Teaching and Examination Regulations (OER)
Bachelor’s degree programme in Theology

for academic year 2018-2019
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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 August 30, 2018 and approved by the Faculty Council and the Programme Committee where required on August 28, 2018.
SECTION 1  GENERAL PROVISIONS

Article 1.1 – Applicability
1. These Regulations for academic year 2018-2019 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:
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

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 79 (internet-based) or an IELTS score of 6.0 or higher (6.0 on the parts speaking and writing) or a certificate of the Language Centre of the University of Groningen, at least CEFR B2 or higher or a comparable Cambridge Proficiency score.

**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 his/her 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 Faculty Board is responsible for appointing members.

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 participate in the matching activities before the start of the academic year in question. This applies to both students from outside the UG and students who switch degree programmes within the University. Students who have satisfied the matching requirements 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 are required to 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 matching activities, including:
   a) completion of the University-wide questionnaire, and
   b) a matching activity (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 Research Master’s programme in Theology and Religious Studies (Religion and Culture), 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 2018 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 within 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 fields of study within theology:
   a. Biblical Studies
   b. Social Sciences of Religion (including Sociology and Psychology)
   c. the Humanities and Religion (including History, Philosophy, and Ethics)
5. demonstrate knowledge and understanding of the research methods commonly used in the above-mentioned theological fields of study
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 his/her acquired knowledge and understanding to illustrate the interconnectedness of religion and culture from the perspective of the four fields of study listed above
10. use his/her acquired knowledge and understanding to carry out a scholarly text analysis
11. under supervision use his/her acquired knowledge and understanding to design and carry out a study of limited scope which requires hi/her to
   a. use his/her 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 his/her acquired knowledge and understanding to formulate a research question
   c. use his/her 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 his/her own research to draw sound conclusions regarding his/her research question
12. apply his/her acquired knowledge and understanding to specific products that are relevant in professional contexts

FORMING JUDGEMENTS:
13. form socially, scholarly, and ethically sound judgements of his/her 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 he/she can adequately process substantiated criticism
19. adequately process instructions and criticism from supervisors
20. formulate a realistic plan and adhere to the agreed planning 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. Dutch-speaking students may use the Dutch language in examinations (assignments, papers, exams).
4. Individual non-Dutch students and examiners may make arrangements for examinations 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 good 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 an 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 an 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.

**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, he or she 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 him or her 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 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. Faculty minor, to be chosen from:
1. Minor 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. Minor 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. Minor 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 zonder Grieks
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. Koranisch Arabisch 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. Koranisch Arabisch 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. Faculty minor, to be chosen from:
1. Minor 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. Minor 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. Minor 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
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 options Law and Religion (7.5 ECTS), Religion, Space and Place (7.5 ECTS) or Koranic Arabic 2 (7.5 ECTS)

C. Faculty minor, to be chosen from:
1. Minor 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. Minor 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. Minor 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) (NT2, programme II requested)
   - work placement (7.5 ECTS)
   - preparation to master specialization Religion, Health and Wellbeing/Geestelijke verzorging (22.5 ECTS) (NT2, programme II requested)

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. Facultaire minor Cultural Impact of Religion (22.5 ECTS) bestaande uit de bachelorscriptie (10 ECTS), bachelorscriptie seminar Cultural Impact of Religion (5 ECTS), het vak Cultural Impact of Religion: working with sources (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 programmes 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 2018-2019 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. One full point (1.0 on a scale of 1-10) will be deducted from the mark awarded such a paper.
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. One full point (1.0 on a scale of 1-10) will be deducted from the mark awarded such a resit paper.
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).

**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:

<table>
<thead>
<tr>
<th>Course unit</th>
<th>After passing of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebrew 2</td>
<td>Hebrew 1 (variant A, B and C, new curriculum)</td>
</tr>
<tr>
<td>Exegesis Old Testament</td>
<td>Hebrew 2 and Hebrew Bible and ancient Judaism (variant A, B and C, new curriculum)</td>
</tr>
</tbody>
</table>

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post-propaedeutic phase:

<table>
<thead>
<tr>
<th>Course unit</th>
<th>After passing of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek 2</td>
<td>Greek 1 (variant A, B and C, new curriculum)</td>
</tr>
<tr>
<td>Quranic Arabic 2</td>
<td>Quranic Arabic 1</td>
</tr>
<tr>
<td>Historical Theologu</td>
<td>Christianity from Reformation until the present and Dogmatics</td>
</tr>
<tr>
<td>Intercultural Theology</td>
<td>Dogmatics</td>
</tr>
<tr>
<td>Bachelor thesis</td>
<td>60 ECTS post-propaedeutical course units</td>
</tr>
</tbody>
</table>

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 and practicals with compulsory attendance:
   1. In this article, ‘practicals’ are understood to be practical exercises as referred to in Article 1.2.8 and their associated lectures.
   2. If a practical incorporates lectures, an 80% attendance requirement will apply to these lectures.
   3. Students who attend fewer than 80% 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 twice per academic year.

6. The period(s) 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 5 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 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 – 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 9.11 – 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 9.12 – 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 9.13, as well as of his 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 9.13 – 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 9.14 – 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. Also on request, they will be provided with a copy of the work at 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 9.15 – 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. The Board of Examiners must comprise at least:
   
   a. one member who is a lecturer in the degree programme (or in one of the degree programmes that are part of the relevant cluster of degree programmes)
   
   b. one member from outside the degree programme (or one of the degree programmes that are part of the relevant cluster of degree programmes).
4. 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.
5. The Board of Examiners will appoint examiners to set examinations and determine the results.
6. 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 9.16 – Cheating and plagiarism
1. Cheating is 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 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 9.17 – 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 9.18 – 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 him/her to be unsuitable for one or more of the professions for which he/she is being trained in his/her 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 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, he or she 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.

**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 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 6 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 www.rug.nl/ggw/education/studyguide/generator/gids/course-catalogue.

Article 12.4 – Evaluation

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.

Article 12.5 – Date of commencement

These regulations will take effect on September 1, 2018.
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)

Students who started the Bachelor’s degree programme in Theology before 1 September 2016 will have attained the following final learning outcomes after completion of the Bachelor’s degree programme in Theology, regardless of how their Minor room has been filled:

**Knowledge**

1. A general orientation in the foundations of theology, the relationships between the different subdomains and the place of theology within scholarship as a whole
2. Knowledge and understanding of the following subdomains, including their methods: Biblical Studies, including the source languages, the history of Christianity and its theology, the history of philosophy, philosophy of religion and philosophical theology, ethics, religious studies, the social sciences and the ongoing debates in these areas
3. Broadened and deepened knowledge and understanding of the history and development of the Judeo-Christian tradition, including its interrelation with different cultures, as well as of the early history of Islam and the history of the Quran and Hadith
4. More advanced knowledge and understanding of one or more of the areas of theology listed under 2
5. For students who followed the University of Groningen Bachelor’s degree programme in Theology with 20 ECTS credit points in Greek: elementary knowledge and understanding of a discipline of choice outside Theology
6. For students who followed the University of Groningen Bachelor’s degree programme in Theology without 20 ECTS credit points in Greek: knowledge and understanding of a discipline of choice outside Theology.

**Skills**

1. The ability to collect, select and organize secondary literature and primary sources and the ability to work with both sources independently
2. The ability to analyse academic texts and report on them in a correct, well-motivated and critical manner
3. Bibliographical search skills using electronic catalogues and databases relevant to the discipline
4. The ability to identify the religious dimensions of social issues and to evaluate these issues from a theological perspective
5. Skills in debating and defending written and oral reports
6. Sufficient active and applicable knowledge and understanding of Theology to gain admission to the 60 ECTS Master’s degree programme in Theology and Religious Studies or the 180 ECTS Master’s degree programme in Ministry at PThU if the PThU specialization was chosen
7. The ability to apply the acquired knowledge and skills in further studies or a social position
8. Additional learning outcome for the PThU specialization: After completion of the University of Groningen Bachelor’s degree programme in Theology including the PThU specialization, students will have the ability to integrate the different subdisciplines of theology into their own theological vision.

**Academic attitude**

1. Demonstrable ability to form judgments within one’s field, partly based on the weighing up of relevant social, academic and ethical aspects
2. The ability to critically reflect on the philosophical pluriformity in today’s society and on the tension between religion and science that is present in contemporary culture.
Appendix 3 Overview learning outcomes individual course units because of article 3.1.3

1. **Bachelor Thesis Seminar Cultural Impact of Religion**
   *(Bachelor Thesis Seminar Cultural Impact of Religion)*

   **Contact:** dr. M. van Dijk
   **Lecturers:** M.B. McIvor PhD., wordt nader bekendgemaakt, dr. M. van Dijk (Contact)
   **Programmes:** Cultural Impact of Religion (TH/RW) year 3, pre-master programme in Spiritual Care / RS year 3, pre-master programme in Spiritual Care / TH year 3
   **Prerequisite(s):** Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed.

   **Objective**
   Students who successfully complete this course, can:
   - Identify, develop and refine a research topic that matches the specialization
   - 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

   **Content:**
   In this Thesis Seminar students will be guided in writing a thesis proposal. They will have classes on setting up a research question, a clinic in library / bibliographic skills, up to three individual meetings with their supervisor and two methodology clinics.
   In the methodology clinics, academic methods that have been used earlier on in the curriculum will be practiced. It is a clinic to ‘refresh’ a methodology.
   After seven weeks the student will hand in a thesis proposal and will receive feedback on his/her proposal. When a proposal is approved, the student can start writing the thesis.

   **Credits (EC):** 5
   **Period:** 2
   **Format:** Seminars, clinics
   **Assessment:** Thesis Proposal

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

   **Contact:** dr. J. Martínez - Ariño
   **Lecturers:** dr. J. Martínez - Ariño (Contact), prof. dr. C.K.M. von Stuckrad, dr. S. Travagnin
   **Programme:** Lived Religion (TH/RS) year 3
   **Prerequisite(s):** Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed.

   **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


Contact: prof. dr. J.T.A.G.M. van Ruiten
Lecturers: C.E. Wilde PhD., to be announced, prof. dr. J.T.A.G.M. van Ruiten (Contact)
Programme: Origins of Religion (TH) year 3
Prerequisite(s): Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed
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.
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

4. **Biblical Theology**  
   *(Bijbelse Theologie)*

**Lecturer:** dr. P.B. Hartog

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

**Objective:** 1. Students will acquaint themselves with different approaches in Biblical Theology;
2. Students will acquire insight into canonical variety and the particular form and outlook of the protestant canon;
3. Students will obtain insight into important theological themes in the Old and New Testaments;
4. Student will learn to reflect independently on theological themes in a biblical-theological fashion.

**Content:** Biblical Theology offers a first acquaintance with Biblical Theology in all its facets. After some introductory classes on different approaches within Biblical Theology, the form and function of the canon, 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 preparation of each class students will study primary or secondary literature. To acquaint themselves with the literature student will submit a short essay before each class via NESTOR. At the end of the course students will make an open-book exam, which will consist of essay questions.

Credits (EC): 7.5
Period: 1.2
Format: lectures/seminar
Assessment: Assignments (40%), take home tentamen
Assignments count for 40% of the final mark, the open-book exam for 60%

**Literature:**

5. **Christianity and Religious Diversity**  
   *(Christianity and Religious Diversity)*

**Contact:** prof. dr. T.H. Weir

**Lecturers:** dr. J. Martínez - Ariño, prof. dr. T.H. Weir (Contact)

**Programmes:** open modules of Theology and Religious Studies year 1, PreMa GV (pt) year 1, Pre-master programme in Spiritual Care year 1

**Objective:** Students who participate in this class should obtain knowledge of:
- history of Christianity since the Reformation
- understanding of the Christian response to modernity
- history of secularization and religious pluralization since the 1960s

Students should develop:
- Skills in interpreting texts and other primary sources.
- Skills in presenting the results of such an interpretation both orally and in writing.

**Content:**
The aim of this course is to introduce students to the historical developments that have led to the current religious diversity of European society. The first third of the course will deal with the history of Christianity from the Reformation through to the 1960s. The second third will examine the pluralization and secularization of the religious landscape in Europe since the 1960s. In the last third of the course, we will apply our understanding of religious pluralism to different case studies. In this course, attention will be paid to relations between religious and secular beliefs and movements, the evolving role and status of Christian churches, the growth and settlement of non-Christian religious communities, and the spread and diversification of alternative movements and spiritualities, and to theories with regard to all these developments. As part of this course, students will work alone or in groups to study and present their findings on a specific religious movement, such as they might encounter in contemporary European society.

**Credits (EC):** 7.5
**Period:** 1.2
**Format:** lectures and seminars
Classes will contain a combination of lecture, group discussion of secondary material and primary sources, as well as student presentations.

**Assessment:** essay,presentation(s)
Assessment will be based on short writing assignments, group written and oral presentations, and an essay.

**Remarks:**
Workload student: lectures/tutorials (7 x 3 hours): 21 hours; participation in class discussion (10% of final grade), short writing assignments: 4 hours (10% of final grade); group presentation and write up: 12 hours (40% of final grade); short paper: 18 hours (40% of final grade); expected self-study: 88 hours.
A detailed syllabus with additional information about the exam form, programme and reading list will be made available before the module starts.

**Literature:**
Tijdig zal een lijst met te lezen artikelen bekendgemaakt worden/A list of articles will be made available before the module starts.

6. **Christianity from Constantine to the Reformation**
   **(Christendom van Constantijn tot de Reformatie)**

   **Contact:** dr. M. van Dijk
   **Lecturers:** dr. A.J.M. Irving, C.E. Wilde PhD., dr. M. van Dijk (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):** At least 45 ECTS of BA-1 courses passed
   **Objective:**
   - 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.

Content:
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.

Credits (EC): 7.5
Period: 1.1
Format: lectures and seminars
Assessment: written assignment
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 %.

Remarks: The study load will be divided as follows:
- 50 hours classes
- 66 hours practicals
- 80 hours self-study

Literature:
- Diarmaid McCulloch, A History of Christianity: the First Three Thousand Years (Harmondsworth 2016) - Further literature will be announced. , € 16,00

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

Contact: prof.dr. H. van den Belt
Lecturers: prof. dr. T.H. Weir, prof. dr. H. van den Belt
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

Objective:
- 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:

Workload:
Literature, classes and Exam: 5 ECTS
Excursion, paper and presentation: 2,5 ECTS

8. Contested Humanity: Historical, Philosophical and Political Approaches
(Contested Humanity: Historical, Philosophical and Political Approaches)
Contact: prof. dr. C. Jedan
Lecturers: M.B. McIvor PhD., dr. M. van Dijk, prof. dr. C. Jedan (Contact)
Programme: Cultural Impact of Religion (TH/RW) year 3
Prerequisite(s): Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed.
Objective: After taking this course the students:
- Know and can critically engage with key phases in the history of ideas to do with the theme of contended humanity

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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 contention about what it means to be human. The problem is with us still. We try to acknowledge the role of biology; at the same time we protect human beings from degrading treatment (e.g. through the invocation of human rights). And religions demand that believers transcend the human and imitate the divine. Suspended in the middle is the human being, as we know it all too well.

In this course we investigate how religious ideas about contested humanity have been shaped and continue to reverberate in today’s culture.

The module thematizes (1) key junctures in the history of ideas: how were concepts of humanity, divinity, humaneness, sainthood and imitating the divine developed in theological and philosophical anthropology, from the Axial age till today. (2) Several in-depth case studies will trace how ideas about a contested humanity continue to shape our culture today and impact on current debates: e.g. in humanitarian action and invocations human rights; in ethical debates about the status of human beings (abortion, enhancement), in contemporary theology as well as in the arts and popular culture (e.g. Primo Levi, Damien Hirst, and science fiction).

With the help of the material and research strategies presented, the participants will be guided towards formulating and fine-tuning a proposal for their BA thesis.

Credits (EC): 7.5
Period: 2.1 (3 x 2 hours)
Format: lectures/semester
Assessment: Assignment, Reflection paper and/or Oral exam
Remarks: Only buy literature for this course if explicitly requested that you do so.

Literature:
· Additional Literature will be announced during the course
· Karl Barth, Church Dogmatics III: Creation (parts)
· Talal Assad, “Redeeming the ‘Human’ through human rights”
· Hannah Arendt, The Origins of Totalitarianism

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

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

**Programme:** Origins of Religion (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

**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 extensively for the study of the Hebrew and Greek texts.

**Credits (EC):** 7.5

**Period:** 2.1

**Format:** seminar

Oral exam with questions about Hebrew, Greek, and (if applicable) Arabic texts, and written examen with essay questions

**10. Cultural Impact of Religion: working with sources**

**THB3-CIR**

*(Cultural Impact of Religion: working with sources)*

**Contact:** M.B. McIvor PhD.

**Lecturers:** M.B. McIvor PhD. (Contact), prof. dr. C. Jedan, prof. dr. H. van den Belt

**Programmes:** Cultural Impact of Religion (TH/RW) year 3, pre-master programme in Spiritual Care / RS year 3, pre-master programme in Spiritual Care / TH year 3

**Prerequisite(s):** Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed

**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
- 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
Content: The course follows ‘Contested Humanity’. ‘Contested Humanity’ has guided participants towards studying sources and approaches. ‘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.

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.

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.

Credits (EC): 7.5
Period: 2.2
Format: seminar
2 x 2 hours
Assessment: presentation(s), reflection papers
Remarks: Compulsory Literature: At least three sources will be assigned. For example, The Institutes of John Calvin.

11. The Text Awakens: Reading and Using Religious Scriptures (De Tekst Ontwaakt: Het lezen en gebruiken van religieuze teksten)

Contact: dr. S. Travagnin
Lecturers: dr. 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: modules year 1, open modules of Theology and Religious Studies year 1
Prerequisite(s): At least 45 ECTS of BA-1 courses passed
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.

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12. **Dogmatics**

(Dogmatiek)

**Coördinator:** K.L. Bom

**Docenten:** K.L. Bom (Coördinator), dr. R.D.N. van Riessen, prof. dr. B. van den Toren

**Programma’s:** Bachelor Theologie met Grieks en PTHU-traject jaar 2, Bachelor Theologie met PTHU-traject jaar 2

**Toegangseis**

Minimaal 45 ECTS aan BA-1 vakken behaald

**Doelstelling:**

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.
Inhoud:

- 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.

Omvang (EC): 7.5
Periode: 2.2
Onderwijsvorm: hoor-/werkcollege
Toetsvorm: paper
Literatuur:
- Van den Brink, G en C. van der Kooi, Christelijke
dogmatiek(ISBN:9789023926061), ca. € 65,00

13. Ethics and Secularity: Philosophy of Religion and
Ethics 2
(Ethiek en Secularisatie: Godsdienstwijsbegeerte en Ethiek 2)
Contact: prof. dr. C. Jedan
Lecturers: prof. dr. C. Jedan (Contact), dr. J. Tarusarira, B.B. Schewel PhD
Programmes: Bachelor Religious Studies year 2,Bachelor Theology year
2,Bachelor Theology; Greek year 2,Exchange programme:
modules year 1,open modules of Theology and Religious Studies
year 1
Prerequisite(s): At least 45 ECTS of BA-1 courses passed
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

· Students improve their skills in writing an argumentative essay based on individual research findings

**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) Parallel to this philosophical line, the students receive also training in approaching issues of value from a social-scientific perspective.

The present course combines an historical approach with the practical concerns of contemporary ethics and combines this with social scientific approaches – what difference does it make ‘on the ground’ whether or not moral standpoints are conceptualised from a religious perspective?

**Credits (EC):** 7.5

**Period:** 2.2

**Format:** lectures/seminar

**Assessment:** paper/presentation and/or written examination

**Close-reading sessions prepared and led by students; oral exam and/or paper**

**Literature:**

· Collection of, and pointers to, classical and contemporary ethics texts provided online

· Hugh LaFollette, Ethics in Practice: An Anthology (consider photocopying the relevant texts)(ISBN:978-0470671832), ca. € 31.00

· Duncan Richter, Why be good? A historical introduction to ethics (buy, but consider buying used copy - far cheaper!)(ISBN:978-0195325058), ca. € 40.00

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**14. New Testament Exegesis**

*(Exegese Nieuwe Testament)*

**THB2-NTE**

**Contact:** prof. dr. F.L. Roig Lanzillotta

**Lecturers:** To be announced, 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 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 Stoic, 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 (enkratia) 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:
written examination (50%)
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:
· Other literature will be provided through NESTOR.

15. Old Testament Exegesis
(Exegese Oude Testament)
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:

a. 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;

b. use the textual history of the Old Testament (Hebrew textual witnesses and versiones) in solving text-critical problems (BHS, BHQ) (continued in year 2; see below remarks);

c. make a literary analysis of a text from the Old Testament according to the characteristics of Hebrew narrative and poetic literature;

d. use the most important genres in the Hebrew literature and prosodic information for designing a accountable literary structure of a text;

e. 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);

f. 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).

g. write a paper of the analysis (aims at m f) of a narrative or poetic text from the Old Testament.

h. describe the knowledge of the structure, the origins and the theology of the Old Testament Scriptures, and reproduce, summarize, paraphrase and interpret it.

i. 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: paper, assignment(s)

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:

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

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 / RS year 3, Pre-master programme in Spiritual Care / TH 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

17. Spiritual Care
(Geestelijke Verzorging in beeld)  

Coördinator: dr. J.K. Muthert  
Docenten: dr. J.K. Muthert (Coördinator), dr. A. Visser-Nieraeth, Gastdocent(en)  
Programma’s: Minor GV / RW jaar 3, Minor GV / TH jaar 3, PreMa GV (dlt) jaar 1, PreMa GV (vlt) jaar 1  
Entreevoorwaarden Aferond BA-1 jaar  
Doelstelling: Aan het eind van deze module kun je,  
- Beschrijven waar geestelijke verzorging over gaat.  
- Uitleggen wat er bijzonder is aan de geestelijke verzorging in vergelijking met andere psychosociale hulpverlenende disciplines.  
- Reflecteren op je 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).

Inhoud:
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 groepsdynamische processen. Daarbij staat de existentiële dimensie binnen individuele- en groepsgesprekken 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.

Omwang (EC): 7.5
Periode: 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%)

Opmerkingen:
De literatuur wordt nader bekendgemaakt in de handleiding op nestor

18. Greek 1
   (Grieks 1)
Coördinator: dr. B.A. Blokhuis
Docenten: R.N. van der Iest, dr. B.A. Blokhuis (Coördinator)
Programma’s: Bachelor Theologie met Grieks jaar 2,Bachelor Theologie met Grieks en PTHU-traject jaar 2,Open Colleges jaar 1
Toegangseisen: geen
Doelstelling: De student beheerst de Griekse taal zodanig dat hij/zij vragen en opdrachten kan uitvoeren op een niveau dat overeenkomt 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.
Inhoud: In de vorm van een werkcollege met aanwezigheidspligt 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.

Omwang (EC): 7.5
Periode: 1.1
Onderwijsvorm: hoor-/werkcollege
Toetsvorm: schriftelijk tentamen
Opmerkingen: Bibleworks is beschikbaar op de studentwerkplekken op de faculteit.

Literatuur:

19. Greek 2 (Grieks 2)  
Coördinator: dr. B.A. Blokhuis
Docenten: R.N. van der Iest, dr. B.A. Blokhuis (Coördinator)
Programma’s: Bachelor Theologie met Grieks jaar 2,Bachelor Theologie met Grieks en PTHU-traject jaar 2,Open Colleges jaar 1
Toegangseisen: Een met succes afgelegd tentamen THB2-GR1 (Grieks 1) of een vergelijkbaar ingangsniveau.

Doelstelling: 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.

Inhoud: In de vorm van een werkcollege met aanwezigheidspligt 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.

Omwang (EC): 7.5
Periode: 1.2
Onderwijsvorm: hoor-/werkcollege
werkcollege met aanwezigheidspligt en praktische opdrachten
Toetsvorm: schriftelijk tentamen
Opmerkingen: Bibleworks is beschikbaar op de studentwerkplekken op de faculteit. Als minimaal 10 studenten het zelf willen aanschaffen, dan kan dat met groepskorting op http://www.bibleworks.com/IPP/

20. Hebrew 1 (Hebreeuws 1)  
Contact: dr. W.H. Rose
Lecturers: dr. W.H. Rose (Contact), R.N. van der Iest
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 Biblia Hebraica Stuttgartensia 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
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. BibleWorks is available on the student workstations at the faculty.

Literature:

21. Hebrew 2 (Hebrueuws 2) THB1-HEB2

Contact: dr. W.H. Rose
Lecturers: dr. W.H. Rose (Contact), R.N. van der Iest
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:**

**22. Hebrew Bible and Ancient Judaism: Texts, History, THB1-HEBBI and Cultural Context**
*(Hebreeuwse Bijbel en het Antieke Jodendom: Teksten, Geschiedenis en Culturele Context)*

**Contact:**  
prof. dr. S.N. Mason

**Lecturers:**  
drs. R.W.H. Ohlsen, wordt nader bekendgemaakt, prof. dr.  
S.N. Mason (Contact)

**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,Premaster RPAM, RCG and RCH year 1

**Objective:**  
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. This course covers roughly the fifteenth century BCE, from the Late Bronze period and the emergence of...
what was to become Israel, until the seventh century CE with the rise of Islam in Palestine. We pay attention to the historical and cultural context within which the formation of ideas, the production of texts, and the developing interpretations can be understood. This means that different narratives and texts are contextualized within Egyptian, Assyrian, Babylonian, Persian, Greek, and Roman cultures. We look at many texts outside of the canonical corpora of the Bible and Rabbinic writings. This may take the form inscriptions and papyri, the Dead Sea Scrolls, or other texts that did not end up in the Western canon such as the book of Enoch. Also, images and iconography are taken into account.

A course on academic writing skills is part of this course. Leading up to the 1200-words essay for the assessment the students will be taught these academic writing skills, not merely by extensive lectures, but above all by intensive doing.

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

lectures with discussion: 2 hours Hebrew Bible, 2 hours ancient Judaism, 2 hours academic writing

Assessment: written assignment (50%)
test, 40%; essay (Dutch or English, 1200 words max.), 30%;
final exam, 30%.

Remarks: Recommended but not compulsory reading:
- Lee I. Levine, Jerusalem: Portrait of the City in the Second-Temple Period (538 B.C.E.–70 C.E.), 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.
- Martin Sicker, An Introduction to Judaic Thought and Rabbinic Literature (Westport: Praeger 2007)

Literature:

23. 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: modules year 1,open modules of Theology and Religious Studies year 1

Prerequisite(s): At least 45 ECTS of BA-1 courses passed
Objective: After completion of the course the student can:
a. identify the religious content of works of visual art in Judaism, Christianity, Buddhism, and Islam
b. describe, analyze, and interpret religious visual art using personal observation and secondary literature across disciplines.
c. relate the content of visual representations to their function and use
d. search targeted (and find) scientific literature in the field of religion and art and refer to it according to the formal rules;
e. bring the state of the debate clearly and concisely written into the limelight;
f. weigh the strengths and weaknesses of arguments for a view and record the elements of an argument in a structured manner;
g. develop an independent opinion, and formulate it in writing as well as orally on a simple and for religion and art relevant subject

Content:
What impact does the creation of images (or the forbidding of images) have on religious practice and thought? 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 into themes concerning dominant uses of art in religion (e.g.: cult images; images and meditation; images and the interpretation of sacred texts or ideas).

While not intended to provide a comprehensive history of religious art, nor to all contemporary approaches to religion and art, these units enable the student to identify shared and contrasting uses of art in religion, and arts impact on religious practice and understanding in a transdisciplinary manner.

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: field trips, lectures, self-study
Assessment: paper/presentation and/or written examination
Final presentation (40%); Presentations (20%); Final Exam (40%)
Remarks: 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
24. **Historical Theology**

*THQ-HTH*

**Coördinator:** dr. R.H. Reeling Brouwer  
**Docenten:** prof. dr. H.M. Kirn, prof.dr. R.H. Reeling Brouwer  
**Programma’s:** Bachelor Theologie met Grieks en PTHU-traject jaar 3, Bachelor Theologie met PTHU-traject jaar 3  
**Toegangseisen:** Dit vak is toegankelijk voor studenten die alle BA-1 vakken hebben afgerond en de vakken ‘Christianity from Reformation until the present’ en ‘Dogmatiek’ hebben gevolgd  
**Doelstelling:** Na afronding van dit vak kan de student:  
- de eigen aard en de functie onderkennen en benoemen van de discipline Historische Theologie in het geheel van de theologische encyclopedie.  
- de reformatorische theologie onderkennen en benoemen, tegen de achtergrond van de kennis van ontstaan, verloop en naververing van de Reformaties in Europa en in Nederland.  
- onderkennen en benoemen hoe de motieven van de reformaties (in het bijzonder in haar lutherse en gereformeerde vertakkingen) hebben doorgewerkt in de periode volgend op de reformaties.

**Inhoud:** In de beoefening van de Historische Theologie gaat het erom zowel kennis en inzicht te verwerven in de contexten en de problematiek waarin theologische ontwerpen uit het verleden zijn ingebed als op grond van dat inzicht de stemmen uit het verleden op verantwoorde wijze te laten meeklinken in de hedendaagse theologische bezinning.

De basis van de cursus vormt een gezamenlijke lezing, onder leiding van beide docenten, van Luthers traktaat over ‘De vrijheid van een christenmens’ in de Duitse (met een oog op de Latijnse) grondtekst (uitgave Delius – daarnaast staat het vrij Nederlandse vertalingen te gebruiken). De studenten ontwikkelen de vaardigheid, vanuit de bestudering van een dergelijke tekst ook historische contexten en systematische vraagstellingen te onderzoeken.

Van daaruit worden twee sporen bewandeld: in de ene (Reeling Brouwer) gaat het om de uitwerking van de inzet van Luther in de theologische systematiek. Langs het tweede spoor (Kirn) gaat het om de bestudering van betekenis, functie en ontwikkeling van het sola scriptura-motief (De Schrift alleen), dat – vaak als slogan gebruikt – de voornaamste argumenten leverde voor de vorming van een gemeenschappelijke protestantse identiteit ter onderscheiding van niet-protestantse kerken en denominaties, maar ook als een bevordering van een pluralistische ontwikkeling van het protestantisme zelf.

**Omvang (EC):** 7.5  
**Periode:** 1.1  
**Onderwijsvorm:** hoor-/werkcollege  
**Toetsvorm:** paper/presentation and/or written examination
Voorbereiding tekstlezing in grondtaal 20%; tot paper bewerkte presentatie binnen een van beide sub-routes: 20%; schriftelijk tentamen 60 %

Opmerkingen: Wie de cursus Dogmatiek 2 uit de ‘oude’ bacheloropleiding Theologie (5 ects) nog moet afleggen, kan volstaan met het volgen van de beide sub-routes en houdt 2 presentaties met een ingekort schriftelijk tentamen.

Literatuur:
- Een basistekst van Luther en een reeks andere hoofdstukken en artikelen via NESTOR
- R.H. Reeling Brouwer, Grondvormen van theologische systematiek, de hoofdstukken 6, 7 en 8 (ISBN: 9789076564777)

25. Intercultural Theology
(Interculturele Theologie: Contextueel theologiseren met de wereldkerk)

Contact: prof. dr. B. van den Toren
Lecturers: prof. dr. B. van den Toren (Contact), dr. L.A. Werkman
Programmes: Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3
Prerequisite(s): Dogmatics
Objective:
- have knowledge and understanding of the meaning of the world church and the multi-religious context for Christian theological reflection.
- have knowledge and understanding of the most important concepts, methods and dimensions of intercultural theology.
- are able to recognize these distinct dimensions and apply the concepts and methods when reflecting on specific theological questions and themes.
- are able to formulate and account for their own position in the field of tension between universality and particularity in Christian faith.
- Students demonstrate a willingness to engage in dialogue from their own faith perspective with confessional and cultural (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

3 x 2 hours per week

**Assessment:**
- assignment(s), presentation(s), written examination
- Assignments (30%) and written examination (60%), presentation (10%)

**Literature:**
- Capita Selecta

**26. Islam: History, Sources and Practices**

(Islam: Geschiedenis, Bronnen en Praxis)

**THB12-IHSP**

**Lecturers:** C.E. Wilde PhD., drs. W.M.A.J. Wijnhoven

**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: modules 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 and RCH year 1

**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
- From this book: Introductory essay; ch. 1; Part II.
  (ISBN: 9780415780254), € 36.00

27. Quranic Arabic 1
(Koranisch Arabisch 1)

Contact: drs. A. van der Zwan
Lecturers: drs. A. van der Zwan (Contact), R.N. van der Iest
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: 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
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:
  (ISBN: 978-1589016323), € 50.00
  (ISBN: 978-1589016347), € 5.00

28. Quranic Arabic 2

THB2-ARA2
## (Koranisch Arabisch 2)

**Contact:** drs. A. van der Zwan  
**Lecturers:** drs. A. van der Zwan (Contact), R.N. van der Iest  
**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  
**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:**  
  

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

**Coördinator:** dr. J. Tarusarira  
**Docenten:** verschillende andere docenten, dr. J. Tarusarira (Coördinator)  
**Programma:** Lived Religion (TH/RS) jaar 3  
**Prerequisite(s):** Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed  

**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: werkccollege
Toetsvorm: short assignment(s)

30. Lived Religion: Reading Case Studies
(Lived Religion: Reading Case Studies)  THB3-LRRC
Coördinator: dr. S. Travagnin
Programma: Lived Religion (TH/RS) jaar 3
Prerequisite(s): Completed BA-1 and at least 60 ECTS of postpropedeutic courses passed
Omvang (EC): 7.5
Periode: 2.1

(Nieuwe Testament: Tekst en Culturele Context)  THB1-NT
Contact: prof. dr. F.L. Roig Lanzillotta
Lecturers: drs. R.W.H. Ohlsen, wordt nader bekendgemaakt, prof. dr. F.L. Roig Lanzillotta (Contact)
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): None
Objective: · 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

Content: 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.
There are three tracks within this module, which are articulated
in three distinctive lines of two-hour lectures:
(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.
(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.

(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.

Credits (EC): 7.5
Period: 2.2
Format: 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.

Assessment: 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

Remarks: Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:
- Translated sources other than the Greek-English Synopsis of the Gospels will be provided through NESTOR.

32. Practical Theology (Praktische Theologie)

Contact: prof. dr. H.P. de Roest
Lecturers: prof. dr. H.P. de Roest (Contact), 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:
- Verschillende auteurs, Reader, met hoofdstuk uit Osmer, Practical Theology: An Introduction. Daarnaast 4 artikelen. , ca. € 8.00

33. Professionele Ethiek THB3-GVPE

Coördinator:
- dr. J.K. Muthert
Docenten:
- S. Kremer, drs. R.W.H. Ohlsen
Programma’s:
- Ba Filosofie jaar 3, Minor GV / RW jaar 3, Minor GV / TH jaar 3, PreMa GV (dlt) jaar 2, PreMa GV (vl) jaar 1
Entreevoorwaard en Doelstelling:
- Afgerecht BA-1 jaar
- Zie de handleiding op nestor.

- 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:**

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**34. 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. Mathijsen

**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: modules 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:**
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 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: to be announced
Remarks: In accordance with the education and exam regulations attendance is required for this module

Literature:
- Several articles, available through the library

35. Religion and Philosophy: Philosophy of Religion and Ethics 1
(Religie en filosofie: Godsdienstwijsbegeerte en Ethiek 1)

Contact: prof. dr. C. Jedan
Lecturers: prof. dr. C. Jedan (Contact), B.B. Schewel PhD
Programmes: Bachelor Religious Studies year 1, Bachelor Theology year 1, Bachelor Theology year 1, Bachelor Theology incl PTHU year 1, Bachelor Theology incl PTHU year 1, Exchange programme: modules 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 and RCH 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 can apply fundamental concepts and methods from philosophy of religion to analyse religious doctrines.
- You strengthen your grasp of how to build good arguments, and you learn about pitfalls to avoid.
- You train your skills in orally presenting and defending research outcomes
- You will be better trained in writing an argumentative paper

Content:
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
The textbook is Kaye’s “Critical Thinking”.

Credits (EC): 7.5  
Period: 2.2  
Format: lectures/seminar  
Assessment: paper/presentation and/or written examination  
Close-reading sessions prepared and led by students; written exam and/or paper  
Remarks: Compulsory attendance in accordance with the Teaching & Examination Regulations applies to this module.

Literature:
- Sharon M. Kaye, Critical Thinking: A beginner’s guide (ISBN:978-1851686544), ca. € 11.00  
- Nigel Warburton (ed.), Philosophy: Basic Readings (consider photocopying relevant texts)(ISBN:978-0415337984), ca. € 29.00  
- Linda Zagzegbski and Timothy D. Miller (eds.), Readings in Philosophy of Religion: Ancient to Contemporary (consider photocopying the relevant texts)(ISBN:978-1405180917), ca. € 36.00

36. Religion and Politics (Religie en Politiek)  
THB2-RP

Contact: dr. J. Tarusarira  
Lecturers: dr. J. Tarusarira (Contact), B.B. Schewel PhD  
Programmes: Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology; Greek year 2, Exchange programme: modules year 1, open modules of Theology and Religious Studies year 1, Premaster RPAM, RCG and RCH year 1  
Prerequisite(s): At least 45 ECTS of BA-1 courses passed  
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:
- Fitzgerald, Timothy, Religion and the Secular: Historical and colonial formations.
- Haynes, Jeffrey, Routledge Handbook on Religion and Politics

37. 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: modules year 1, open modules of Theology and Religious Studies year 1, Premaster RPAM, RCG and RCH year 1
Prerequisite(s): At least 45 ECTS of BA-1 courses passed
Objective:
- 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, 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: Assignments including presentations in class (30%)
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 word 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)

38. Religion, Space and Place

(Religion, Space and Place)

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: modules year 1
Prerequisite(s): Completed BA-1
Objective:
· Students will be able to explain the religious, cultural and secular functions of a sacred space
· Students will learn how to analyse a sacred space through a combination of historical, sociological, and spatial science approaches.
· Students will be able to understand ‘space’ and as a methodological category, and apply it in research on religion, art history, sociology.
· Students will learn on interaction of secular and sacred in the public sphere.
· Students will learn more of the cultural and material history
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 makes 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 in Daoism, Buddhism, Shinto, Shamanism, Judaism, Christianity, Islam.
‘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 on one or more of these types of ‘sacred space’.

Credits (EC): 7.5
Period: 1.2
Format: excursion, lectures, self-study
Assessment: assignment(s)
Remarks:
- Lectures: 42 hours (two meetings of three hours per week)
- The literature will be announced in the study manual.

39. Rituals in Theory and Practice

(Rituelen in Theorie en Praktijk)

Contact: dr. P. Berger
Lecturers: dr. A. Visser-Nieraeth, dr. P. Berger (Contact), dr. J. Tarusarira
Programmes: Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology incl PTHU year 2, Premaster RPAM, RCG and RCH year 1
Prerequisite(s): At least 45 ECTS of BA-1 courses passed
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 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:**
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

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**40. Spirituality and Secular Religion (Spirituality and Secular Religion) THB3-SASR**

**Lecturer:** prof. dr. C.K.M. von Stuckrad

**Programme:** Bachelor Religious Studies year 2, Bachelor Theology year 2, Bachelor Theology incl PTHU year 2, Bachelor Theology year 3, Bachelor Theology incl. Greek year 3

**Prerequisite(s):** Completed BA-1 year

**Objective:**
- 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

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.

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**41. The Afterlife of Biblical Texts and Figures THB3-ABTF**
(The Afterlife of Biblical Texts and Figures)

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

Lecturers: Different other lecturers, prof. dr. J.T.A.G.M. van Ruiten (Coördinator)

Programme: Origins of Religion (TH) year 3

Prerequisite(s): Completed BA-1 and at least 60 ECTS post propaedeutical course units

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.
- Have an insight in the theoretical background of reception history

Content: 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.

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?

These fundamental questions are among those that arise as we investigate how Jews, Christians, and Muslims interpreted biblical traditions.

Credits (EC): 7.5

Period: 2.2

Format: seminar

Assessment: paper/presentation and/or written examination, paper/presentation

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

Contact: To be announced

Lecturers: prof. dr. B. van den Toren, to be announced (Contact), prof. dr. H. van den Belt, prof. dr. H.P. de Roest

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 Perusall 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.

The first text book, the study of which is supervised by Van den Belt & 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 Van Kooten & 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.

Credits (EC): 7.5
Period: 1.1
Format: 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.

Assessment: paper, presentation(s), written examination
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:
- In addition, digital literature in NESTOR.

43. Theological Ethics
(Theologische Ethiek)

Contact: prof. dr. F. de Lange
Lecturers: dr. T.A. Boer, prof. dr. F. de Lange (Contact)
Programmes: Bachelor Theology; Greek incl PTHU year 3, Bachelor Theology incl PTHU year 3

Objective:
- Students acquire knowledge of the history and basic principles of theological ethics.
- Students recognize the relevance of philosophical and theological traditions to contemporary ethics practices.
- Students are aware of the main models for developing the link between theology and ethics.
- Students are aware of the tension between idealism and reality, which manifests itself in almost every ethical question.
- Students are able to adopt and argue their own standpoint.

Content:
An important aspect of the history of ethics (systematic consideration of morals from the point of view of “the good life”) is the synthesis between concepts from the Ancient Greek era (Plato, Aristotle) and those from the Old and New Testament and early Christianity. Even modern ethics cannot be properly understood if the part played by theology is not taken into consideration. A historical tour of ethics shows a high degree of consistency in the problems people encountered during the past (alongside the more obvious differences). The foremost question that arises in every era is that of how the ambition of creating a better world can be brought into line with the stark reality that whatever we do, we are fighting a losing battle. This course unit consists of three parts: (1) A short general introduction to ethics, with an emphasis on the formal features of ethical pronouncements, the need for ethical reflection even in the church, and on how theology can broaden our approach to ethics; (2) 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; (3) A systematic introduction to various 20th and 21st century models for clarifying the link between theology and ethics. Does theology add anything of substance to ethics or is theology actually the sole source of all ethics? The ethical methods of Dietrich Bonhoeffer, Reinhold Niebuhr, Paul Tillich, Stanley Hauerwas,
44. Trauma, Grieving, Purpose and Wellbeing (Trauma, Rouw en Zingeving en Welzijn)  

**Contact:**  
- dr. A. Visser-Nieraeth, dr. J.K. Muthert (Contact)

**Programmes:**  
- PreMa GV (pt) year 2, Pre-master programme in Spiritual Care  
- Pre-master programme in Spiritual Care / RS year 3  
- Pre-master programme in Spiritual Care / TH year 3

**Prerequisite(s):**  
- Introduction in the Psychology of Religion

**Objective:**  
- 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 for spiritual care.

**Content:**  
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.

**Credits (EC):** 7.5  
**Period:** 1

The course unit includes several assignments and a final paper. Please refer to the study guide for grading information.

**Remarks:**  
Literature is included in SPOC. Other articles will be announced in the study guide on nesTOR.
Appendix 4 to Article 4.1 and 7.1: Overview contact hours course units in year 1 and 2, academic year 2018-2019

**Bijlage 4A**

**Bachelor year 1 BA Theology incl Greek**

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>Amount of contact hours per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures/seminars</td>
<td>142 hrs</td>
</tr>
<tr>
<td>Seminars</td>
<td>231 hrs</td>
</tr>
<tr>
<td>Tutoring</td>
<td>24 hrs (mentoring)</td>
</tr>
<tr>
<td></td>
<td>16 hrs introduction programme</td>
</tr>
<tr>
<td></td>
<td>10 hrs English language skills</td>
</tr>
<tr>
<td>Supervision of practical training</td>
<td>n.a.</td>
</tr>
<tr>
<td>Exams and exam discussion</td>
<td>51 hrs</td>
</tr>
<tr>
<td>Supervision of study career (if scheduled for all students)</td>
<td>12 hrs labour market orientation</td>
</tr>
<tr>
<td>Other structured hours</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>490 uur</strong></td>
</tr>
</tbody>
</table>

**Bijlage 4B**

**Bachelor year 1 BA Theology incl Greek and PThU**

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>Amount of contact hours per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures/seminars</td>
<td>142 hrs</td>
</tr>
<tr>
<td>Seminars</td>
<td>221 hrs</td>
</tr>
<tr>
<td>Tutoring</td>
<td>24 hrs (mentoring)</td>
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<td></td>
<td>16 hrs introduction programme</td>
</tr>
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<td></td>
<td>10 hrs English language skills</td>
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<tr>
<td>Supervision of practical training</td>
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</tr>
<tr>
<td>Exams and exam discussion</td>
<td>51 hrs</td>
</tr>
<tr>
<td>Supervision of study career (if scheduled for all students)</td>
<td>12 hrs labour market orientation</td>
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<td>Other structured hours</td>
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<td><strong>Total:</strong></td>
<td><strong>480 uur</strong></td>
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**Bijlage 4C**

**Bachelor year 1 BA Theology**

<table>
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<th>Contact hours</th>
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<tr>
<td>Seminars</td>
<td>231 hrs</td>
</tr>
<tr>
<td>Tutoring</td>
<td>24 hrs (mentoring)</td>
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<tr>
<td>Supervision of practical training</td>
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<tr>
<td>Exams and exam discussion</td>
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<tr>
<td>Supervision of study career (if scheduled for all students)</td>
<td>12 hrs labour market orientation</td>
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<td>Other structured hours</td>
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Total: 490 uur

### Bijlage 4D

#### Bachelor year 1 BA Theology incl PThU

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<th>Contact hours</th>
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<td>Lectures/seminars</td>
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<tr>
<td>Seminars</td>
<td>221 hrs</td>
</tr>
<tr>
<td>Tutoring</td>
<td>24 hrs (mentoring)</td>
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<tr>
<td>-</td>
<td>16 hrs introduction programme</td>
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<tr>
<td>-</td>
<td>10 hrs English language skills</td>
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<tr>
<td>Supervision of practical training</td>
<td>n.a.</td>
</tr>
<tr>
<td>Exams and exam discussion</td>
<td>51 hrs</td>
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<tr>
<td>Supervision of study career (if scheduled for all students)</td>
<td>12 hrs labour market orientation</td>
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<tr>
<td>Other structured hours</td>
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Total: 480 uur

### TH- BA 1, art. 4.1

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<th>Course units</th>
<th>Amount of hours per week</th>
</tr>
</thead>
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<tr>
<td>Theology: Concepts and methods</td>
<td>39 hrs l + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Hebrew 1</td>
<td>64 hrs s + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Hebrew Bible and Ancient Judaism</td>
<td>28 hrs l + 14 hrs wc + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Hebrew 2</td>
<td>56 hrs s + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Old Testament Exegesis</td>
<td>42 hrs s + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Psychology and Sociology of Religion (variant A en B)</td>
<td>42 hrs l+ 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>New Testament</td>
<td>49 hrs s + 6 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Religion and Philosophy</td>
<td>33 hrs l + 6 hrs s + 3 uur E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Practical Theology(variant C)</td>
<td>42 hrs l + 3 hrs E + 1 hrs exam discussion</td>
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### TH- BA 2, art. 7.1

<table>
<thead>
<tr>
<th>Course units</th>
<th>Amount of hours per week</th>
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</thead>
<tbody>
<tr>
<td>Christianity: Constantine - Reformation</td>
<td>48 hrs l + 2 hrs exam discussion</td>
</tr>
<tr>
<td>Greek 1 (variant A) or Rituals in Theory and Practice/</td>
<td>64 hrs l + 3 hrs E + 1 hrs exam discussion (variant A)</td>
</tr>
<tr>
<td>Quranic Arabic 1 / Spirituality and Secular Religion (variant B)</td>
<td>42 hrs l + 2 hrs exam discussion /</td>
</tr>
<tr>
<td>-</td>
<td>42 hrs l + 3 hrs E + 1 hrs exam discussion /</td>
</tr>
<tr>
<td>-</td>
<td>21 hrs s/ 2 hrs exam discussion (variant B)</td>
</tr>
<tr>
<td>Christianity: Reformation - the Present</td>
<td>42 hrs l + 40 hrs s (field trip) + 3 hrs E + 1 uur nabespreking</td>
</tr>
<tr>
<td>Course</td>
<td>Hours</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Greek 2 (variant A) of The Text Awakens/ The Sacred Image/ Quranic Arabic 2 (variant B)</td>
<td>56 hrs l + 3 hrs E + 1 hrs exam discussion (variant A) or 42 hrs l + 2 hrs exam discussion / 42 hrs l + 3 hrs E + 1 hrs exam discussion / 42 hrs l + 3 hrs E + 1 hrs exam discussion (variant B)</td>
</tr>
<tr>
<td>New Testament Exegesis</td>
<td>42 hrs l + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Religion, Media and Popular Culture / Religion and Politics (variant A en B) Or Psychology and Sociology of Religion (variant C)</td>
<td>42 hrs l + 2 hrs exam discussion or 42 hrs l + 2 hrs exam discussion (variant A and B)</td>
</tr>
<tr>
<td>Islam</td>
<td>39 hrs l + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Ethics and Secularity (variant A en B)</td>
<td>40 hrs l + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Dogmatics (variant C)</td>
<td>39 hrs l + 3 hrs E + 1 hrs exam discussion</td>
</tr>
<tr>
<td>Supervision of study career (if scheduled for all students)</td>
<td>12 hrs labour market orientation</td>
</tr>
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</table>

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
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 2018-2019

<table>
<thead>
<tr>
<th>Semester 1 (30 ECTS)</th>
<th>Semester 2 (30 ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christianity and religious diversity (7.5 ECTS)</td>
<td>Psychology and Sociology of religion (7.5 ECTS)</td>
</tr>
<tr>
<td>Geestelijke Verzorging in beeld. Inleiding en praktische vaardigheden (7.5 ECTS)</td>
<td>Philosophy as the Art of Living (7.5 ECTS)</td>
</tr>
<tr>
<td>Professionele Ethiek (7.5 ECTS)</td>
<td>Islam: History, Sources and Practices (7.5 ECTS)</td>
</tr>
<tr>
<td>Trauma, Grieving, Purpos and Wellbeing (7.5 ECTS)</td>
<td>Religion and Philosophy (7.5 ECTS)</td>
</tr>
</tbody>
</table>
Appendix 6 (attachment to Article 9.3 Compulsory order)

Post propaedeutic phase old curriculum:
- Greek 3 after passing of Greek 2 (variant B and C);
- Old Testament Exegesis 1 after passing of Biblical Hebrew 1, 2 and 3 and Old Testament;
- Paul as communicator: New Testament Exegesis after passing of Greek 3;
- Cultural History of Christianity 2 after passing of Cultural History of Christianity 1;
- Philosophy of Religion - introduction after passing of Philosophy (including Argumentation theory);
- Cultural History of Christianity 3 after passing of Cultural History of Christianity 2;
- Philosophical Theology and Genderstudies after passing of Cultural History of Christianity 1 and 2;
- Philosophical Hermeneutics after passing of Philosophy of Religion;
- Old Testament Exegesis 2 after passing of Old Testament Exegesis 1;
Practical Theology 2 after passing of Practical Theology 1
On being a Theologian after passing of Dogmatics 1
Appendix 7 Assessment Plan (article 10.5)

Subjects of the assessment plan:
1. the learning outcomes of the degree programme (see TER bachelor Theology 2018-2019, art. 3.1)
2. the course units of the degree programme and the learning outcomes of each course unit (see TER bachelor Theology 2018-2019, 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 2018-2019, appendix 3 of art. 3.1.3 or Assessment plan Faculty Theology and Religious Studies 2018-2019, chapter 5))
5. the test design and assessment procedures and assessment criteria used (Assessment plan Faculty Theology and Religious Studies 2018-2019, chapter 7 and 10)
6. right of inspection (Assessment plan Faculty Theology and Religious Studies 2018-2019, 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 2018-2019, 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.

<table>
<thead>
<tr>
<th>Not finished in 2016-2017</th>
<th>To replace by in 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology of Religion</td>
<td>The similar part of Anthropology and Sociology of Religion</td>
</tr>
<tr>
<td>Cultuurgeschiedenis Christendom 2</td>
<td>The similar part of Christianity and religious diversity</td>
</tr>
<tr>
<td>Ethics</td>
<td>The similar part of Ethics and Secularity</td>
</tr>
<tr>
<td>Jodendom</td>
<td>Jodendom (5 ects) BA-3 Theologie</td>
</tr>
<tr>
<td>Kwantitatieve onderzoekmethoden</td>
<td>The similar part of Concepts and methods 2 with individual assignment</td>
</tr>
<tr>
<td>Religion in Asia 2: Women in Buddhism</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Kwalitatieve onderzoekmethoden</td>
<td>The similar part of Concepts and methods 2 with individual assignment</td>
</tr>
<tr>
<td>Filosofie van de sociale en culturele wetenschappen</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Antropologie van moslimsamenlevingen</td>
<td>The similar part of Islam: History, Sources and Praxis</td>
</tr>
<tr>
<td>Iconografie 2</td>
<td>The similar part of The Sacred Image</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>The similar part of Philosophy of Religion and Ethics or of Ethics and Secularity</td>
</tr>
<tr>
<td>Religieuze bewegingen</td>
<td>The similar part of Christianity and religious diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In 2017-2018 niet behaald</th>
<th>In 2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Mythology</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Religie, identiteit en publieke ruimte</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Religion and Politics 2</td>
<td>The similar part of Religion and Politics (new curriculum)</td>
</tr>
<tr>
<td>History of Muslim-Christian relations</td>
<td>Individual solution</td>
</tr>
</tbody>
</table>

Voor studenten die in 2017-2018 onderdelen uit het derde jaar van de bachelor Theologie niet hebben gehaald zijn onderstaande regelingen van kracht.

<table>
<thead>
<tr>
<th>Not finished in 2016-2017</th>
<th>To replace by in 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek 3</td>
<td>Similar part of Greek 2 (new curriculum)</td>
</tr>
<tr>
<td>Cultural History of Christianity TH 2</td>
<td>Similar part of Christianity: from Constantine to the Reformation and/or Christianity from the Reformation till present</td>
</tr>
<tr>
<td>Course Unit</td>
<td>Similar Part</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Old Testament Exegesis</td>
<td>Similar part of course unit Old Testament Exegesis (new curriculum)</td>
</tr>
<tr>
<td>New Testament and early christianity 1</td>
<td>Similar part of New Testament: Text and context</td>
</tr>
<tr>
<td>Dogmatics 1</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Paul as communicator</td>
<td>Similar part of New Testament Exegesis</td>
</tr>
<tr>
<td>Cultural History of Christianity 3</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Philosophy of Religion</td>
<td>Similar part of Religion and Philosophy or of Ethics and Secularity</td>
</tr>
<tr>
<td>Heterodox traditions</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Intercultural theology</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Thematic module Reformation</td>
<td>Individual solution</td>
</tr>
<tr>
<td><strong>Not finished in 2017-2018</strong></td>
<td><strong>To replace by in 2018-2019</strong></td>
</tr>
<tr>
<td>Judaism</td>
<td>Similar part of Judaism: Sources, History and Practices</td>
</tr>
<tr>
<td>Islamic Origins</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Theological Ethics</td>
<td>Similar part of Theological Ethics (new curriculum)</td>
</tr>
<tr>
<td>On being a Theologian</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Dogmatics 2</td>
<td>Similar part of course unit Dogmatics (new curriculum)</td>
</tr>
<tr>
<td>Practical Theology 2</td>
<td>Similar part of course unit Practical Theology (new curriculum)</td>
</tr>
<tr>
<td>Thematic module Biblical Studies</td>
<td>Individual solution</td>
</tr>
<tr>
<td>Old Testament Exegesis 2</td>
<td>Similar part of course unit Old Testament Exegesis (new curriculum) with additional assignment</td>
</tr>
<tr>
<td>New Testament Exegesis 2</td>
<td>Similar part of course unit New Testament Exegesis (new curriculum) with additional assignment</td>
</tr>
<tr>
<td>Biblical Figures – course unit</td>
<td>(Part from) Crucial Texts in Cultural Context</td>
</tr>
<tr>
<td>Biblical Figures - thesis</td>
<td>Individual solution</td>
</tr>
</tbody>
</table>