 'sacred space' can we detect?
- How 'secular' and 'sacred' are intertwined in the same 'space'?
- How do sacred sites 'network,' and what are the effects of these networks on the space and religious practice?

Sacred sites will be analysed with reference to case studies from the past and the present across religions.

'Sacred space' is a large category including (1) material architecture, (2) natural landscape, (3) imagined/visionary places, (4) cyber-spaces and (5) body maps. Each week will focus one or more these types of 'sacred space', and also introduce pivotal theorists in the development of the "spatial turn" in the humanities.

Credits (EC):

7.5

Period:

1.2

Format:

self-study, excursion, lectures

Assessment:

paper/presentation

Remarks:

- lectures: 42 hours (two meetings of three hours per week)
- the literature will be announced in the study manual.

**28. Rituals in Theory and Practice
(Rituelen in Theorie en Praktijk)**

THB2-RTP

Contact:

dr. P. Berger

Lecturers:

dr. P. Berger (Contact), dr. B.M.H.P. Mathijssen, dr. J. Tarusarira, dr. A. Visser-Nieraeth

Programmes:

Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology incl PTHU year 2, Premaster RPAM, RCG, RHW and RCH year 1

Prerequisite(s):

This course builds on Anthropology and Sociology of Religion, Psychology of Religion and Hinduism and Buddhism.

Objective:

Students will be able to explain and identify different theoretical approaches to the study of ritual. They will learn how to apply some aspects of the theoretical frameworks with reference to a case study they select. In writing a report on their investigations the students will learn to systematically describe and structure their findings and also will gain first experience in analyzing the data using some of the theories discussed before.

Content:

The first part of the course will focus on different theoretical approaches to the study of ritual. Students will intensively engage with some of the main theoretical perspectives they present and discuss in class.

The second part will consist in the preparation and execution of a small case study. With regard to a particular case the students



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select (based on an empirical inquiry, media or literature research), they will be asked to develop research questions they will investigate then with reference to their chosen case. The third part will deal with the results of and reflection on this case study. The students are asked to write and present a short report in which they are asked to describe their research in a structured way, reflect on the process as well as on the findings and shall attempt a preliminary analysis by referring to some of the theories discussed earlier.

Credits (EC):

7.5

Period:

1.1

Format:

lectures/seminar

short lectures, seminar, work group sessions, individual research

Assessment:

presentation(s) on theory 40%; research report (including presentation of research) (60%)

Remarks:

work load: readings 60h, presentations 9h, short written assignments 9h, sessions 42h, individual research (planning, searching & reading extra literature, conducting research, presentation, writing of report) 100h.

Literature:

· will be announced later

29. Spiritual Care

THB3-GV

(Geestelijke Verzorging in beeld)

Contact:

dr. B.M.H.P. Mathijssen

Lecturers:

other Lecturers /andere docenten, dr. B.M.H.P. Mathijssen (Coördinator), dr. A. Visser-Nieraeth

Programmes:

Minor GV jaar 3, PreMa GV (dlt) jaar 1, PreMa GV (vlt) jaar 1

Objective:

Na succesvolle afronding van de cursus kan de student:

- Beschrijven waar geestelijke verzorging over gaat.
- Uitleggen wat er bijzonder is aan de geestelijke verzorging in vergelijking met andere psychosociale hulpverlenende disciplines.
- Reflecteren op eigen professionele en persoonlijke positie in relatie tot de theorie en praktijk van de geestelijke verzorging.
- Reflecteren op eigen gesprekstechnische dan wel groepsdynamische vaardigheden met de focus op de existentiële dimensie.
- Reflecteren op bovengenoemde vaardigheden bij medestudenten en deze reflectie omzetten in adequate feedback (mondeling en schriftelijk)

Content:

Waar gaat geestelijke verzorging over? Waar en hoe werken geestelijk verzorgers? Wat zijn de theoretische en praktische vragen die er op het moment leven in het werkveld? Hoe ga ik als geestelijk verzorger in gesprek met een cliënt? Wat voor processen spelen zich af in groepen? Hoe ga ik daar als geestelijk verzorger mee om? Waar sta ik zelf als het gaat om mijn eigen levensbeschouwing en kijk op het werk van een geestelijk verzorger? Hoe reflecteer ik daar adequaat op? Deze vragen gaan we in deze cursus onderzoeken. We ondernemen een eerste kennismaking met de professie geestelijke verzorging. Dit doen we vanuit twee leerlijnen. De eerste leerlijn focust op de diverse werkvelden waarin geestelijk verzorgers werkzaam zijn alsook op een aantal fundamentele thema's (in de academische bestudering) van het vak. De tweede lijn betreft het aanleren van een aantal gesprekstechnieken en ook inzicht in de basis van



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groepsdynamische processen. Daarbij staat de existentiële dimensie binnen individuele- en groeps gesprekken centraal. In de schriftelijke reflectie daarop staat integratie van theorie en praktijk (de oefeningen) centraal, uitgewerkt aan de hand van de aandachtsgebieden voelen, denken, willen en handelen. Tenslotte worden in een tweetal werkcollegebijeenkomsten beide leerlijnen op elkaar betrokken door middels levensbeschouwelijke en professionele reflectie na te gaan hoe het geleerde zich verhoudt tot de eigen positionering als geestelijk verzorger.

De levensbeschouwelijke leerlijn binnen het gehele curriculum krijgt binnen dit vak verkennend aandacht aan de hand van specifieke opdrachten bij het oefenen van professionele vaardigheden, reflectieopdrachten en een bijeenkomst rond de eigen spirituele/levensbeschouwelijke biografie in relatie tot de eigen positionering.

Credits (EC):

7.5

Format:

1.1

Er zijn hoor- en werkcolleges; excursies en er wordt gebruik gemaakt van meerdere spelvormen

verslagen leerlijn I (33,33%), verslagen leerlijn II (33,33 %)

eindpaper leerlijn II (33,3%)

Remarks:

De literatuur wordt nader bekendgemaakt in de handleiding op Nestor

30. Spirituality and Secular Religion (Spirituality and Secular Religion)

THB3-SASR

Lecturer:

prof. dr. C.K.M. von Stuckrad

Programmes:

Bachelor Religious Studies year 3, Bachelor Theology year 2, Bachelor Theology year 3, Bachelor Theology; Greek year 3, Bachelor Theology incl PTHU year 2

Objective:

At the end of this course, students

- will have basic knowledge about the diverse forms of contemporary spirituality in Europe and North America;
- will be able to trace the historical lines of these spiritualities into the nineteenth century;
- will be able to identify relevant theoretical issues in the study of contemporary spiritualities, secularity, and religious diversity more generally.

Content:

“I’m spiritual, but not religious”—that is what many people today respond when they are asked about their religious ideas and values. If we look closer at what this spirituality entails, we often find convictions about a higher meaning of life, about the place of the human being in the cosmos, about the sacredness of the world, about hidden powers in nature, and about modern physics and biology as not conflicting with spiritual experience. In this course, we will reconstruct the genealogy of these ideas and practices, which have emerged from a philosophical, religious, scientific, and allegedly “secular” constellation during the nineteenth and early twentieth centuries. We will trace the impact of these constellations on new spiritual practices from the 1950s through today. Such practices include nature-based spirituality, Paganism, astrology, shamanism, and related currents that have sometimes—and misleadingly—been called “New Age.”

Credits (EC):

7.5

Period:

1.1

Format:

lectures and seminars

Assessment:



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Students will present the reading of the week in class (assignment 1) and will write a paper (assignment 2).

Literature:

The readings for this class will be announced in the syllabus.

**31. The Sacred Image
(Het heilige beeld)**

THB2-TSI

Contact: dr. A.J.M. Irving

Lecturers: dr. A.J.M. Irving (Contact), prof. dr. J.T.A.G.M. van Ruiten,
Guest lecturer

Programmes: Bachelor Religious Studies year 2, Bachelor Theology year
2, Bachelor Theology incl PTHU year 2, Exchange programme:
bachelormodules year 1

Objective: After completion of the course the student can:

- articulate what is at stake in the visual representation of the divine in different religious traditions.
- demonstrate knowledge of major steps in the use of visual arts in early and medieval Christianity and in Judaism
- describe various functions and uses of art in religion
- applying theoretical approaches particularly with regarding to visualization of the divine and the function and uses of religious art to specific cases.
- locate and employ targeted scientific literature in the field of religion and art, and refer to it according to the formal rules of citation;
- collaborate with a research group of peers
- clearly and accurately present findings in oral, written, and digital format.

Content: What makes a work of art “religious”? How does religious art “work”?

This module introduces students to the study of visual art in religious history and practice through the lens of iconography, function, and use. Students will learn to identify and analyze both the religious subjects of images, and the differing and at times competing intended functions of a wide range of religious visual art across religions and time periods. Examples are primarily drawn from Judaism and Christianity, but specialist lectures will be offered in aspects of Buddhist and Islamic visual art.

After an introduction to theoretical and methodological issues at stake in the analysis of the subject matter, the module is organized around the themes of: the possibility of visualizing the divine, aniconism and iconoclasm; cultic use of images in different cultural contexts; devotional use of images; images and the interpretation of sacred scriptures; religious images and political power; and musealization of sacred art.

While not intended to provide a comprehensive history of religious art, nor to introduce all contemporary approaches to religion and art, these units enable the student to identify shared and contrasting religious uses of visual art in a transdisciplinary manner, and to apply these approaches specific works.

Excursions will enable us both examine important works, and to explore the importance of spatial context(s) for the interpretation of the meaning and functions of individual works.

Credits (EC): 7.5

Period: 1.2

Format: self-study, field trips, lectures, lectures

Assessment: paper/presentation and/or written examination



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Remarks: Presentations; Written Assignments; Digital Exhibit; Final Examination
Student workload (210 hours) is distributed as follows: lectures: 28 hours
field trips: 24 hours
reading in preparation for lectures: 77
preparation for written and oral assignments: 81 hours
Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:

- Required and recommended readings will be available on reserve shelves in UB or by ebook/PDF

32. The Text Awakens: Reading and Using Religious Scriptures **THB2-TAW**

(De Tekst Ontwaakt: Het lezen en gebruiken van religieuze teksten)

Contact: dr. S. Travagnin

Lecturers: prof. dr. F.L. Roig Lanzillotta, dr. S. Travagnin (Contact)

Programmes: Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology incl PTHU year 2, Exchange programme: bachelormodules year 1, open modules of Theology and Religious Studies year 1

Objective:

- Students will be able to understand texts as active agents in social and cultural contexts.
- Students will learn recent theories and approaches to texts and authorship in literary studies/(post)structuralism and cultural studies and be able to apply them in academic research.
- Students will learn about the textual and cultural histories of various religious traditions.
- Students will be able to exercise and improve their academic writing.

Content: A text is a text, but a text is not only what it says. Texts are invoked as media of social and cultural significance. This course approaches texts as objects but also as subjects that play an important role in many religious traditions. How are texts used and what form do they take in concrete cultural and social contexts? How do texts influence individuals and groups and how do people make texts and create textual collections? How does textualization contribute to intellectual and cultural developments? This course addresses such issues with regards to the use and creation of texts from within several religious traditions, such as ancient Judaism, Christianity, Islam, and ancient and modern East Asian Buddhism. This course will then address a text in what surrounds it (community around texts/writing texts/using texts). Therefore text is also considered as a material object (materiality of texts), and in its social context (textual communities, authority of/on text, transmission of text). The course will analyze the community's impact on the text (as object), as well as the text's impact (as subject) on the surrounding community.

Credits (EC): 7.5

Period: 1.2

Format: lectures and seminars

Assessment: assignment(s)

Remarks: Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module, 80 % attendance is compulsory.

ASSIGNMENTS:



- Three written assignments on case studies of texts; the analysis should be based on the concepts and ideas that the lectures covered in class (500-750 word each).
- One Research Paper: each student will have to submit a 3500 word research paper.

LITERATURE:

Selection of journal articles and book chapters, to be announced a few weeks before the beginning of the course

**33. Theological Ethics
(Theologische Ethiek)**

THQ-THE

Contact: E.F. Damen MA.

Lecturers: Prof.dr. T.A. Boer, E.F. Damen MA. (Contact)

Programmes: Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3

Objective: After this course the student can:

- Describe the most important developments in the history of theological ethics.
- Illustrate how philosophical-ethical and theological-ethical traditions continue to be relevant and influence the practice of contemporary ethics.
- Designate the context of the discussed theological-ethical thinkers and explain how their respective context has shaped their understanding of theological ethics.
- Outline the main models that describe the relationship between theology and ethics and can give a substantiated evaluation of these models.
- Clarify that the tension between idealism and reality manifests itself in (almost) every ethics.
- Demonstrate that she/he is capable of adopting a standpoint and substantiating their position with coherent arguments.

Content: ‘Theological Ethics’ is an introductory course that discusses the history and the basic principles of Christian ethics. During the course we engage in a vivid way with the ancient traditions of Christian ethics, by considering real examples. In this manner, the history of Christian ethics is studied both in context and is translated to our current timeframe. Not only does the student obtain valuable knowledge of the tradition, but with this knowledge one learns how to prevent mistakes from the past and find new ways forward within the Christian (ethical) tradition. After all, a longing for ‘the good life’ seems to be present in every era, just as its often difficult reality. This course unit consists of a short general introduction to ethics, with an emphasis on the formal features of ethical pronouncements. The two main parts of the course are: (1) A historical tour of ethics from the New Testament to the present day, with a particular focus on Augustine, Thomas, Luther, Calvin, Barth and O’Donovan; (2) A systematic introduction to various 20th and 21st century models for clarifying the link between theology and ethics. The ethical methods of Dietrich Bonhoeffer Reinhold Niebuhr, Paul Tillich, Stanley Hauerwas, Gustavo Gutiérrez, Marcella Althaus-Reid, Elisabeth Schüssler Fiorenza, John D. Caputo will be presented. Each week a section of the history of theological ethics will be discussed, against that background a more recent approach to theological ethics is examined. The course will show that the relationship between theology and ethics is decisive for the type of questions and dilemmas that will arise and the answers that are given. In short, ‘Theological



Ethics' is understood in very different ways. Therefore, the recurring question during the course is: What is Christian ethics and how should it be practised? Other important questions are: Does theology have something to add to ethics—and if so, what? Can theology be considered the source of all ethics?

Credits (EC): 7.5
Period: 1.1
Format: lectures/seminar
Assessment: written examination
Literature:

- Capita selecta uit de recente theologische ethiek, beschikbaar op NESTOR.
- John Philip Wogaman, *Christian Ethics: A Historical Introduction*, second edition, Louisville/London 2011.(ISBN:9780664234096) , ca. € 28.90

34. Theology: Concepts and Methods (Theologie: Concepten en Methoden)

THB1-TCM

Contact: dr. S.K. Luther
Lecturers: prof. dr. H.P. de Roest, dr. S.K. Luther (Contact), prof. dr. W.H. Slob, prof. dr. B. van den Toren
Programmes: Bachelor Theology year 1, Bachelor Theology; Greek year 1, Bachelor Theology; Greek incl PTHU year 1, Bachelor Theology incl PTHU year 1
Prerequisite(s): None. This is an introductory course in the first block of the first semester of the first year.
Objective:

- As regards research skills, the students will be able to analyze secondary literature, argue for a stance in a scholarly debate, take first steps into participant observation, and develop an awareness of cultural and social contexts of theologizing.
- Student are able to explain the effects of the different contexts in which one theologizes (public university / confessional university / religious communities), and to see the relative values of these contexts learn to switch between different contexts.
- Students have acquired a first understanding of theological key concepts and methods, and critical judgment of available models of the relation between Christianity and culture (and life-styles).
- To train the preparation of critical reading reports (with the aid of the digital Perusal programme) by making comments (observations, questions, and responses), by making the students aware of the what, how, who, and why of written texts.
- To conduct a theoretical analysis of an ecclesiastical practice.
- In their individual 5-10 minutes contributions to a group presentation, students are able to communicate the findings of their analyses.
- To produce papers.

Content: In this introductory course into theology in the first block of the first year, jointly taught by two RUG and two PThU teachers, the students are introduced into the heart of their study: the question what is theology, and how the relation between (Christian) religion and culture (and life-styles) could be perceived. The course revolves around two text books, and its contents are brought to bear on the analysis of a particular ecclesiastical practice in the Martini Church & the New Church that is performed at the intersection of church and culture. The study of the two text books supervised by two mixed couples of RUG and PThU teachers.



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The first text book, the study of which is supervised by Luther & van den Toren, is Alister McGrath's "Theology: The Basics". It introduces the students to key theological issues, and during the course they will learn how to differentiate between theological, philosophical, sociological, exegetical and inter-cultural aspects of religion.

The second text book, the study of which is supervised by Slob & De Roest, is Richard Niebuhr's classic "Christ and Culture". This book offers various models how the relation between Christian religion and culture can be envisioned.

The ecclesiastical practices in the Martini Church & the New Church that are studied are the evening services of the Protestant Church in Groningen, offered in the monthly "Beauty with a Soul (Schoonheid met een Ziel)" programme, including the popular monthly "Psalm Vespers" on the 2nd Sunday of the month, that aim to communicate the spirituality and relevance of the Psalms to a culturally interested, 21st-century public.

<i>Credits (EC):</i>	7.5
<i>Period:</i>	1.1
<i>Format:</i>	lectures/seminar 2 x 3 hours per week. Teaching takes place, partly through preparation through Perusall and in-class discussion; through critical, explorative discussion of text books and further contextualization and case-studies by lecturers; and through presentation of analysis of an ecclesiastical practice.
<i>Assessment:</i>	presentation(s), written examination, paper Testing consists of 1) Participation in pre-class participation through on-line Perusall programme in which students comment on, and raise questions about reading material (20%). 2) Paper about ecclesiastical practice, 2,000 words (30%). The paper will discuss the ethical, philosophical, theological, cultural and social dimensions of the "Beauty with a Soul" programme, including, in the case of the Psalm Vespers, the preacher's "reflection". Written exam with essay questions (40%), Group presentation(s) (10%) In addition, there is a Pass / Fail for library and style instruction

Literature:

- Richard Niebuhr, *Christ and Culture* (Harper Collins, 2002, 320 pp.). Studenten dienen te beschikken over een papieren versie van "Christ and Culture" (HarperOne, 2001)(ISBN:978-0061300035) , ca. € 15.31
- In addition, digital literature in NESTOR.
- Alister McGrath, *Theology: The Basics* (Wiley-Blackwell, 3rd edn 2011, 256 pp).
NOTE: purchase access to the book within Perusall, via the link the NESTOR-module site (ISBN:Perusall) , ca. € 17.87

**35. Trauma , Grieving, Purpose and Wellbeing THB3-GVTR
(Trauma, Rouw en Zingeving en Welzijn)**

<i>Contact:</i>	dr. J.K. Muthert
<i>Lecturers:</i>	dr. J.K. Muthert (Contact), dr. A. Visser-Nieraeth
<i>Programmes:</i>	PreMa GV (pt) year 2, Pre-master programme in Spiritual Care year 1, pre-master programme in Spiritual Care year 3
<i>Prerequisite(s):</i>	introduction in the Psychology of Religion
<i>Objective:</i>	Students <ul style="list-style-type: none"> · have knowledge and understanding of theory-building regarding trauma, grieving, coping, strength and resilience or wellbeing. · develop knowledge of and reflect on practical research into trauma, grieving, coping and wellbeing. · demonstrate understanding of and reflect on the value of these models and research output for spiritual care.



<i>Content:</i>	Psychological coping theories play an important role in trauma research, such as research into rituals around disasters, mourning a loved one, or bereavement due to a severe chronic disease. Elements of purpose and worldview are increasingly valued in these coping theories, not only in dealing with trauma and grieving, but also as factors preventing trauma and complicated grieving. Knowledge and understanding of how religious or other ideological life views play a role in psychological coping processes, and the way in which grieving, trauma and wellbeing are conceptualized within these processes, are also important in the work of the spiritual carer. Students are introduced to various psychological coping mechanisms and research based on the perspective of religious psychology. Moreover, students are introduced to views on purpose and wellbeing as contributing factors in the strength and resilience of people who experience intense events. For this purpose, we use the SPOC Trauma, grieving and purpose, by Muthert and Schaap-Jonker, which offers students both theory and plenty of tools to make the connection with daily practice. Lectures and seminars offer further opportunities to think through the theory and apply the themes of spiritual care in groups. Finally, a number of lectures are devoted to the relationship between spirituality, resilience and wellbeing.
<i>Credits (EC):</i>	7.5
<i>Period:</i>	1
<i>Remarks:</i>	The course unit includes several assignments and a final paper. Please refer to the study guide for grading information Literature is included in SPOC. Other articles will be announced in the study guide on nestor

Specialization Cultural Impact of Religion

1. Bachelor thesis (incl thesisseminar) THB3BSE10 (bachelorscriptie (incl scriptieseminar))

<i>Lecturer:</i>	several lecturers
<i>Programmes:</i>	Cultural Impact of Religion (TH/RW) year 3, Jewish, Christian and Islamic origins (TH) year 3, Lived Religion (TH/RS) year 3, pre-master programme in Spiritual Care year 3
<i>Prerequisites:</i>	60 ECTS postpropedeutic courses, among which Concepts and Methods 2
<i>Objective:</i>	<ul style="list-style-type: none"> · Identify, develop and refine a topic that is embedded in the discipline · Articulate a problem (research question and objective) that is relevant to contemporary debates within the literature on your chosen topic and also potentially to broader debates in society and public life · Operationalize the research question and objectives through the construction of suitable sub-questions · Appropriately and convincingly justify the selection of specific theoretical frameworks and methods as the most appropriate and effective for researching your chosen problem · Design a research program to comprehensively address the problem you have selected to research · Collect, analyze and interpret data required for the execution of your research program, in accordance with the principles of academic integrity · Clearly convey your problem, theory, methods, data analysis and findings to a scholarly audience through the sophisticated writing and editing of an 8000-10000 word



	thesis
<i>Content:</i>	This course will offer students the opportunity to work intensively on specific aspects of their Bachelor thesis design, research and writing. The seminars will operate in the form of a workshop, with a short introductory lecture and presentation from the lecturer on the specific topic for the day, followed by group work and peer review of each other's work, along with possibilities for individual consultation and discussion with the lecturer. The seminars will be largely learner directed, aiming to address what is most pressing for the students at the stage of the writing process.
<i>Credits (EC):</i>	10
<i>Period:</i>	2
<i>Format:</i>	discussion, assignment(s)
<i>Assessment:</i>	X Your assessment for this course is your bachelor thesis. However, you will be asked to undertake smaller assignments and peer review activities as part of the process towards completion of your thesis. While there will be some instruction, the course will involve large portions of peer work and opportunities for discussion and consultation with fellow students and the lecturer.

2. Bachelor Thesis Seminar Cultural Impact of Religion **THB3-TSRPH**
(Bachelor Thesis Seminar Cultural Impact of Religion)

<i>Contact:</i>	M.B. McIvor PhD.
<i>Lecturers:</i>	M.B. McIvor PhD. (Contact), dr. M. van Dijk
<i>Programmes:</i>	Cultural Impact of Religion (TH/RW) year 3, pre-master programme in Spiritual Care year 3
<i>Objective:</i>	At the end of this course, students will be able to: <ul style="list-style-type: none"> · Identify, develop and refine a research topic related to the theme of "Cultural Impact of Religion" · Assess the feasibility of their proposed research · Outline a theoretical and methodological framework suited to their research · Formulate a research question and sub-questions that follow from the theoretical framework · Operationalize these research questions · Indicate what types of data they will gather and how they will analyze these data in relation to their theoretical framework · Reflect upon any ethical concerns and implications of their research, and plan a strategy to address them.
<i>Content:</i>	This course will offer students the opportunity to work intensively on specific aspects of their BA thesis design, research and writing. The seminars will operate in the form of a workshop, with a short introductory lecture and presentation from the lecturer on the specific topic for the day, followed by group work and peer review of each other's work, along with possibilities for individual consultation and discussion with the lecturer. The seminars will be largely learner directed, aiming to address what is most pressing for the students at the stage of the writing process.
<i>Credits (EC):</i>	5
<i>Period:</i>	2
<i>Format:</i>	varied



3. Contested Humanity: Historical, Philosophical and Political Approaches **THB3-HPTA**
(Contested Humanity: Historical, Philosophical and Political Approaches)

Contact: prof. dr. C. Jedan
Lecturers: prof. dr. C. Jedan (Contact), dr. M. van Dijk, M.B. McIvor PhD.
Programme: Cultural Impact of Religion (TH/RW) year 3
Objective: After taking this course the students:

- Know and can critically engage with the current historical, philosophical, theological and political debate about what it means to be human
- Are familiar with key concepts and research strategies
- Are familiar with an array of sources relevant in the scholarly debates
- Have improved their skills in setting up and conducting research

Content: When Nietzsche wrote at the end of the 19th century ‘Man is a rope stretched between the animal and the superman — a rope over an abyss’, he captured the struggle about what it means to be human. The problem is with us still.
In this course the problem of what it means to be human is analysed from the perspectives of three approaches: (1) history/popular culture; (2) politics and legal culture and (3) philosophy and biomedical culture. The course thus trains students in the principal perspectives needed for their research specialisation and BA thesis work.

Credits (EC): 7.5
Period: 2.1 (3 x 2 hours)
Format: lectures/seminar
lectures and seminars
Assessment: Assignment, Reflection paper and/or Oral exam
Assessment is done through a combination of written assignments, an oral examination and a presentation
Remarks: Only buy literature for this course if explicitly requested that you do so.

Literature:

- Additional literature will be assigned.
- Stephen Holland, *Bioethics: A Philosophical Introduction*. Second edition (ebook available via UL)(ISBN:978-0745690605) , ca. € 22,00
- Nicanor Pier Giorgio Austriaco, *Biomedicine & Beatitude: An Introduction to Catholic bioethics* (e-book available via UL, consider buying)(ISBN:978-0813218823) , ca. € 24,00
- Pramod K. Nayar, , *Parts of Posthumanism*, Cambridge: Polity Press 2014
- Talal Assad, "Redeeming the 'Human' through human rights"
- Donna Haraway, 'The Cyborg Manifesto' in Donna Haraway, *Simians, Cyborgs and Men* (London: Free Association Books 1991).(available on the internet)
- Hannah Arendt, *The Origins of Totalitarianism*

4. Cultural Impact of Religion: working with sources **THB3-CIR**
(Cultural Impact of Religion: working with sources)

Contact: M.B. McIvor PhD.
Lecturers: prof. dr. C. Jedan, M.B. McIvor PhD. (Contact)
Programmes: Cultural Impact of Religion (TH/RW) year 3, pre-master programme in Spiritual Care year 3
Objective: After taking this course, students will be able:

- to display knowledge and understanding of historical, philosophical, anthropological and political approaches to texts and other sources
- to apply these different approaches to the sources used in their own research



	<ul style="list-style-type: none"> · to relate the source material to the cultural context in which it originated and the later contexts in which it has been interpreted · to critically assess the reception and historiography of canonical texts
<i>Content:</i>	<p>The course follows ‘Contested Humanity’. ‘Contested Humanity’ has guided participants towards studying sources and approaches.</p> <p>‘Cultural Impact of Religion’ will further train the students in working with sources. The format of the course is to study key approaches to source study taken by experienced scholars from the department Christianity and the History of Ideas. The three approaches are historical, philosophical and political. All presuppose a hermeneutical approach, which means that sources are related to the cultural contexts in which they originated as well as to the scholarly tradition in which they are interpreted.</p> <p>The sources chosen will be important key texts of Western intellectual history, such as Institutes of John Calvin, as well material taken from the everyday media. These sources will allow students to explore the different research traditions and approaches in the department. The methodological issue of how and why to choose certain sources for a particular field of research will be part of the combined introduction to the course. The course will also deal with the reception and historiography of the sources and show how they can be approached from different perspectives.</p> <p>A text like the Institutes of John Calvin, for instance, has been read as a normative starting point for Reformed theology, but is also interesting because it went through several editions and has a layered structure and especially for the polemical discussion within the original historical and cultural context. In the case of contemporary religion, students may explore pro-life images and literature not just for their overt polemical content, but as a means of constructing religious communities</p>
<i>Credits (EC):</i>	7.5
<i>Period:</i>	2.2
<i>Format:</i>	seminar 2 x 2 hours
<i>Assessment:</i>	presentation(s), reflection papers
<i>Remarks:</i>	Compulsory Literature: At least three sources will be assigned. For example, The Institutes of John Calvin.

Specialization Jewish, Christian and Islamic Origins

1. Bachelor thesis (incl thesisseminar) (bachelorscriptie (incl scriptieseminar))	THB3BSE10
<i>Lecturer:</i>	several lecturers
<i>Programmes:</i>	Cultural Impact of Religion (TH/RW) year 3, Jewish, Christian and Islamic origins (TH) year 3, Lived Religion (TH/RS) year 3, pre-master programme in Spiritual Care year 3
<i>Prerequisites:</i>	60 ECTS postpropedeutic courses, among which Concepts and Methods 2
<i>Objective:</i>	<ul style="list-style-type: none"> · Identify, develop and refine a topic that is embedded in the discipline · Articulate a problem (research question and objective) that is relevant to contemporary debates within the literature on your chosen topic and also potentially to broader debates in society and public life



- Operationalize the research question and objectives through the construction of suitable sub-questions
- Appropriately and convincingly justify the selection of specific theoretical frameworks and methods as the most appropriate and effective for researching your chosen problem
- Design a research program to comprehensively address the problem you have selected to research
- Collect, analyze and interpret data required for the execution of your research program, in accordance with the principles of academic integrity
- Clearly convey your problem, theory, methods, data analysis and findings to a scholarly audience through the sophisticated writing and editing of an 8000-10000 word thesis

Content: This course will offer students the opportunity to work intensively on specific aspects of their Bachelor thesis design, research and writing. The seminars will operate in the form of a workshop, with a short introductory lecture and presentation from the lecturer on the specific topic for the day, followed by group work and peer review of each other's work, along with possibilities for individual consultation and discussion with the lecturer. The seminars will be largely learner directed, aiming to address what is most pressing for the students at the stage of the writing process.

Credits (EC): 10

Period: 2

Format: discussion, assignment(s)

Assessment: X

Your assessment for this course is your bachelor thesis. However, you will be asked to undertake smaller assignments and peer review activities as part of the process towards completion of your thesis. While there will be some instruction, the course will involve large portions of peer work and opportunities for discussion and consultation with fellow students and the lecturer.

2. Bachelor Thesis Seminar Origins of Religion (Bachelor Thesis Seminar Origins of Religion)

THB3-TSOR

Contact: prof. dr. J.T.A.G.M. van Ruiten

Lecturers: prof. dr. S.N. Mason, prof. dr. F.L. Roig Lanzillotta, prof. dr. J.T.A.G.M. van Ruiten (Contact), C.E. Wilde PhD.

Programme: Jewish, Christian and Islamic Origins (TH) year 3

Objective: Students who successfully complete this course, can:

- Identify, develop and refine a research topic that matches the specialization
- Articulate a topic that is relevant to contemporary scholarly debates within the literature on the chosen topic
- Operationalize the research question and objectives through the construction of suitable sub-questions
- Appropriately and convincingly justify the method as the most appropriate and effective for researching the chosen topic
- Design a research program to comprehensively address the topic they have selected to research

Content: In this Thesis Seminar students will be guided in writing a thesis proposal. They will have a class on choosing a topic, a seminar in library and bibliographic skills, individual meetings with their supervisor, and meetings for peer-review and feedback.



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After seven weeks the student will hand in a thesis proposal and will receive feedback on his/her proposal from the supervisor. When a proposal is approved, the student can start writing the thesis.

Credits (EC):

5

Period:

2

Assignment: Thesis proposal

3. Crucial Texts in Cultural Context (Crucial Texts in Cultural Context)

THB3-CTCC

Contact: dr. S.K. Luther

Lecturers: dr. S.K. Luther (Contact), prof. dr. J.T.A.G.M. van Ruiten, C.E. Wilde PhD.

Programme: Jewish, Christian and Islamic origins (TH) year 3

Objective: Upon successful completion of this course, the student will:

- have an excellent update and extension of their Hebrew and/or Greek language skills that enable their independent work for their BA-thesis in this area, which is completed in the fourth block.
- have acquired an advanced level in the methods used for the study of the Old Testament, the New Testament, and the Qur'an;
- have acquired an advanced level in the method of intertextuality
- have studied relevant texts from canonical and non-canonical literature and / or wider cultural context;
- be able to apply their understanding of these texts to the study of the Hebrew Bible, the New Testament writings and the Qur'an
- be able to apply Bible Works to the study of the Hebrew Bible, and the New Testament.

Content: The primary sources (Hebrew Bible / Old Testament and early Jewish literature; early Christian texts in the context of the Graeco-Roman world; and Qur'an) are read. There is a stress on deepening the knowledge and application of Hebrew and Greek in particular. Qur'anic passages and relevant early Islamic literature are read in English translation. In addition to this, an emphasis will be put on the study of intertextuality. Bible Works and TLG will be used for the study of the Hebrew and Greek texts.

Credits (EC):

7.5

Period:

2.1

Format:

seminar

regular preparation and translations from Hebrew and Greek throughout the course; written exam with essay questions from Old Testament, New Testament and Islam

4. The Afterlife of Biblical Texts and Figures (The Afterlife of Biblical Texts and Figure)

THB3-ABTF

Contact: C.E. Wilde PhD.

Lecturers: prof. dr. J.T.A.G.M. van Ruiten, C.E. Wilde PhD. (Contact)

Programme: Jewish, Christian and Islamic origins (TH) year 3

Objective: Upon successful completion of this course, the student:

- Is able to set up an elementary research project to examine the ways in which certain Jewish, Christian or Islamic traditions deal with biblical data.
- Have an understanding of how and why a given biblical text is interpreted variously. Skills in applying these hermeneutic insights to other interpretations.



<i>Content:</i>	<ul style="list-style-type: none"> • Have an insight in the theoretical background of reception history <p>This module focuses on the reception history of the Bible in early Judaism, early Christianity and early Islam. Attention is devoted to the study of how the Biblical stories and concepts were interpreted in changing historical and sociocultural contexts.</p> <p>Studying the Bible's reception is complex. For what we call the Bible is a library of very different texts, composed over centuries, and the various authors did not know that they were writing 'the Bible'. This historical reality creates the possibility, first of all, that 'the reception' of early biblical texts began already in the later books of the Bible itself, with their re-use and interpretation of earlier books already considered authoritative. Second, we must ask when the lines were drawn. Who (or what groups) first constituted these texts as a coherent Bible, or sacred scripture? When and why did they do this? Third, the central question is how to allow for the plurality of possible and realized meanings of a given text, while retaining the ability to form critical judgments regarding Biblical exegesis. Finally, to what extent were various Jewish, Christian, and Muslim, groups in agreement about the contents and authority of scriptural texts?</p> <p>These fundamental questions are among those that arise as we investigate how Jews, Christians, and Muslims interpreted biblical traditions.</p>
<i>Credits (EC):</i>	7.5
<i>Period:</i>	2.2
<i>Format:</i>	seminar
<i>Assessment:</i>	paper/presentation,paper/presentation and/or written examination

Specialization Lived Religion

1. Bachelor thesis (incl thesisseminar) THB3BSE10 (bachelorscriptie (incl scriptieseminar))

<i>Lecturer:</i>	several lecturers
<i>Programmes:</i>	Cultural Impact of Religion (TH/RW) year 3, Jewish, Christian and Islamic origins (TH) year 3, Lived Religion (TH/RS) year 3, pre-master programme in Spiritual Care year 3
<i>Prerequisites:</i>	60 ECTS postpropedeutic courses, among which Concepts and Methods 2
<i>Objective:</i>	<ul style="list-style-type: none"> · Identify, develop and refine a topic that is embedded in the discipline · Articulate a problem (research question and objective) that is relevant to contemporary debates within the literature on your chosen topic and also potentially to broader debates in society and public life · Operationalize the research question and objectives through the construction of suitable sub-questions · Appropriately and convincingly justify the selection of specific theoretical frameworks and methods as the most appropriate and effective for researching your chosen problem · Design a research program to comprehensively address the problem you have selected to research · Collect, analyze and interpret data required for the execution of your research program, in accordance with the principles of academic integrity · Clearly convey your problem, theory, methods, data



analysis and findings to a scholarly audience through the sophisticated writing and editing of an 8000-10000 word thesis

Content: This course will offer students the opportunity to work intensively on specific aspects of their Bachelor thesis design, research and writing. The seminars will operate in the form of a workshop, with a short introductory lecture and presentation from the lecturer on the specific topic for the day, followed by group work and peer review of each other's work, along with possibilities for individual consultation and discussion with the lecturer. The seminars will be largely learner directed, aiming to address what is most pressing for the students at the stage of the writing process.

Credits (EC): 10

Period: 2

Format: discussion, assignment(s)

Assessment: X

Your assessment for this course is your bachelor thesis. However, you will be asked to undertake smaller assignments and peer review activities as part of the process towards completion of your thesis. While there will be some instruction, the course will involve large portions of peer work and opportunities for discussion and consultation with fellow students and the lecturer.

2. Bachelor Thesis Seminar Lived Religion (Bachelor Thesis Seminar Lived Religion)

THB3-TSLR

Contact: dr. J. Martínez - Ariño

Lecturers: dr. B.E. Bartelink, dr. J. Martínez - Ariño (Contact), dr. S. Travagnin, prof. dr. C.K.M. von Stuckrad

Programme: Lived Religion (TH/RS) year 3

Objective: At the end of this module, students will be able to:

- Demarcate a research topic for their thesis based on the proposed themes and the students' own literature research
- Assess the feasibility of their proposed research * Outline a theoretical framework suited to their research
- Formulate a research question and sub-questions that follow from the theoretical framework
- Operationalize these research questions
- Make an informed decision on the methodology and research methods that will be used, linked to their research question and conceptual framework
- Indicate what type of data they will gather and how they will analyze this data, linked to their research question and conceptual framework
- Reflect upon the ethical concerns and implications of their research and plan a strategy to address them

Content: This course will prepare students for writing their BA thesis proposal. The course is designed in such a way that it will take students through the steps of designing their own research project, in consultation with their supervisors. Peer-review exercises in class will provide students with feedback on their progress. Students will also have to follow research clinics specialised on specific research methods. Finally, research ethics will be discussed and students will have to write a short ethical statement before their thesis proposal can be graded and approved. Students have to pass this course in order to qualify for the final phase of research and writing for their thesis.



The course will include a workshop on bibliographic conventions offered in collaboration with the University Library.
A couple of sessions will take place in the fourth bloc (semester IIb) to accompany students in the process of writing their thesis.

Credits (EC): 5
Period: 2
Format: lectures and seminars, peer review, readings
Assessment: Assignments (40%), project assignment

3. Lived Religion: Academic Debates **THB3-LRAD** **(Lived Religion: Academic Debates)**

Coördinator: dr. J. Tarusarira
Docenten: dr. J. Tarusarira (Coördinator), verschillende andere docenten
Programma: Lived Religion (TH/RS) jaar 3
Doelstelling: After taking this course the students:

- Will be able to critically respond to a lecture and the research design involved (method, theory, questions).
- Will be able to critically contextualize the content of the lecture in the more general academic discussion (with regard to two articles).
- Will learn how to chair an academic discussion including summarizing the main points of the discussion at the end.

Inhoud: In each session one researcher of the department will present on-going or already completed research to the class that involves theoretical questions in relation to their research topics. This is followed by a group of students responding to the lecture by a) critically commenting on the lecture and research (including method, theory, argumentation, research questions); b) by discussing it in connection to two articles (descriptive and/or theoretical) selected by the teacher that relate to the general topic under discussion. The selected group of students will also have to chair the plenary discussion that follows and has to bring up own questions for discussion.

Omvang (EC): 7.5
Periode: 2.2
Onderwijsvorm: werkcollege
Toetsvorm: short assignment(s)

4. Lived Religion: Reading Case Studies **THB3-LRRC** **(Lived Religion: Reading Case Studies)**

Coördinator: prof. dr. C.K.M. von Stuckrad
Docenten: dr. J. Martínez - Ariño, dr. S. Travagnin, prof. dr. C.K.M. von Stuckrad (Coördinator)
Programma: Lived Religion (TH/RS) jaar 3
Doelstelling: By engaging the case studies, students will:

- learn to work with in-depth studies that move beyond the argumentation presented in articles and individual chapters;
- improve their analytical skills (how do authors structure and develop their arguments? How does data relate to theory, and vice versa? What is the link between the research question and the design of the study?);
- improve their presentation skills by discussing their reflections and research with the group of students;
- be able to get a better idea of the theme and methodological approach of their own BA thesis.

Inhoud: In this course, students will get acquainted with relevant cases related to the field of lived religion. From a list of in-depth studies, they choose two monographs for a close reading. The



monographs represent the various disciplinary orientations within the department (academic study of religion, sociology, anthropology, psychology, and historical research).

Omvang (EC):
Periode:

7.5
2.1



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Appendix 4 to Article 4.1 and 7.1: Overview contact hours course units in year 1 and 2, academic year 2019-2020

Bijlage 4A

Bachelor year 1 BA Theology incl Greek	
Contact hours	Amount of contact hours per year
Lectures/seminars	142 hrs
Seminars	231 hrs
Tutoring	24 hrs (mentoring) 16 hrs introduction programme 10 hrs English language skills
Supervision of practical training	n.a.
Exams and exam discussion	51 hrs
Supervision of study career (if scheduled for all students)	12 hrs labour market orientation
Other structured hours	

Total: 490 uur

Bijlage 4B

Bachelor year 1 BA Theology incl Greek and PThU	
Contact hours	Amount of contact hours per year
Lectures/seminars	142 hrs
Seminars	221 hrs
Tutoring	24 hrs (mentoring) 16 hrs introduction programme 10 hrs English language skills
Supervision of practical training	n.a.
Exams and exam discussion	51 hrs
Supervision of study career (if scheduled for all students)	12 hrs labour market orientation
Other structured hours	

Total: 480 uur

Bijlage 4C

Bachelor year 1 BA Theology	
Contact hours	Amount of contact hours per year
Lectures/seminars	142 hrs
Seminars	231 hrs
Tutoring	24 hrs (mentoring) 16 hrs introduction programme 10 hrs English language skills



Supervision of practical training	n.a.
Exams and exam discussion	51 hrs
Supervision of study career (if scheduled for all students)	12 hrs labour market orientation
Other structured hours	

Total: 490 uur

Bijlage 4D

Bachelor year 1 BA Theology incl PThU	
Contact hours	Amount of contact hours per year
Lectures/seminars	142 hrs
Seminars	221 hrs
Tutoring	24 hrs (mentoring) 16 hrs introduction programme 10 hrs English language skills
Supervision of practical training	n.a.
Exams and exam discussion	51 hrs
Supervision of study career (if scheduled for all students)	12 hrs labour market orientation
Other structured hours	

Total: 480 uur

TH- BA 1, art. 4.1	Amount of hours per week
Course units	
Theology: Concepts and methods	39 hrs l + 3 hrs E + 1 hrs exam discussion
Hebrew 1	64 hrs s + 3 hrs E + 1 hrs exam discussion
Hebrew Bible and Ancient Judaism	28 hrs l + 14 hrs wc + 1 hrs exam discussion
Hebrew 2	56 hrs s + 3 hrs E + 1 hrs exam discussion
Old Testament Exegesis	42 hrs s + 3 hrs E + 1 hrs exam discussion
Psychology and Sociology of Religion (variant A en B)	42 hrs l + 3 hrs E + 1 hrs exam discussion
New Testament	49 hrs s + 6 hrs E + 1 hrs exam discussion
Religion and Philosophy	33 hrs l + 6 hrs s + 3 uur E + 1 hrs exam discussion
Practical Theology (variant C)	42 hrs l + 3 hrs E + 1 hrs exam discussion
TH- BA 2, art. 7.1	
Christianity: Constantine - Reformation	48 hrs l + 2 hrs exam discussion
Greek 1 (variant A) or Rituals in Theory and Practice/ Quranic Arabic 1 / Spirituality and Secular Religion (variant B)	64 hrs l + 3 hrs E + 1 hrs exam discussion (variant A) 42 hrs l + 2 hrs exam discussion / 42 hrs l + 3 hrs E + 1 hrs exam discussion / 21 hrs s / 2 hrs exam discussion (variant B)
Christianity: Reformation - the Present	42 hrs l + 40 hrs s (field trip) + 3 hrs E + 1 uur nabespreking
Greek 2 (variant A) of The Text Awakens/ The Sacred Image/	56 hrs l + 3 hrs E + 1 hrs exam discussion (variant A) or 42 hrs l + 2 hrs exam discussion /



Quranic Arabic 2 (variant B)	42 hrs l + 3 hrs E + 1 hrs exam discussion / 42 hrs l + 3 hrs E + 1 hrs exam discussion (variant B)
New Testament Exegesis	42 hrs l + 3 hrs E + 1 hrs exam discussion
Religion, Media and Popular Culture / Religion and Politics (variant A en B) Or Psychology and Sociology of Religion (variant C)	42 hrs l + 2 hrs exam discussion or 42 hrs l + 2 hrs exam discussion (variant A and B) 42 hrs l + 3 hrs E + 1 hrs exam discussion (variant C)
Islam	39 hrs l + 3 hrs E + 1 hrs exam discussion
Ethics and Secularity (variant A en B)	40 hrs l + 3 hrs E + 1 hrs exam discussion
Dogmatics (variant C)	39 hrs l + 3 hrs E + 1 hrs exam discussion
Supervision of study career (if scheduled for all students)	12 hrs labour market orientation

Total hrs BA-2 Theology incl Greek: 448

Total hrs BA-2 Theology incl Greek and PThU: 448

Total hrs BA-2 Theology incl PThU: 366-437

Total hrs BA-2 Theology: 358-429



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Teaching and Examination Regulations for the Bachelor's degree programme in Theology 2019-2020

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Appendix 5: Pre Master's programme for Master Theology and Religious Studies, track Religion, Health and Wellbeing – Spiritual Care (60 ECTS)

Pre Master's programme as of 2019-2020

Semester 1 (30 ECTS)	Semester 2 (30 ECTS)
Christianity and religious diversity (7.5 ECTS)	Psychology and Sociology of religion (7.5 ECTS)
Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden (7.5 ECTS)	Philosophy as the Art of Living (7.5 ECTS)
Professionele Ethiek (7.5 ECTS)	Islam: History, Sources and Practices (7.5 ECTS)
Trauma, Grieving, Purpos and Wellbeing (7.5 ECTS)	Religion and Philosophy (7.5 ECTS)



Appendix 6 Regulations concerning cheating and plagiarism

1. Cheating and plagiarism are acts or omissions, regardless of whether these are intentional, by a student designed to partly or wholly hinder the forming of a correct assessment of their own or someone else's knowledge, understanding and skills (see the Teaching and Examination Regulations, Article 9.16).
2. Cheating includes acts such as the following:
 - Cheating during an examination. Anyone who deliberately enables someone else to cheat is considered complicit;
 - Bringing aids (pre-programmed calculators, mobile phones, books, syllabi, notes, etc.) to the examination, consultation of which is not explicitly permitted;
 - Having others complete an assignment or part thereof on one's behalf;
 - Taking possession of the relevant exam questions or assignments before the date or time of the examination;
 - Faking questionnaire or interview answers or research data;
 - Copying fellow students' work and presenting this as one's own work;
 - Resubmitting assignment that have been awarded marks in a previous course unit;
 - Submitting assignments acquired from a commercial institution or written by someone else (whether paid for or not).
- 3.a Plagiarism is a specific type of fraud, where in a thesis or other assignment data or sections of one's own or someone else's work are copied without properly referring to the source. Plagiarism includes acts such as the following:
 - Copying text from digital sources such as encyclopaedias or digital journals without using quotation marks or references;
 - Copying text from the internet without using quotation marks and references.
 - Copying text from printed media such as books, journals or encyclopaedias without using quotation marks or references;
 - Including translations of texts such as the ones listed above without using quotation marks or references;
 - Paraphrasing texts such as the ones listed above without properly acknowledging the source – a paraphrase must be indicated as such, by explicitly linking the text to the original author in either the body of the text or a note, to prevent the impression being formed that it represents the student's own ideas;
 - Copying video, audio or test material from others without mentioning the source and thus presenting it as one's own work;
 - Submitting previously submitted own work without stating the source and presenting it as original work produced for the course unit in question, unless the course unit or the lecturer explicitly permit this;
 - Copying fellow students' work and presenting it as one's own work. A student who gives a fellow student permission to copy their work is considered complicit to plagiarism;
 - If one of the authors collaborating on a joint assignment commits plagiarism, the other authors are complicit to this plagiarism if they could or should have known that the other author was committing plagiarism;
 - Submitting assignments acquired from a commercial institution (such as a website containing extracts or papers) or paying someone else to write them.
- 3.b Electronic detection programs may be used to detect plagiarism in texts. When submitting a text, the student in question implicitly grants permission for the text to be included in the database of the relevant detection program.
4. Lecturers are required to report suspected cases of cheating and plagiarism.
 - a. If an act of cheating or plagiarism has been detected or is suspected, the Board of Examiners will launch an investigation, during which the student and the lecturer will be heard.
 - b. The Board of Examiners will then determine whether an act of cheating or plagiarism has been committed.



5. Once cheating or plagiarism is detected, the Board of Examiners will take the following measures:
 - a. In all cases:
 - declare the assignment or examination invalid
 - issue a reprimand, which is recorded in the student's file
 - b. In certain cases, depending on the nature and extent of the cheating or plagiarism, and on the study phase of the examinee, one or more of the following sanctions:
 - expulsion from the course unit
 - denial of permission to participate in examinations or other modes of assessment relating to the relevant course unit for the current academic year, or for a period of 12 months
 - denial of permission to participate in all exams or other modes of assessment for a period of 12 months
 - c. If the student has already been reprimanded in the past: denial of permission to participate in all exams or other modes of assessment for a period of 12 months.
 - d. In the event of very serious cheating or repeated cheating, the Board of Examiners may propose to the Board of the University that the student's registration be definitively terminated.
6. The term 'Board of Examiners' refers to the Board of Examiners of The Faculty of Theology and Religious Studies.
7. The term 'examination' or 'exam' refers to the assessment (including marking) for each course unit of students' knowledge, understanding or skills.

These Regulations took effect on 1 January 2019 and may be cited as the 'Regulations concerning cheating and plagiarism' of the Faculty of Theology and Religious Studies.



Appendix 7 Assessment Plan (article 10.5)

Subjects of the assessment plan:

1. the learning outcomes of the degree programme (see TER bachelor Theology 2019-2020, art. 3.1)
2. the course units of the degree programme and the learning outcomes of each course unit (see TER bachelor Theology 2019-2020, appendix 3 of art. 3.1.3)
3. the relationship between course units and learning outcomes (see assessment matrix)
4. the assessment mode to be used and the test moments for each course unit (see TER bachelor Theology 2019-2020, appendix 3 of art. 3.1.3 or Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 5))
5. the test design and assessment procedures and assessment criteria used (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 7 and 10)
6. right of inspection (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 11)
7. who is responsible for the implementation of the various components of the assessment policy (Director of Education, lecturers, Board of Examiners);
8. the method of regular evaluation (Assessment plan Faculty Theology and Religious Studies 2019-2020, chapter 15).



Appendix 8: Transition regulation for students of the Bachelor's degree programme, who started in 2015-2016

For students who did not finish course units from the BA Theology year 3 in 2017-2018 regulations below will be in place.

In 2016-2017 niet gehaald	In 2018-2019
Grieks 3	het vergelijkbare gedeelte van Grieks 2 (nieuw curriculum)
Cultuurgeschiedenis Christendom TH 2	het vergelijkbare gedeelte van Christendom: van Constantijn – Reformatie en/of Christendom van Reformatie tot heden
Exegese Oude Testament	het vergelijkbare gedeelte van het vak Exegese Oude Testament (nieuw curriculum)
Nieuwe Testament en vroeg christendom 1	het vergelijkbare gedeelte van Nieuwe Testament: Tekst en context
Dogmatiek 1	Individuele oplossing
Paulus als communicator	het vergelijkbare gedeelte van Exegese NT
Cultuurgeschiedenis christendom 3	Individuele oplossing
Godsdienstfilosofie	het vergelijkbare gedeelte van Religion and Philosophy of van Ethics and Secularity
Heterodoxe stromingen	Individuele oplossing
Interculturele theologie	Individuele oplossing
Themamodule Reformatie	Individuele oplossing
In 2017-2018 niet gehaald	In 2018-2019
Nieuwe Testament en vroeg christendom 2	het vergelijkbare gedeelte van Nieuwe Testament: Tekst en context
Jodendom	Deel Judaism: Sources, History and Practices
Islamic Origins	Individuele oplossing
Theologische Ethiek	het vergelijkbare gedeelte van het vak Theologische Ethiek (nieuw curriculum)
Theologie als Existentie	Individuele oplossing
Dogmatiek 2	het vergelijkbare gedeelte van het vak Dogmatiek (nieuw curriculum)
Praktische Theologie 2	het vergelijkbare gedeelte van het vak Praktische Theologie (nieuw curriculum)
Themamodule Bijbelwetenschappen	Individuele oplossing
Exegese OT 2	het vergelijkbare gedeelte van het vak Exegese Oude Testament (nieuw curriculum) met aanvullende opdracht



Exegese NT 2	het vergelijkbare gedeelte van het vak Exegese Nieuwe Testament (nieuw curriculum) met aanvullende opdracht
Bijbelse figuren - vak	(Gedeelte uit) Crucial Texts in Cultural Context
Bijbelse figuren - scriptie	Individuele oplossing

