



Programme Description for Master of Theology and Religious Studies

120 ECTS

Faculty of Theology, Diaconia and Leadership Studies

VID Stavanger

Approved 12 June 2018 by The Education Committee

(med endringer godkjent i UU 7. mai)

Contents

1. Presentation of the Study Programme.....	1
2. Target Group and Admission Requirements.....	1
3. Learning Outcome.....	2
4. Work and Teaching Methods.....	4
5. Internationalization	5
6. Forms of Assessment.....	5
7. Structure of the Study Program	6
Course descriptions of the first term, common for all specializations.....	10
Contextual theology and religious encounters	11
Worldviews, values and relations in professional practice	13
Theory of Science, Research Methods and Research Ethics	14
Course descriptions for specialization in theology, second and third semester	20
The Christian Faith – New Testament, historical and current perspectives.....	21
Reception of the Old Testament in postcolonial Africa, Asia and Latin America	25
History of theology from 1600 until the present.....	26
Texts from the history of dogmatics and moral philosophy	31
Contemporary Missiology and World Christianity.....	33
Feminist readings of the Bible	36
Hebrew 3.....	39
Intercultural Bible reading in small group fellowships as a resource for diaconal and pastoral ministry	42
Practical Theology. Liturgics and homiletics	45
Course descriptions for specialization in religious studies, second and third semester.....	48
Religion and migration.....	50
Religion and global issues.....	53
Christian-Muslim Relations in Africa and the Middle East.....	56
Reception of the Old Testament in postcolonial Africa, Asia and Latin America	60
History of theology from 1600 until the present.....	63
Fieldwork.....	Feil! Bokmerke er ikke definert.
Text Studies	69
Course descriptions for specialization in Bible translation	71
Historical and theoretical perspectives	72
Hermeneutical perspectives	74
Applied perspectives	76
Fourth semester for all specializations:	78
Candidate thesis / Master's thesis	79

1. Presentation of the Study Programme

1.1 Background and profile of the study programme

The Stavanger campus of VID Specialized University (VID) goes back to School of Mission and Theology, founded by the Norwegian Missionary Society in 1843. It has since then developed and maintained an international profile, preparing students for different positions in church and society in Norway and abroad, with a particular focus on multicultural and multi-religious contexts.

The Master's programme in theology and religious studies at the Faculty of Theology, Diaconia and Leadership Studies (FTDL) is a two-year intensive academic course of study (120 ECTS credits). The programme prepares the candidate for advanced reflection on the roles of theology and religious studies in contemporary society.

There are three different specializations in the study programme: specialization in theology, specialization in religious studies, and specialization in Bible translation. The first and the fourth semester is common for all tracks. During the first semester, all students study common introductory subjects including a common VID Profile Course: Worldview, values, relations and professional practice.

The last semester, all students write their master's thesis. The second and third semesters offer different courses of specialization relating to the specific track the student has chosen and the planned subject of the thesis.

Lectures and reading lists are in English. Exams and thesis can be written in either English or Norwegian. The students are encouraged to use the third semester for studying abroad. The faculty has a foreign exchange programme that facilitates exchange with several internationally recognised academic institutions.

1.2 Academic subjects

The study programme has two academic traditions at the centre of its academic approach. First, theology, understood as the historical study of the Bible and the Christian tradition, combined with a contextual approach towards how religious faith and practices are lived out locally and globally today. Second, religious studies, which broadens its scope also towards other religious traditions and other religious texts. Common for the approaches is a common methodological interest for the study of texts and contexts, the interest for religious encounters, and a focus on contextual and lived religion.

1.3 Access to Further Studies after Completing the Study Programme

Students who have accomplished a Master's degree in theology and religious studies are qualified to apply for a PhD in theology and religious studies at VID Specialized University.

2. Target Group and Admission Requirements

The target group for the study programme in theology and religious studies is bachelor candidates with a background from theology, religious studies or Bachelor of Arts programmes with a specialization within theology and/or religious studies. Given the global approach of the programme, students from all over the world are invited to join the

programme in order to create an international environment for discussions about contextual theology and religious encounters.

The entrance requirements for the different tracks are as follows:

Master of theology and religious studies with specialization in theology requires a Bachelor in theology with at least 20 ECTS in Greek. Hebrew (20 ECTS) is required for one of the OT electives.

Master of theology and religious studies with specialization in religious studies requires a Bachelor of religious studies, a Bachelor of theology, or a Bachelor of Arts with at least 90 ECTS in theology/religious studies.

Master of theology and religious studies with specialization in Bible translation requires a Bachelor in theology or a Bachelor of Arts with Greek (20 ECTS) and/or Hebrew (20 ECTS), and exegetical studies based on the biblical languages, or a more general Bachelor of Arts which includes—or to which is added—corresponding competence of languages and exegesis.

Admission and ranking takes place according to the regulations of 12 December 2016 No. 1595 on admission, studies, exams and degrees at VID Specialized University and according to the criteria specified above. International students must document satisfactory competence in English.

3. Learning Outcome

Occupational Profiles of Graduates

Master of theology and religious studies, specialization in theology

Completing the Master's programme will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge

The candidate

- has advanced knowledge of the study of religion and contextual theology in general and in particular the Christian, its sources and the current debate concerning their interpretation and application
- has in depth knowledge concerning exegetical and theological methodology and the scholarly debate on content and relevance
- can apply exegetical and theological knowledge to new areas of research
- can analyze critically exegetical and theological problems based on knowledge of the history and status of theology as an academic subject

Skills

The candidate

- can analyze and critically evaluate sources of exegetical and theological knowledge and apply these sources for structuring theological arguments
- can analyze current theories, methods and interpretations and work independently with both theoretical and practically relevant problems

- is able to transfer the knowledge and skills of the field of contextual theology and religious encounters to new professional areas and research fields
- can use exegetical and theological methodology in independent scholarly research

General competence

The candidate

- can analyze ethical problems related to academic theological work and relevance to the context of church and society can apply exegetical and theological knowledge for the sake of carrying out advanced scholarly projects
- can communicate knowledge concerning exegetical and theological subjects in a variety of contexts
- can discuss exegetical and theological problems both in scholarly, ecclesial and societal contexts
- has advanced information literacy

Master of theology and religious studies, specialization in religious studies

Completing the Master's programme will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge

The candidate

- has advanced knowledge of the Christian faith and contextual theology in general and in particular the study of religion, relevant historical sources, and the current debate on how they are interpreted and applied
- has in depth knowledge concerning research methods applied within this academic field, and the scholarly debate on their content and relevance
- can apply knowledge about religious beliefs and practices to new areas of research
- can analyze critically the role of different religious traditions in globalized societies with a particular focus on migration and religion

Skills

The candidate

- can analyze and critically evaluate sources of theological and religious knowledge, and understand the role of sacred texts within religious communities
- can analyze current theories, methods and interpretations in religious studies and work independently with both theoretical and practically relevant problems
- can use relevant research methods in independent scholarly research

General competence

The candidate

- can analyze ethical problems related to the study of theology and different religious traditions and practices
- can apply theoretical and methodological knowledge to a limited research project
- can communicate knowledge concerning the role of religion in society, and in the life of individuals, in a variety of contexts
- can discuss the potential role of religious communities as sources of conflict and reconciliation in globalized societies
- has advanced information literacy

Master of theology, specialization in Bible translation

Completing the Master's programme will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge

The candidate

- has advanced knowledge of the study of religion and contextual theology in general and in particular the Christian faith and biblical hermeneutics, their sources and the current debate concerning their interpretation and application
- has in depth knowledge concerning the scholarly debate on the content and relevance of the Bible, particularly with regard to biblical exegesis and translation theory
- can apply exegetical and linguistic scholarship to new areas of research
- can analyze critically exegetical problems based on knowledge of the history and status of Bible translation as an academic subject

Skills

The candidate

- can analyze and critically evaluate sources of exegetical, linguistic and theological knowledge and apply these sources for structuring translational arguments
- can analyze current theories, methods and interpretations and to work independently with both theoretical and practically relevant problems of Bible translation
- can use linguistic and theological methods in independent scholarly research

General competence

The candidate

- can analyze ethical problems related to academic theological work
- can apply theological and hermeneutical knowledge for the sake of carrying out advanced scholarly projects
- can communicate knowledge concerning theological and hermeneutical questions emerging from various contexts of Bible translation
- can discuss theological problems both in a scholarly, ecclesial and societal contexts
- has advanced information literacy

4. Work and Teaching Methods

Methods of teaching are lectures and seminars, individual supervision oral, written and digital assignments based on the individual activity of each student and on his or her ability to work independently and in groups, creatively and critically. Students are expected to work individually and independently with all subjects.

In order to be able to sit for the exams, work requirements must be approved. Reading lists are specified in the course descriptions. Electronic compendiums are made available on the learning platform before the teaching starts.

5. Internationalization

VID Specialized University has a long history of international relations with universities and international research networks around the globe and has partner institutions in several countries. FTDL in Stavanger has a long tradition and high competence in the field of internationalization, stretching back to the first international student, who came from South Africa to Stavanger in 1864.

Historical and contemporary experiences with internationalization are applied in teaching and research, and students are exposed to relevant knowledge on global perspectives within the field of theology and religious studies.

International students are enrolled every year in the programme, hence all lectures are taught in English.

Students are encouraged to study at one of VID's partner institutions abroad during the third semester. Studies at an international university provide student and faculty with international, updated knowledge in the various disciplines of theology and religious studies.

6. Forms of Assessment

Examinations are held according to the regulations of 12 December, 2016 on admission, studies, exams and degrees at VID Specialized University.

Forms of assessment are specified in the course descriptions. The various forms of assessment are designed to be both adequate means of assessment of the quality of the students' work and as a legal protection on behalf of the students.

The following forms of assessments will be applied during the education:

- school and home exams
-
- oral exams
-
- independent, written assignment of a certain length (Candidate/Master's Thesis)

Each individual course will be evaluated and graded with a letter-grade (A-F) or Pass/Fail according to each separate course description. More information about the grading scale: <https://www.vid.no/en/student/examination/gradingscale/> .

See also <https://www.vid.no/en/studies/rules-and-regulations-for-studies/>

Any plagiarism, copying, downloading from the internet or use of written sources without proper reference will be considered a breach of contract of the rules of examination (cf. Examination Regulation).

7. Structure of the Study Program

Master of theology and religious studies is a two-year programme starting in fall. In order to specialize in different academic approaches and subjects, the programme offers three specializations, specialization in theology, specialization in religious studies and specialization in Bible translation. The specializations have different prerequisites. Specialization in theology and specialization in Bible translation require Greek knowledge.

Master of theology and religious studies, specialization in theology

The programme is based on a Bachelor of theology with Greek (20 ECTS) and New Testament studies based on Greek. Hebrew (20 ECTS) is required for one of the OT electives. The introductory semester focuses on contextual theology and religious encounters, methodology and philosophy of science. The second and third semesters allow the student to go deeper into either biblical studies or other theological subjects through compulsory and elective courses, thereby preparing for the Master's thesis in the fourth semester.

Students who specialize in theology and choose to spend the third semester at VID, will study a 10 credits course in Old Testament and a 10 credits course in Church History, and one 10 credits course chosen from a list of elective courses.

Master of theology and religious studies, specialization in religious studies

The programme is based on a Bachelor of theology, a Bachelor of religious studies, or a Bachelor of Arts, where theology/religious studies make up a central part of the degree. The introductory semester focuses on contextual theology and religious encounters, methodology and philosophy of science. The second and third semesters allow the student to go deeper into the academic field of religious studies through compulsory and elective courses, thereby preparing for the Master's thesis in the fourth semester.

Students who specialize in religious studies and choose to spend the third semester at VID, will be able to choose from a wide range of elective courses.

Master of theology and religious studies, specialization in Bible translation

The programme is based on a Bachelor of theology with Greek (20 ECTS) and/or Hebrew (20 ECTS), and exegetical studies based on the biblical languages, or a more general Bachelor of Arts which includes—or to which is added—corresponding competence of languages and exegesis. The introductory semester focuses on contextual theology and religious encounters, methodology and philosophy of science. The second semester allows the student to specialize in Bible translation from historical, theoretical, hermeneutical and applied perspectives. The third semester focuses on linguistics related to Bible translation. It takes place through an obligatory exchange programme with a partner institution in Europe or North America. The three first semesters eventually prepare for a Master's thesis in the fourth semester.

A one-year study requires ten months of full time work and gives 60 ECTS credits when passed the exams. The number of credits for each separate course, together with all relevant information necessary for the student, are described in the course descriptions. An overview of the study program follows below.

Fall semester

Spring semester

Year

1

All students:

- Contextual theology and religious encounters (10)
- Worldview, values, relations and professional practice (5)
- Theory of science, research methods, research ethics (15)

Students specializing in theology:

- The Christian faith – New Testament, historical and current perspectives (30)

Students specializing in religious studies:

- VID Religion and migration (10)
- Religion and global issues (10)
- Christian-Muslim relations in Africa and the Middle East (10)

Students specializing in Bible translation:

- Historical and theoretical perspectives (10)
- Hermeneutical perspectives (10)
- Applied perspectives (10)

Year

2

Students specializing in theology:

- International exchange
- Or/and:
 - Reception of the Old Testament in postcolonial Africa, Asia, and Latin-America (10)
 - History of theology from 1600 until present time (10)
 - Electives (10) (to be chosen from subjects of specialization in religious studies, specialization in Bible translation as well as from a set of theological subjects)

Students specializing in religious studies:

- International exchange
- Or 30 ECTS from the following:
 - Reception of the Old Testament in postcolonial Africa, Asia, and Latin-America (10)
 - History of theology from 1600 until present time (10)
 - Fieldwork (10)
 - Text studies (10)

Students specializing in Bible translation:

- Linguistics in UK or Canada (30)

All students:

- Master's thesis (30)

Master of theology and religious studies				
1. year				
Course-code	Course name	ECTS	Semester	O/E*
First semester common for all specializations				
MATRS5010	Contextual theology and religious encounters	10	Fall	O
MATRS5020	VID-profile: Worldview, values, relations and professional practice	5	Fall	O
MATRS5030	Theory of science, research methods and research ethics	15	Fall	O
Second semester divided into specializations				
Specialization in theology:				
MATRS5110	The Christian faith: New Testament, historical and current perspectives (NT/ST)	30	Spring	O
Specialization in religious studies:				
MATRS5210	Religion and migration	10	Spring	O
MATRS5220	Religion and global issues	10	Spring	O
MATRS5230	Christian-Muslim relations in Africa and the Middle East	10	Spring	O
Specialization in Bible translation:				
MATRS5310	Historical and theoretical perspectives	10	Spring	O
MATRS 5320	Hermeneutical perspectives	10	Spring	O
MATRS5330	Applied perspectives	10	Spring	O
2. year				
Third semester divided into specializations				
Specialization in theology:				
	International exchange	20 or 30	Fall	E
	Or/and:			
MATRS5120	Reception of the Old Testament in postcolonial	10	Fall	O/E

	Africa, Asia and Latin America (OT)			
MATRS5130	History of theology from 1600 until the present (CH)	10	Fall	O/E
	Six electives			
MATRS5140	Texts from the history of dogmatics and moral philosophy	10	Fall	E
MATRS5150	Contemporary missiology and world Christianity	10	Fall	E
MATRS5160	Feminist readings of the Bible	10	Fall	E
MATRS5170	Hebrew 3	10	Fall	E
MATRS5180	Intercultural Bible reading in small group fellowships as a resource for diaconal and pastoral ministry	10	Fall	E
MATRS5190	Practical theology. Liturgics and homiletics	10	Fall	E
Specialization in religious studies:				
	International exchange	30	Fall	E
	Or 30 ECTS from the following:			
MATRS5120	Reception of the Old Testament in postcolonial Africa, Asia and Latin America (OT)	10	Fall	E
MATRS5130	History of theology from 1600 until the present (CH)			
MATRS5240	Fieldwork	10	Fall	E
MATRS5250	Text studies	10	Fall	E
Specialization in Bible translation:				
	Linguistics in UK or Canada	30	Fall	O
Fourth semester: Common for all students				
MATRS6000	Master's thesis	30	Spring	O
*O=obligatory course E=elective course				

Course descriptions of the first term, common for all specializations

Contextual theology and religious encounters

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5010 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: First year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Autumn Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 30 hours Scope of Self-Study Activities: 240 hours Total Workload: 270 hours

Course Content

The Christian church has always endeavored to let her theological reflection and visible expression negotiate with relevant contextual concerns. Traditional western churches and theologies have nevertheless tended to think of themselves in universalizing categories, conceptualizing their non-western counterparts as “contextual”. This course will focus on defining the interpretive context, expounding the relationship between universal/global versus particular/local characteristics of church and theology, and exemplifying this through examples of encounters between Christianity and other religious traditions.

Main Subjects:

- Provide tools for understanding the interpretive context of the church and her theology, ministry and practices.
- Expound the relationship between universal/global versus particular/local characteristics of church and theology.
- Reflect on consequences for the critical theology of academia and the practical ministry of the church.
- Provide examples of encounters between Christianity and other religious traditions.

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced knowledge within the field of contextual theology, with particular attention to its biblical and systematic-theological expressions
- has a deep understanding of the ethical, theoretical and methodological questions of contextual theology
- has advanced knowledge of possible theoretical and practical consequences of religious encounters

Skills:

The Candidate

- can analyze and relate critically to relevant literature within the fields of contextual theology and religious encounters and use it to reflect scholarly
- can analyze existing theories, methods and interpretations within the fields of contextual theology and religious encounters and work independently with practical and theoretical solutions
- is able to do an independent research project in the field of contextual theology and religious encounters, under supervision and in accordance with current research ethical conventions.

General Competence:

The Candidate

- can analyze relevant professional and research ethical questions related to the church and her contextualizing theology
- is able to transfer the knowledge and skills of the field of contextual theology and religious encounters to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field of contextual theology and religious encounters

Work and Teaching Methods

- Lectures
- Seminars

Compulsory Activities

- Participation in regular colloquium groups
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Written school exam	6 hours	A-F	100/100

Other

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

Bevans, Stephen & Katalina Tahaafe-Williams: *Contextual Theology for the Twenty-first Century*. Cambridge: James Clarke, 2012 (128 p.)

Jenkins, Philip: *The New Faces of Christianity: Believing the Bible in the Global South*. New York: Oxford University Press, 2006 (200 p.)

Hintersteiner, Norbert: *Thinking the Divine in interreligious encounter*. New York: Brill, 2012: 9-182, 201-242, 303-318 (232 p.)

Segovia Fernando & Roland Boer: *The Future of the Biblical Past*. Atlanta: Society of Biblical Literature, 2012: xv-xxv, 1-28, 47-66, 81-95, 111-178, 223-235, 289-348 (200 p.)

In total: 760 p.

Worldviews, values and relations in professional practice

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5020 Number of ECTS: 5 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: First year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Autumn Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 15 hours Scope of Self-Study Activities: 120 hours Total Workload: 135 hours

Course Content

The course is VID's profile course for all master programs. The course focuses on professional practice with an emphasis on a value-conscious attitude, and an understanding of VID's diaconal values.

The course focuses on challenges related to power relations and to the worldview and value related to pluralism of professional practice. The course focuses on developing an understanding of the significance of one's own worldview and value preferences in relation to persons with a multitude of values and worldviews.

Main Subjects:

- Values in professional practice
- The multicultural society
- The tension between cultural diversity, secularization and individualization as a context for professional practice
- Critical reflection on one's own preconceptions and values
- Power perspectives in professional practice
- Diaconal and faith based traditions in professional practice

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has knowledge of critical discourses concerning power relations and values in relation to professional practice
- has knowledge of the traditions and roles of faith-based and diaconal actors in society, health and welfare
- has in depth knowledge of the significance of the recipients worldviews and values for professional practice

Skills:

The Candidate

- can analyze professional issues within the context of the contemporary plurality of worldviews and cultural preferences

- can thematize and analyze the meaning of worldviews and value preferences for professional practice
- can identify and critically relate to power relationships in professional contexts

General Competence:

The Candidate

- can take part in interdisciplinary value discussions

Work and Teaching Methods

- Online lessons
- Seminars/lectures
- Student-oriented methods that promote interdisciplinary reflection and discussion

Assessment

Form of Assessment	Length	Grade	Weight
Home exam	One term	Passed/Fail	100/100

Additional Information about Assessment:

The home exam consists of an essay of 2000 words (+/- 10 %).

At the beginning of the course (at the end of the first gathering or equivalent) the assignment text is presented.

The assignment is an essay that students will work with during the course and which will be submitted approximately 1 week after the last teaching or student activity. The assignment will emphasize knowledge and analysis or discussion of key topics in the subject and their relevance to the student's specific subject and profession.

Reading List

Religious Literacy (or Religious and World-View Literacy)

Baker C and Dinham A (2017) New Interdisciplinary Spaces of Religions and Beliefs in Contemporary Thought and Practice: an analysis, in: *Religions*, 8(1), Basel: MDPI, Religions 2017, 8, 16; doi:10.3390/rel8020016, (12 p.)

Beaman, L. G. (2014). Deep equality as an alternative to accommodation and tolerance, in: *Nordic journal of religion and society*, 27(2), 89-111 (22 p)

Borevi, K., Leis-Peters, A. & Lind, A.-S. 2016. Layers of Inconsistency. A Multidisciplinary Analysis of the Swedish National Agency on Education's Guidelines on Muslim headscarf, in: A.-S. Lind, M. Lövheim & U. Zackariasson (ed.). *Religion, Law and Democracy. New Challenges for Society and Research*, Lund: Nordic Academic Press, 179-198. (21 p.)

Dinham A (2020) Reimagining Religion and Belief in the Public Sphere *Modern Believing*, 61(2), Carnegie Press and Liverpool University Press, 141-15, <https://doi.org/10.3828/mb.2020.9> (10 p.)

[Dinham, A.](#) (2018), Religion and belief in health and social care: the case for religious literacy, in: [International Journal of Human Rights in Healthcare](#), 11(2), 83-90. <https://doi.org/10.1108/IJHRH-09-2017-0052> (7p).

Dinham, A. (2017) "Religious Literacy in Public and Professional Settings", in: Crisp, B. (ed.), *Routledge International Handbook of Religion, Spirituality and Social Work*, Melbourne: Routledge, 257-264 (7 p).

Dahl, Øyvind. (2006). "Communication in a Globalized World", in: N. Aalto & E. Reuter (ed.), *Aspects of Intercultural Dialogue*, Köln: Saxa Verlag, 95-107., (12 p)

Drønen, Tomas Sundnes. (2009) Intercultural Communication and Religious Change – The Dii, Norwegian Missionaries and Ferdinand de Saussure, in: *Studia Theologica* 63: 3-18. (15 p).

Furseth, I. (2018). Secularization, Deprivatization or Religious Complexity, in: I. Furseth (ed.), *Religious Complexity in the Public Sphere: Comparing Nordic Countries*, London: Palgrave, 291-312 (21 p.).

Salo-Lee, L. (2006) Intercultural Competence Research: Focuses and Challenges, in: Ø. Dahl, I. Jensen & P. Nynäs (ed.), *Bridges of Understanding. Perspectives on Intercultural Communication*: Oslo Academic Press, 129-140 (12 p)

Relationships

Baldassar, L., Wilding, R. & Worrell, S. (2020), Elderly Migrants, Digital Kinning and Digital Home Making Across Time and Distance, in: B. Pasveer, O. Synnes & I. Moser (ed.), *Ways of Home Making in Care for Later Life*, Singapore: Palgrave Macmillan, 41-63. (22 p.).

Dietrich, S. (2014). Reflections on core aspects of diaconal theory, in: S. Dietrich, K. Jørgensen, K. Korslien & K. Nordstokke (ed.) *Diakonia as Christian Social Practice: An Introduction*, Oxford: Regnum, 13-27 (14 p)

Fröchtling, D. (2018), Women En Route to Justice. Migration, Gender and Gender-specific Human Rights, in: S. Dietrich, K. Jørgensen, K. Korslien & K. Nordstokke (ed.) *Diakonia in a Gender Perspective*, Oxford: Regnum, 141-151. (10 p.)

Hasenfeld, Y. (2010). Organizational Forms as Moral Practices: The Case of Welfare Departments, in: *Social Service Review* 74 (3), 329-351.

Lindheim, T. (2020), 'Good Leaders Do the Dirty Work': Implicit Leadership Theory at the Multicultural Workplace, in: H. Askeland, G. Espedal, B. Jelstad Løvaas & S. Sirris (ed.), *Understanding values work. Institutional Perspectives in Organisation and Leadership*, Cham: Palgrave MacMillan, 96-116. (20 p).

Mingot, E. S. (2020), Aging Across Borders. The Role of Sudanese Elderly Parents in the Process of Kin and Home Making Within Transnational Families, in: B. Pasveer, O. Synnes & I. Moser (ed.), *Ways of Home Making in Care for Later Life*, Singapore: Palgrave Macmillan 249-269. (20 p.).

Values

Espedal, G. (2020), What Is Values Work? A Review of Values Work in Organisations, in: H. Askeland, G. Espedal, B. Jelstad Løvaas & S. Sirris (ed.), *Understanding values work. Institutional Perspectives in Organisation and Leadership*, Cham: Palgrave MacMillan, 35-55. (20 p.).

Haugen, H. M. (2016), Human Rights in Diakonia in a Gender Perspective, in: S. Dietrich, K. Jørgensen, K. Korslien & K. Nordstokke (ed.) *Diakonia in a Gender Perspective*, Oxford: Regnum, 227-240 (13 p.)

Idang, G. (2015), African Culture and Values, in: *Phronimon* 16(2), 97-111 (14 p.)

Kivle, B. T. (2020), Work on Values When Shaping Public Institutions: “What’s Trust Got to Do with It?”—Experiences from Scandinavia, in: H. Askeland, G. Espedal, B. Jelstad Løvaas & S. Sirris (ed.), *Understanding values work. Institutional Perspectives in Organisation and Leadership*, Cham: Palgrave MacMillan, 222-243. (20 p.)

Aadland, E. (2010). Values in professional practice: Towards a critical reflective methodology. *Journal of Business Ethics*, 97 (3), s. 461-472. (11 p.)

Gender

Hu, Y, & Scott, J. (2016), Family and Gender Values in China. Generational, Geographic and Gender Differences, in: *Journal of Family Issues* 37/9, 1267-1293 (23p.)

Kessel, T. B. (2016), The Africanisation of Diakonia. Care in Community with *Femmes Pour Christ* in Cameroon, in: S. Dietrich, K. Jørgensen, K. Korslien & K. Nordstokke (ed.) *Diakonia in a Gender Perspective*, Oxford: Regnum, 163-172 (9 p.).

Kusafuka, Ayumi (2009), Truth Commissions and Gender. A South African Case Study, in: *African Journal in Conflict Resolution* 9/2, 45-67.

Phiri, I. A. & Kaunda, C. J. (2016), Gender Perspectives on Power, in: S. Dietrich, K. Jørgensen, K. Korslien & K. Nordstokke (ed.) *Diakonia in a Gender Perspective*, Oxford: Regnum, 189-200 (11 p.)

Rizzo, H., Abdel-Latif, A.-H. & Meyer, K. (2007), The Relationship between Gender Equality and Democracy. A Comparison of Arab versus Non-Arab Muslim Societies, in: *Sociology* 41, 1151-1170 (19 p.).

Theory of Science, Research Methods and Research Ethics

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5030 Number of ECTS: 15 Available as Single Course: Yes Type of Course: Compulsory Course	Language of Instruction: English Campus: Stavanger Semester: Autumn Compulsory Attendance: No	Professional Training: No
Cycle: Second Cycle (Master)		Student Workload
Year of Study Full Time: First year Part Time: Not relevant Prerequisites: Completed first cycle, Bachelor of Theology		Scope of Tuition: 30 hours Scope of other learning activities: 15 hours Scope of Self-Study Activities: 375 hours Total Workload: 405 hours

Course Content

The course introduces general perspectives and issues related to the theory of knowledge and opens for further reflections on theory of science traditions in health studies, social studies, theology, diaconia, organization and management studies. The relationship between science and values and between various positions in the theory of science will be explored. Implications for research in the different subjects will be discussed.

The course presents the scientific basis for qualitative research design, research methods, systematization and key concepts. It explicates different ways of generating data, analytical procedures and different traditions of interpretation. Processes related to openness, contextualization, the involvement of users, the potential influence of the researcher, and ethical responsibility are clarified.

The course also provides a scientific basis for quantitative methods, an introduction to key concepts, different types of design and methods for collecting quantitative data. Applications, possibilities and limitations for different designs and methods are discussed. It also introduces different traditions of analysis

The course aims to increase student information skills. The course also addresses ethical challenges related to research involving vulnerable groups and addresses key principles and guidelines for research ethics and in an interdisciplinary perspective.

Main Subjects:

- Scientific and professional knowledge
- Central traditions in science and knowledge theory: empirical traditions, hermeneutics, phenomenology and social constructivism
- Various methods for generating qualitative data, such as interview, field studies, document analysis
- Analysis of qualitative data and presentation of findings
- Various methods for generating quantitative data.
- Principles for operationalization of variables and methods for selection procedures
- Statistical analysis and presentation of quantitative data
- Research ethics

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The student

- has deepened knowledge of various philosophy of science and knowledge-based principles and of hermeneutical traditions of textual interpretation
- has specialized insights concerning the implications of the general theory of science debate for one's own field of study
- has advanced knowledge of essential characteristics of qualitative and quantitative research designs and research methods
- has profound knowledge of how data are generated in qualitative research projects
- has advanced knowledge of different analytical perspectives and how these are used in qualitative research
- has profound knowledge of principles for generating quantitative data, as well as knowledge about the operationalization of variables and selection procedures in quantitative research projects
- has advanced knowledge of concepts and analytical approaches in quantitative research traditions
- has profound knowledge of current laws and guidelines for research ethics in either the humanities, social science or health science research tradition.

Skills:

The student

- can reflect on science and knowledge traditions and critically assess their importance for research within one's own field of study
- can design an independent and limited research project in which science theory, qualitative and / or quantitative research methods are reflected and applied
- can generate and analyze data according to scientific methods that are relevant for the candidate's own field of study
- can evaluate and disseminate possibilities and limitations concerning qualitative, quantitative and textual analytical methods and assess contexts for their appropriate application
- can evaluate and treat sources critically, and refer to applied research in a correct way
- can identify and reflect on research ethical issues and apply research ethical guidelines when using qualitative and quantitative research methods

General Competence:

The student

- has deep knowledge of scientific argumentation and of different positions in contemporary academic debates
- can apply methodological knowledge and knowledge of and skills in the theory of science on new academic areas
- can analyze and critically reflect on research projects and the relevance of scientific articles for one's own field of study
- can evaluate and disseminate general research ethical requirements within either the humanities, social science or health science research tradition

Work and Teaching Methods

- Digital lessons and “flipped classroom”
- Seminars and lectures
- Various student-active learning methods, e.g., a forum on a learning platform or presentation of specific topics in smaller groups
- Interdisciplinary group work

Compulsory Activities

- The students must complete a work requirement within each of the course's two methodology disciplines. The work requirements may be of different kinds, such as practical exercises, digital multiple choice tests, group presentations, etc. One may also work with method in a draft project description.
- The students must write an assignment on a theory of science problem (1500 word +/- 10 %).
- The students must attend a seminar in information literacy and academic writing, normally 10 hours (80% presence is required to validate the seminar). The seminar includes a multiple choice test covering aspects of information literacy and academic writing, including knowledge of VID guidelines for writing master's thesis (can be found at: <https://www.vid.no/en/library/writing-a-paper/>).

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Home exam	3 weeks	A-F	100/100

Additional Information about Assessment:

A three week individual written home exam on a given topic (4000 words +/- 10 %)

Reading List

See leganto

Course descriptions for specialization in theology, second and third semester

The Christian Faith – New Testament, historical and current perspectives

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5110 Number of ECTS: 30 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: Fourth year Part Time: Not set Prerequisites: PROFTEOL2010 New Testament Greek 1 (10 ECTS) and PROFTEOL2020 New Testament Greek 2 (10 ECTS) or similar	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 90 hours Scope of Self-Study Activities: 720 hours Total Workload: 810 hours

Course Content

The NT part of the course has two emphases: the apostle Paul and New Testament theology.

Besides the Gospels, the letters of the apostle Paul constitute the major part of the New Testament. Hence, a historical study of Paul's career and an exegetical study of his letters will always be central in New Testament studies. The selection of texts for exegetical analysis concentrates on the two major letters First Corinthians and Romans, supplemented by some texts on Paul's mission in the Acts of the Apostles.

On the background of the exegetical study of the Gospel of Matthew (with synoptic parallels) and the Gospel of John in the course PROFTEOL2030 New Testament as well as the exegetical study of Pauline letters, this course offers a systematizing overview of New Testament theology.

The ST part of the course has three emphases: Dogmatics, ethics and apologetics. The course will give the students an in-depth discussion of the how the NT texts have informed the historical and current debates concerning the contents of the Christian faith. In addition, it will make the students familiar with the main issues in contemporary debates on the ethical implications of the Christian faith, and make the students aware of current arguments attacking and defending the truth of the Christian faith.

Main Subjects:

- Life and career of the apostle Paul
- Exegetical analysis of selected texts from the letters of the apostle Paul
- Theology of the New Testament
- The tradition-historical and canonical relations between the Old and the New Testament
- The methodical foundation and cognitive content of the Christian faith
- The significance of the Christian faith for evaluating central issues in ethics
- The attitude of the Christian faith toward other current religious and secular world views

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has an in depth knowledge of the life, ministry and letters of the apostle Paul
- has advanced knowledge of First Corinthians and Romans
- has advanced knowledge of New Testament theology
- has advanced knowledge on the relation between OT and NT and the formation of the NT canon

- has in depth knowledge of exegetical method applied on the letters of Paul
- has an in depth knowledge of the foundation and cognitive content of the Christian faith and the important historical and current debates on these subjects
- has an in depth knowledge of Christian ethics
- has an in depth knowledge of central issues in the debate concerning the truth of the Christian faith
- can apply the knowledge of NT, dogmatics, ethics and apologetics on new areas
- can analyze theological problems based on an understanding of their role in history and in the current ecclesial and social context

Skills:

The Candidate

- can analyze and critically evaluate different sources of information and apply them for the sake of developing theological arguments
- can apply the exegetical methods on other NT texts
- can apply New Testament and Systematic theological knowledge in preaching and instruction on different levels
- can analyze and work independently with existing theories both concerning exegetical problems and the understanding of the Christian faith and other current world views
- can analyze and critically evaluate arguments against the Christian faith
- can use relevant methods for theological research in an independent way
- can develop a independent theological research project

General Competence:

The Candidate

- can relate the Christian faith to trends and issues in the contemporary culture
- can analyse problems related to pastoral ministry and the role of the church within a systematic theological context
- can apply New Testament and systematic theological knowledge on advanced theoretical and practical projects
- can impart theological knowledge on different levels related to academic, churchly and social contexts
- can discuss exegetical and theological problems both with specialists and non-specialists
- can contribute to the development of theology as an academic subject

Work and Teaching Methods

- Lectures
- Exegetical seminar
- Class discussions

Compulsory Activities

- Participation in exegetical seminar
- An exegetical essay of 4000-5000 words
- Two systematic theological essays of 3000 words (+/- 10 %). One of the essays should document competence in presenting and evaluating arguments against the Christian faith
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Home exam	4 days	A-F	49/100
Oral exam	45 minutes	A-F	51/100

Other

Students should have passed bachelor level courses in PROFTEOL2030 New Testament (15 ECTS) and PROFTEOL1040 Troslære, menneskesyn og verdvalg (Systematic Theology) (10 ECTS), or similar, before taking this course. Students are recommended to use a Bible software programme such as Accordance.

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

New Testament texts

The following New Testament texts should be studied on the basis of a critical edition of the Greek New Testament, preferentially,

Novum Testamentum Graece: Based on the work of Eberhard and Erwin Nestle. Edited by Barbara and Kurt Aland, Johannes Karavidopoulos, Carlo M. Martini, Bruce M. Metzger. 28th Revised Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012 (followed by a number of later, corrected printings).

Acts 16:1–15; 17:16–18:17; 19:1–10; 20:17–38; Rom 1:1–32; 3:21–31; 5:1–8:39; 10:1–13; 11:1–13:14; 15:1–33; 1 Cor 1:1–2:16; 6:1–7:24; 11:17–34; 15:1–28; 2 Cor 5:11–21; Phil 2:5–11; 1 Thess 1:1–10.

For the exegetical study of the selected texts the students are supposed to use scholarly commentaries, based upon the Greek text and approved by the New Testament scholar teaching the course.

Books

Beilby, James K. *Thinking About Christian Apologetics: What It Is and Why We Do It*. Downers Grove, IL: IVP Academic, 2011. (180 p.)

Kolb, Robert and Timothy J. Wengert, eds. *The Book of Concord: The Confessions of the Evangelical-Lutheran Church*. Minneapolis, MN: Fortress, 2000, 19-50 and 345-480. (165 p.)

McGrath, Alister. *Christian Theology: An Introduction*. Oxford: Blackwell, 2010, chapters 9-18. (280 p.)

Paulsson, Stephen. *Lutheran Theology*. London and New York: T&T Clark, 2011. (270 p.)

Porter, Stanley E. *Paul: His Life, Thought, and Letters*. Grand Rapids, MI: Eerdmans, 2016, 1–179 and 291–328.

Rae, Scott. *Moral Choices: An Introduction to Ethics*. Grand Rapids, MI: Zondervan, 2018, chapters 5-13. (280 p.)

Stuhlmacher, Peter. *Biblical Theology of the New Testament*. Grand Rapids, MI: Eerdmans, 2018, 3–15, 72–179, 251–429, 572–641 and 741–823.

Students who have taken the course PROFTEOL2030 New Testament, shall also read:

Räisänen, Heikki. *The Rise of Christian Beliefs: The Thought World of Early Christians*. Minneapolis, MN: Fortress, 2010, 134–227.

Students who have not taken the course PROFTEOL2030 New Testament and whose alternative Bachelor degree in Theology with Greek lack basic elements of the content of that course, shall alternatively read:

Mitternacht, Dieter and Anders Runesson, eds. *The New Testament and Christian Origins: An Introduction*. Grand Rapids, MI: Eerdmans, forthcoming 2019. Selection of approximately 125 p.

Compendium

- Alfsvåg, Knut. "Postmodern epistemology and the mission of the church." *Mission Studies* 28 (2011): 54–70. (16 p.)
- "Contra Philosophos: The Lutheran Reformation as Critique of the Rationality of Modernity." Pages 192–206 in *Justification in a Post-Christian Society*. Edited by Göran Gunner. Eugene, OR: Pickwick Publications, 2014. (15 p.)
- "The new issues in bioethics -and ethics of reproduction". *European Journal of Theology* 24 (2015): 105–113. (9 p.)
- "These Things Took Place as Examples for Us': On the Theological and Ecumenical Significance of the Lutheran Sola Scriptura." *Dialog* 55 (2016): 202–209. (8 p.)
- Dunn, James D. G. "A New Perspective on the New Perspective on Paul." *Early Christianity* 4 (2013): 157–182. (26 p.)
- Fiorenza, Elisabeth Schüssler. "Rhetorical Situation and Historical Reconstruction in 1 Corinthians." Pages 105–128 in *Rhetoric and Ethic: The Politics of Biblical Studies*. Minneapolis, MN: Fortress, 1999. (24 p.)
- Gregersen, Niels Henrik. "Incarnate vs. Disincarnate Protestantism: Martin Luther and the Disembodiment of Faith". Pages 173–191 in *Justification in a Post-Christian Society*. Edited by Göran Gunner. Eugene, OR: Pickwick Publications, 2014. (18 p.)
- Grenholm, Carl-Henrik. "Law and gospel in Lutheran Ethics." Pages 91–106 in *Justification in a Post-Christian Society*. Edited by Göran Gunner. Eugene, OR: Pickwick Publications, 2014. (15 p.)
- Kristiansen, Ståle Johannes and Svein Rise, eds. *Key Theological Thinkers: From Modern to Postmodern*, Farnham: Ashgate, 2013, 3–76, 569–591. (95 p.)
- Steiger, Johann Anselm —The communicatio idiomatum as the Axle and Motor of Luther's Theology, in *Lutheran Quarterly* 2000, 125–158. (34 p.)
- Wan, Sze-Kar. "'To the Jew First and Also to the Greek': Reading Romans as Ethnic Construction." Pages 129–155 in *Prejudice and Christian Beginnings: Investigating Race, Gender, and Ethnicity in Early Christian Studies*. Edited by Laura Nasrallah and Elisabeth Schüssler Fiorenza. Minneapolis, MN: Fortress, 2009. (27 p.)
- Altogether 2200 p. + NT texts and commentaries

Reception of the Old Testament in postcolonial Africa, Asia and Latin America

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5120 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 24 hours Scope of Self-Study Activities: 240 hours Total Workload: 270 hours

Course Content

Over the last century, the gravity point of Christianity moved from the North Atlantic to the Global South. This has important consequences for theology and biblical studies as academic disciplines, as their dialogue partners are not any longer western history and philosophy only, but also experiences and concerns of the Global South. This course introduces the student to key characteristics and illustrative examples in biblical – and in particular Old Testament – interpretation in Africa, Asia and Latin America, after the 1960s. In terms of theory, postcolonial concerns as well as other typical hermeneutical approaches (liberation, inculturation, reconstruction) are emphasized.

Main Subjects:

- The new, post-Western context of academic theology and biblical studies.
- Key characteristics and illustrative examples of Old Testament interpretation in the Global South.
- Critical discussion of the concerns of postcolonial biblical interpretation as well as other typical hermeneutical approaches.

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- has advanced knowledge about central lines in biblical – and in particular Old Testament – interpretation in Africa, Asia and Latin America, after the 1960s
- has specialized knowledge of examples of such interpretation, in relation to various textual genres and cultural contexts
- has specialized knowledge of the theoretical background and characteristics of postcolonial biblical interpretation

Skills:

The candidate

- is able to use knowledge about biblical interpretation in Africa, Asia and Latin America in theological, pastoral and educational reflection
- is able to reflect theologically in relation to the experiences and concerns of postcolonial biblical interpretation

General Competence:

The candidate

- can analyze relevant professional and research ethical questions
- is able to transfer the knowledge and skills of this field to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods

- Lectures
- Seminars
- Individual reading

Compulsory Activities

- An essay of 3500 words (+/- 10%) on a topic chosen by the student and accepted by the professor.
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be completed before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30 minutes	A-F	100/100

Other

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

Holter, Knut: *Contextualized Old Testament Scholarship in Africa*. Nairobi: Acton, 2008 (115 p.)

Holter, Knut & Louis C. Jonker (eds.): *Global Hermeneutics? Reflections and Consequences*. Atlanta: Society of Biblical Literature, 2010 (93 p.)

Kinukawa, Hisako: *Migration and Diaspora: Exegetical Voices of Women in Northeast Asian Countries*. Atlanta: Society of Biblical Literature, 2014 (70 p.)

Patte, Daniel (ed.): *Global Bible Commentary*. Nashville: Abingdon Press, 2004: 1-211 (211 p.)

Sugirtharajah, Rasia: *The Bible and the Third World*. Cambridge: Cambridge University Press, 2001 (275 p.)

In total: 764 p.

History of theology from 1600 until the present

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5130	Language of Instruction: English and Norwegian	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	Student Workload
Available as Single Course: Yes	Semester: Spring	
Type of Course: Optional Course	Compulsory Attendance: No	Scope of Tuition: 24 hours
Cycle: Second Cycle (Master)		Scope of Self-Study Activities: 246 hours
Year of Study		Total Workload: 270 hours
Full Time: Second year		
Part Time: Not set		
Prerequisites: Completed first cycle, Bachelor of Theology		

Course Content

This course will provide deeper insight into and understanding of the development of theology in the West over the last 400 years. Special focus will be on how a representative selection of theological thinkers developed their theological systems in the meeting between tradition and contemporary times.

Main Subjects:

- Theological periodisation of the last 400 years
- Detailed study of representative theological thinkers/schools
- Relation between theology, philosophy and science

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced insight in the historical process of theology development in the West in premodern and modern times
- has specialised knowledge about dominating theologians and theological school-building in different periods from the beginning of the 17th century until present
- possesses advanced knowledge in methodological issues connected to the study of primary historical text material
- has the necessary competence to co-operate with scholarly peers on matters dealt with in this course

Skills:

The Candidate

- can develop and accomplish – under supervision – independent, limited research projects related to history of Western theology in the last 400 years
- can analyse historically and systematically different topics of pre-modern and moderns theology

- has teaching competence related to college- and high-school level and to basic levels of university studies in church history, history of theology, and relation between theology and society over the last 400 years.

General Competence:

The Candidate

- has advanced knowledge of the general history of the development of ideas, philosophy and theology in the last 400 years
- has specialised theoretical and methodological command of analysing the relation between the mentioned three elements
- is well acquainted with relevant ethical norms related to the exploration and publication of primary historical texts

Work and Teaching Methods

- Lectures
- Group work
- Individual presentation of limited topic given by the teacher

Compulsory Activities

- In plenary audience of fellow students an individual oral presentation of a research project related to history of theology and/or different topics of pre-modern and modern theology
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Written school exam	4 hours	A-F	100/100

Other

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

Grenz, Stanley J. and Olson, Roger E. *20th Century Theology: God & the World in a Transitional Age*, Downers Grove: Inter Varsity press, 1992 or later editions, (315 p.)
Twentieth-Century Lutheran Theologians. Mark C. Mattes ed., Refo500 Academic Studies 10, Göttingen: Vandenhoeck & Ruprecht, 2013: 7-16, 56-154, 223-269, 291-334. (196 p.)

Either:

McGrath, Alister E. (1998), *Historical Theology: An Introduction to the History of Christian Thought*, Oxford: Blackwell Publishing, 1998: 214-343. (129 p.)

Or:

Hägglund, Bengt. *Teologins historia: En dogmhistorisk översikt*, Göteborg: Församlingsförlaget, 2003: 274-404. (130 p.)

Selected primary texts in consultation with the teacher (50-70 p.)

In total: 840 p.

Texts from the history of dogmatics and moral philosophy

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5140 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Fifth year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Autumn Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 20 hours Scope of Self-Study Activities: 250 hours Total Workload: 270 hours

Course Content

The aim of this course is to train the students' ability to discuss central theological and ethical issues by letting them read and discuss central texts from the history of dogmatics and moral philosophy

Main Subjects:

- Central texts from the most important debates on central doctrinal issues through the history of Christian thought
- Central texts from the history of European discussion of issues in moral philosophy

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has an in depth knowledge of a representative selection of central authors from the history of Christian dogmatics and their positions on central issues
- has an in depth knowledge of a representative selection of central authors from the history of moral philosophy and their positions on central issues
- can apply the knowledge of history of dogmatics and ethics on new topics
- can analyze current dogmatical and ethics issues based on a knowledge of their historical background

Skills:

The Candidate

- can analyse and critically evaluate sources of knowledge in dogmatics and issues and use these sources for developing scholarly arguments
- can analyse existing dogmatic and ethical issues and work with these issues independently and in a scholarly relevant
- can use relevant research methods in dogmatics and ethics in an independent way

General Competence:

The Candidate

- can analyse doctrinal and ethical issues that are relevant for his or her future professional work
- can present doctrinal and ethical knowledge on various levels in different contexts in church and society
- can work independently and contribute to the current debate on dogmatical and ethical issues

Work and Teaching Methods

- Self-study
- Seminars
- Tutorials
-

Compulsory Activities

- Approved topic/research question for the exam essay, within a deadline set by the tutor
- Present and discuss relevant texts from the reading list and/or drafts of the exam essay in interdisciplinary seminars during the course

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Exam essay, 5000 words (+/- 10 %)	5 days	A-F	49/100
Oral exam	30 minutes	A-F	51/100

Additional Information about Assessment:

The oral exam can be related both to the exam essay or to other parts of the reading list.

Reading List

McGrath, Alister (ed). *The Christian Theology Reader*. Oxford: Blackwell, 2016.

Peterfreund, Sheldon P.; White, Nicholas P.; Denise, Theodore C. (eds.). *Great Traditions in Ethics*. Belmont: Wadsworth, 2011.

Students read a selection of about 800 pages from the books on the reading list.

Contemporary Missiology and World Christianity

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5150 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Autumn/Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 20 hours Scope of Self-Study Activities: 250 hours Total workload: 270 hours

Course Content

The course first introduces the student to Missiology as an academic discipline, addressing its research history, central sources, themes and methodologies. The main focus will be on contemporary perspectives and approaches to the field. Next, the course presents the on-going studies and discussions of World Christianity both as a phenomenon and as a field, highlighting different methods, approaches and case-studies. The course will provide the students with a choice of in-depth studies of particular cases related to their interests. In all case studies, attention will be given to the interaction between local and global expressions of faith and practice.

Main Subjects:

- Missiology as an academic discipline
- Contemporary perspectives and approaches in Missiology and World Christianity
- The interaction between local and global expressions of Christianity
- Studies in World Christianity

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has thorough knowledge of Missiology as an academic discipline, and its main perspectives and approaches
- has broad overview of central sources, themes and methodologies in Missiology and World Christianity
- has deep understanding of different aspects and perspectives on Christianity both as a global and local religion
- has advanced knowledge of one to two selected cases in World Christianity, and can analyse them in terms of their interaction between local and global expressions of Christianity

Skills:

The Candidate

- is able to critically formulate and analyse practical and theoretical problems within the fields of Missiology and World Christianity and choose the appropriate methods and theories to deal with them, in accordance with applicable norms for research ethics
- can use relevant theoretical models and methods to investigate and analyse Christianity's complex interactions and negotiations with different religious and socio-cultural contexts

General Competence:

The Candidate

- can formulate and undertake research projects in Missiology and World Christianity
- can contribute to development of missiological thinking in context
- can discuss and communicate questions and problems in the fields of Missiology and World Christianity, both with specialists and the general public

Work and Teaching Methods

- Self-study
- Seminars
- Tutorials

Compulsory Activities

- Approved topic/research question for the exam essay, within a deadline set by the tutor
- Present and discuss relevant texts from the reading list and/or drafts of the exam essay in interdisciplinary seminars during the course

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Exam essay, 5000 words (+/- 10 %)	One semester	A-F	49/100
Oral exam	30 minutes	A-F	51/100

Additional Information about Assessment:

The oral exam can be related both to the exam essay or to other parts of the reading list.

Other

Primary to submission, the student will receive feedback on the exam essay twice: first, in connection with approval of the topic/research question; and second, in connection with one seminar.

Reading List

Books

Farhadian, Charles E., ed. *Introducing World Christianity*. Chichester: Wiley-Blackwell, 2012. 280p.

Skreslet, Stanley H. *Comprehending Mission: The Questions, Methods, Themes, Problems, and Prospects of Missiology*. American Society of Missiology Series. Vol. 49, Maryknoll, NY: Orbis Books, 2012. 240p.

Chapters and articles

Adogame, Afe. *The African Christian Diaspora: New Currents and Emerging Trends in World Christianity*. London: Bloomsbury, 2013, p. 169-189. 21p.

Cabrita, Joel, and David Maxwell. "Introduction: Relocating World Christianity." In *Relocating World Christianity : Interdisciplinary Studies in Universal and Local Expressions of the Christian Faith*, edited by Joel Cabrita, David Maxwell and Emma Wild-Wood. Theology and Mission in World Christianity, 1-43. Leiden: Brill, 2017. 43p.

Clarke, Sathianathan. "World Christianity and Postcolonial Mission: A Path Forward for the Twenty-First Century." *Theology Today* 71, no. 2 (2014): 192-206. 15p.

Haug, Kari Storstein. "Migration in Missiological Research." *International Review of Mission* 107, no. 1 (2018): 279-93. 15p.

Phan, Peter C. "Teaching Missiology in and for World Christianity: Content and Method." *International Bulletin of Missionary Research* 42, no. 4 (2018): 358-69. 12p.

Wild-Wood, Emma. "Relocating Unity and Theology in the Study of World Christianity." In *Relocating World Christianity : Interdisciplinary Studies in Universal and Local Expressions of the Christian Faith*, edited by Joel Cabrita, David Maxwell and Emma Wild-Wood. Theology and Mission in World Christianity, 324-42. Leiden: Brill, 2017. 19p.

Selection of 50 pages from the following or equivalent literature

Cabrita, Joel, David Maxwell, and Emma Wild-Wood, eds. *Relocating World Christianity : Interdisciplinary Studies in Universal and Local Expressions of the Christian Faith* Vol. 7, Theology and Mission in World Christianity. Leiden: Brill, 2017.

Kim, Sebastian C.H. , and Kirsteen Kim. *Christianity as a World Religion: An Introduction*. 2 ed. London: Bloomsbury, 2016.

Stanley, Brian. *Christianity in the Twentieth Century: A World History*. Princeton, NJ: Princeton University Press, 2018.

Total number of pages: 695

Feminist readings of the Bible

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5160	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	
Available as Single Course: Yes	Semester: Autumn/Spring	Student Workload
Type of Course: Optional Course	Compulsory Attendance: No	Scope of Tuition: 20 hours
Cycle: Second Cycle (Master)		Scope of Self-Study Activities: 250 hours
Year of Study		Total workload: 270 hours
Full Time: Second year		
Part Time: Not set		
Prerequisites: Completed first cycle, Bachelor of Theology		

Course Content

The course focuses on feminist readings of the Bible, looking at both hermeneutical and exegetical questions. Feminist readings emphasize questions of gender in relation to texts and interpretation. The course looks at the roots, rise, development and criticism of feminist hermeneutics within biblical studies and explores the works of some of its main contributors. It looks both at theoretical foundations as well as examples of feminist readings of biblical texts.

Main Subjects:

- The historical development of feminist hermeneutics within biblical studies
- Theoretical foundations and main contributors
- Feminist readings of a sample of biblical texts

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced knowledge of the historical development of feminist hermeneutics within biblical studies
- has broad knowledge of the main contributors to feminist hermeneutics within biblical studies
- has extensive knowledge of selected feminist readings of biblical texts

Skills:

The Candidate

- can critically discuss and compare different feminist approaches and interpretations within biblical studies
- can analyze feminist readings of biblical texts
- can use relevant feminist approaches independently in own reading of biblical texts

General Competence:

The Candidate

- can analyse relevant ethical questions pertaining to feminist hermeneutics
- can impart knowledge of feminist criticism to different levels related to academic, church oriented and social contexts, including own local context
- can discuss hermeneutical and exegetical problems from a feminist perspective both with specialists and non-specialists
- can use the obtained knowledge and skills to solve advanced questions where feminist hermeneutics is relevant
- can contribute to the development of biblical scholarship as an academic subject

Work and Teaching Methods

- Self study
- Seminars
- Tutorials

Compulsory Activities

- Approved topic/research question for the exam essay, within a deadline set by the tutor
- Present and discuss relevant texts from the reading list and/or drafts of the exam essay in interdisciplinary seminars during the course

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Exam essay, 5000 words (+/- 10 %)	One semester	A-F	49/100
Oral exam	30 minutes	A-F	51/100

Additional Information about Assessment:

The oral exam can be related both to the exam essay or to other parts of the reading list.

Other

Primary to submission, the student will receive feedback on the exam essay twice: first, in connection with approval of the topic/research question; and second, in connection with one seminar.

Reading List

Biblical texts:

Gen 2:4-3:24; Hos 1-3; Prov 31:10-31; Luke 7:36-8:3; Gal 3:26-28; 1 Tim 2:8-3:15.

Literature:

Bach, Alice (ed.). *Women in the Hebrew Bible: A Reader*. New York: Routledge, 1999. Pages 3-73 (The Social World of Women in Ancient Israel) (70 pages).

Bridgeman, Valeri and Kirk-Duggan, Cheryl. *Hosea*. Wisdom Commentary. Collegeville, MA: Liturgical Press, forthcoming. Pages filled in when published (ca. 30 pages).

Huizenga, Annette Bourland. *1-2 Timothy, Titus*. Wisdom Commentary. Collegeville, MA: Liturgical Press, 2016. Pages 10-41 (31 pages).

Masenya, Madipoane (Ngwana' Mphehlele). *How Worthy is the Woman of Worth? Rereading Proverbs 31:10-31 in African-South Africa*. Bible & Theology in Africa. New York: Peter Lang, 2005. Pages 46-66; 88-165 (97 pages).

Punt, Jeremy. «Power and Liminality, Sex and Gender, and Gal 3:28: A Postcolonial, Queer Reading of an Influential Text.» *Neotestamentica* 44 (2010), pages 140-166 (26 pages).

Reid, Barbara E., «'Do You See This Woman?': A Liberative Look at Luke 7:36-50 and Strategies for Reading Other Lukan Stories Against the Grain.» In *A Feminist Companion to Luke*, Amy-Jill Levine with Marianne Blickenstaff (eds.). New York: Sheffield Academic Press, 2002. Pages 106-120 (14 pages).

Schüssler Fiorenza, Elisabeth (ed.), *Feminist Biblical Studies in the Twentieth Century: Scholarship and Movement*. Atlanta: Society of Biblical Studies, 2014. Pages 1-85; 105-119; 217-306 (191 pages).

Schüssler Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. Second ed. New York: SCM Press, 1994 (1983). Pages 105-235 (130 pages).

Trible, Phyllis. *God and the Rhetoric of Sexuality*. Philadelphia: Fortress Press, 1978. Pages 72-143 (71 pages).

Total: 660 pages.

Hebrew 3

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5170 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites: Completed Biblical Hebrew 1 and 2, or corresponding exams in other institutions.	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 20 hours Scope of Self-Study Activities: 250 hours Total Workload: 270 hours

Course Content

The course prepares for exegetical Master's and PhD research through a strengthening of the reading and analyzing capacity of the student, including textual criticism. The textual material that is selected reflects typical examples of narratives and poetry/prophesy. In addition some illustrative examples of classical, extrabiblical Hebrew texts are read.

Main Subjects:

- Examples of Biblical Hebrew narratives and poetry/prophesy
- Examples of classical, extrabiblical Hebrew
- Biblical Hebrew grammar, focusing on phonology, morphology and syntax
- Textual criticism of the Hebrew Bible

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- has a specialized comprehension of phonological, morphological and syntactical characteristics of Biblical Hebrew texts
- has a specialized comprehension of textual criticism of the Hebrew Bible
- has an intermediate understanding of some selected examples of classical, extrabiblical Hebrew texts

Skills:

The Candidate

- has a specialized ability of reading, analyzing and discussing selected Biblical Hebrew texts from the corpus of narratives and poetry/prophesy, in dialogue with current scholarly discourses
- has a specialized ability of discussing textual critical challenges in selected Biblical Hebrew texts from the corpus of narratives and poetry/prophesy, and in dialogue with current scholarly discourses

- is able to read some selected examples of classical, extrabiblical Hebrew texts

General Competence:

The Candidate

- has a specialized understanding of Biblical Hebrew grammar and grammatical discourses based on selected texts
- is able to use this understanding in analyzing other Biblical Hebrew texts as well as extrabiblical Hebrew texts
- is able to discuss challenging theoretical and practical problems of the grammar of the texts with other specialists in the same field

Work and Teaching Methods

- Self-study
- Tutorials

Compulsory Activities

- None

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30 minutes	A-F	100/100

Reading List

Books:

van der Merwe, C.H.J. & al.: *Biblical Hebrew Reference Grammar*. London: Bloomsbury, 2017. (350 p.)

Würthwein, E.: *The Text of the Old Testament: An Introduction to the Biblia Hebraica*. 3. ed., revised and expanded by A.A. Fischer. Grand Rapids: Eerdmans, 2017. (230 p.)

In total: 580 p.

Hebrew texts:

- From BHS/BHQ: 1 Samuel 1-3, Amos 1-3.
- Extrabiblical texts: Mesha inscription, Lachish ostraca (letter no. 3), Mishna: Pirke Aboth, ch. 1

Textual sources for the extrabiblical texts:

Mesha and Lachish texts: Renz, J.: *Die althebräischen Inschriften. Teil 1: Text und Kommentar*. Darmstadt: Wissenschaftliche Buchgesellschaft, 1995 (Renz, J. & W. Röllig: *Handbuch der althebräischen Epigraphik, Band I*).

Mishna text: Travers Herford, R.: *Pirke Aboth, the Ethics of the Talmud: Sayings of the Fathers: Text, Complete Translation and Commentaries*. New York: Chocken Books, 1962.

Intercultural Bible reading in small group fellowships as a resource for diaconal and pastoral ministry

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5180 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology Open for Master students in Diaconia and Theology	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: Yes	Professional Training: No Student Workload Scope of Tuition: 20 hours Scope of Self-Study Activities: 250 hours Total Workload: 270 hours

Course Content

Churches often focus on establishing small group fellowships, as additional and more intimate venues compared to the public Sunday services. The purpose of the small groups vary significantly, from studying Bible or faith to discussing personal challenges or sharing experiences of sorrow and grief. This course will present a model that uses intercultural reading of the Bible as an means of voicing and verbalizing the experiences and concerns of a small group. The model may serve as another tool in the toolbox of deacons and pastors for using small groups actively and with a transformative aim in their ministry.

Main Subjects:

- The role of small group fellowships in church ministry
- Theoretical perspectives on intercultural Bible reading
- The transformative potential of intercultural Bible reading
- Trying out a model of intercultural Bible reading in practice

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has specialized knowledge about theoretical and practical aspects of using intercultural Bible reading in small group fellowships as a resource for diaconal and pastoral ministry
- has critical awareness of the challenges and pitfalls of using intercultural Bible reading in such groups

Skills:

The Candidate

- is able to organize groups using intercultural Bible reading in small group fellowships as a resource for diaconal and pastoral ministry
- is able to interpret the experiences of such groups, to solve problems, and to create new understanding based on experiences and relevant theoretical discourses

General Competence:

The Candidate

- can analyze relevant professional and research ethical questions related to use of small group fellowships in church ministry
- is able to transfer the skills and knowledge of this field of small group fellowships in church ministry to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods

- Self-study
- Seminars
- Tutorials
- Supervision of a small-scale project of intercultural Bible reading

Compulsory Activities

- Do a small-scale project – approved and supervised by the tutor – on intercultural Bible reading, and analyze this project in light of relevant secondary literature in an essay of 2.000 words (+/- 10%)
- Present and discuss relevant texts from the reading list in interdisciplinary seminars during the course

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30 minutes	A-F	100/100

Additional Information about Assessment:

Reading List

Galloway, Dale E.: *The Small Group Book: The Practical Guide for Nurturing Christians and Building Churches*. Grand Rapids: Fleming H. Revell, 1995. (157 pp.)

Wit, Hans de & Janet Dyk (eds.): *Bible and Transformation: The Promise of Intercultural Bible Reading*. Atlanta: Society of Biblical Literature, 2015: pp. 1-257, 355-368 (271 pp.)

Wolverton, Taggart E.: *An Intimate Revelation: Intercultural Bible Reading with Adolescents*. New York: Peter Lang, 2020: 1-200 (200 pp.)

In total: 628 pp.

Practical Theology. Liturgics and homiletics

Facts about the Course

Course Code: MATRS5190
Number of ECTS: 10
Available as Single Course: Yes
Type of Course: Optional Course

Cycle: Second Cycle (Master)

Year of Study
Full Time: Second year
Part Time: Not set

Prerequisites: Completed first cycle, Bachelor of Theology

Tuition

Language of Instruction: English
Campus: Stavanger
Semester: Spring
Compulsory Attendance: No

Professional Training

Professional Training: No

Student Workload

Scope of Tuition:
12 hours
Scope of Self-Study Activities:
258 hours
Total workload:
270 hours

Course Content

The course introduces the student to present-day practical theology as an academic discipline and as research subject. The student is introduced to the history of homiletics and representative methods in homiletics. In liturgics, the student is introduced to representative accounts of contemporary liturgical theology and theories of contextualizing Christian Worship.

Main Subjects:

- Practical Theology
- Homiletics
- Liturgics

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has specialized understanding of the task of practical theology and current contributions to the discipline
- has broad overview of central parts of the history of homiletics and important trends in homiletics
- has in depth knowledge of the liturgical movement, of different understandings of the relationship between liturgy and theology, and of contemporary approaches in liturgics

Skills:

The Candidate

- is able to critically formulate and analyse practical and theoretical problems within the field of Practical Theology and has thorough knowledge of how qualitative methods are applied, in accordance with appropriate norms for research ethics
- can identify and critically analyze representative methods in homiletics and use different methods for constructing and assessing sermons

- can analyze liturgies and liturgical practices in light of contemporary approaches within the field of Liturgics and critically contextualize Christian worship

General Competence:

The Candidate

- can analyse practical theological issues relevant for his or her future professional work
- can present homiletical and liturgical knowledge in different contexts in church and society
- can work independently and contribute to the current debate on practical theological issues

Work and Teaching Methods

- Self-study
- Seminars
- Tutorials

Compulsory Activities

- Approved topic/research question for the exam essay, within a deadline set by the tutor
- Present and discuss relevant texts from the reading list and/or drafts of the exam essay in interdisciplinary seminars during the course

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Exam essay 5000 words (+/- 10 %)	One semester	A-F	49/100
Oral exam	30 minutes	A-F	51/100

Additional Information about Assessment:

The oral exam can be related both to the exam essay or to other parts of the reading list.

Other

Primary to submission, the student will receive feedback on the exam essay twice: first, in connection with approval of the topic/research question; and second, in connection with one seminar.

Reading List

Practical theology

Root, A. *Christopraxis. A Practical Theology of the Cross*. Minneapolis: Fortress Press, 2014, 3-34, 87-115, 189-241 (111 p)

Swinton, J. and H. Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2016, xi-94 (98 p)

Homiletics

Eslinger, R. L. *The Web of Preaching: New Options in Homiletic Method*. Nashville, Tenn.: Abingdon Press., 2002, 11-52, 151-197 (89 p)

Wilson, P. S. *A Concise History of Preaching*. Nashville, Tenn.: Abingdon Press. 1992, 17-66, 87-183 (147 p)

Liturgics

Book:

Fenwick, John and Bryan Spinks. *Worship in Transition. The Liturgical Movement in the Twentieth Century*. New York: Continuum, 1995, 1-21, 105-134, 157-174 (80)

Compendium:

Aune, Michael B. "Liturgy and Theology: Rethinking the Relationship. Part I – Setting the Stage." *Worship* 81, no 1, 2007, 46-68 (22 p)

Aune, Michael B. "Liturgy and Theology: Rethinking the Relationship. Part II – A Different Starting Place." *Worship* 81, no. 2, 2007, 141-169 (28 p)

Burns, Stephen. "A Fragile Future for the *Ordo*?" in *Worship and culture. Foreign Country or Homeland?* Wilkey, Glauca Vasconcelos, ed: Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014, 143-161 (18 p)

Crichton, J. D. "A Theology of Worship" in Jones, Cheslyn, Geoffrey Wainwright, Edward Yarnold SJ and Paul Bradshaw, eds. *The Study of Liturgy. Revised edition*. London/New York, SPCK/Oxford University Press, 1992, 3-31 (29 p)

Hjelm, Norman A. "From the Past to the Future: The LWF Study Series on Worship and Culture as Vision and Mission" in *Worship and culture. Foreign Country or Homeland?* Wilkey, Glauca Vasconcelos (ed): Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014, 3-9 (7 p)

Lathrop, Gordon W. "Every Foreign Country a Homeland, Every Homeland a Foreign Country: On Worship and Culture." in *Worship and culture. Foreign Country or Homeland?* Wilkey, Glauca Vasconcelos, ed: Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014, 10-27 (17 p)

Lutheran World Federation, 1996 "The Nairobi Statement on Worship and Culture" in *Worship and culture. Foreign Country or Homeland?* Wilkey, Glauca Vasconcelos (ed): Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014, (3 p)

Norén, Carol M. "The Word of God in Worship: Preaching in Relationship to Liturgy" in Jones, Cheslyn, Geoffrey Wainwright, Edward Yarnold SJ and Paul Bradshaw, eds. *The Study of Liturgy. Revised edition*. London/New York, SPCK/Oxford University Press, 1992, 31-51 (21 p)

Searle, Mark. "Ritual" in Jones, Cheslyn, Geoffrey Wainwright, Edward Yarnold SJ and Paul Bradshaw, eds. *The Study of Liturgy. Revised edition*. London/New York, SPCK/Oxford University Press, 1992, 51-58 (8 p)

Spinks, Bryan. "From Liturgical Theology to Liturgical Theologies. Schmemmann's Legacy in Western Churches." *St Vladimir's Theological Quarterly* 53, no. 2-3 (2009): 231-49 (20 p).

Stauffer, Anita S. "Christian Worship: Toward Localization and Globalization" in *Worship and culture. Foreign Country or Homeland?* Wilkey, Glauca Vasconcelos (ed): Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2014, 35-42 (8 p)

Total: 692 pages

Course descriptions for specialization in religious studies, second and third semester

Religion and migration

Religion og migrasjon

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5210	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	
Available as Single Course: Yes	Semester: Autumn	
Type of Course: Compulsory Course	Compulsory Attendance: No	Student Workload
Cycle: Second Cycle (Master)		Scope of Tuition: 24 hours
Year of Study		Scope of Self-Study Activities: 246 hours
Full Time: First year		Total Workload: 270 hours
Part Time: Not set		
Prerequisites: Completed first cycle (Bachelor) of theology.		

Course Content

Recent migration has created plural societies where ethnicity, language and religion have become markers of identity that influence coexistence in neighbourhoods, workplaces, schools and in civil society at large. This development also relates to questions of globalization, in particular to the role transnational communities play in local community development. This course pays particular attention to the role that migrant religious communities play in this process. What role does religion play in the everyday life of the migrant? Do religious migrant communities promote integration into the host society or do they strengthen cultural and ethnic boundaries? The course also focuses on the development of national and transnational networks in and between migrant communities.

Main Subjects:

- Theoretical approaches towards migration and religion
- Migration, religion and identity
- Christian, Muslim and Buddhist migrant communities
- Religion as a resource in community development
- Migrant religion as public religion
- Transnational, transcultural and translocal approaches in religious studies
- Religion as resource for intercultural understanding and coexistence

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced knowledge within the field of religion and migration, with particular attention to theories of globalization and religious change
- has a deep understanding of ethical, theoretical and methodological questions related to the study of minority groups
- has advanced knowledge of possible outcomes of religious encounters, both in terms of conflicts and coexistence

Skills:

The Candidate

- can analyze and relate critically to different sources of information within the field of religion and migration,
- can analyze existing theories, methods and interpretations within the field of religion and migration and work independently with practical and theoretical solutions,
- is able to do an independent research project in the field of religion and migration, under supervision and in accordance with current research ethical conventions.

General Competence:

The Candidate

- can analyze relevant professional and research ethical questions related studies of minority communities,
- is able to transfer the knowledge and skills of the field of religion and migration to new professional areas and research fields,
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field of religion and migration.

Work and Teaching Methods

- Lectures, seminars

Compulsory Activities

- Participate in visits to migrant congregations.
- Digital story or newspaper chronicle

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Home exam 4000 +/- 10 %	3 days	A-F	100/100

Curriculum

Books

- Levitt, Peggy. 2007. *God Needs No Passport*. New York: New Press. (270 s.)
- Saunders, Jennifer, Elena Fiddian-Qasmiyeh og Susanna Snyder (red.). 2016. *Intersections of Religion and Migration: Issues at the Global Crossroads*. Religion and Global Migrations 1st ed. New York: Palgrave MacMillan. (310 s.)

Compendium

- Adogame, Afe. 2010. "Transnational Migration and Pentecostalism in Europe." *PentecoStudies* 9, 1: 56-73. (18 s.)
- Carling, Jørgen, Marta Bivand Erdal and Rojan Ezzati. 2014. "Beyond the Insider–Outsider Divide in Migration Research." *Migration Studies* 2, 1: 36-54. (18 s.)
- Castles, Stephen, Hein de Haas og Mark J. Miller. 2014. *The Age of Migration: International Population Movements in the Modern World*. 5th edition. Palgrave MacMillan: 25-82. (57 s.)
- Drønen, Tomas Sundnes. 2017. "Christian Migrant Communities: Transnational, Transcultural, and Translocal Discourses of Change." *Methods and Theory in the Study of Religion*. (16 s.)
- Fredricks, Martha. 2016. "Religion, Migration and Identity." In *Religion, Migration and Identity: Methodological and Theological Exploration*, red. Martha Fredricks og Dorottya Nagy. Theology and Mission in World Christianity. Leiden: Brill: 9-29. (20 s.)
- Furseth, Inger. 2008. "Social Capital and Immigrant Religion". *Nordic Journal of Religion and Society* 21, 2: 147–164. (17 s.)
- Hock, Klaus. 2011. "Discourses on Migration as Migratory Discourses: Diasporic Identities and the Quest of Analytical Categories." *African Christian Presence in the West*, red. Frieder Ludwig og J. Kwabena Asamoah-Gyadu. Trenton, NJ: Africa World Press: 55-67. (12 s.)
- Plüss, Caroline. 2011. "Migration and the Globalization of Religion." I *The Oxford Handbook of the Sociology of Religion*, red. Peter B. Clarke. Oxford: Oxford University Press: 491-506 (14 s.)
- Wong, Diana. 2014. "Time, Generation and Context in Narratives of Migrant and Religious Journeys". *Global Networks* 14, 3: 306–325. (19 s.)

In total: 771 p.

Religion and global issues

Religion og globale emner

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5220	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	Length of Professional Training: 0 hours/weeks
Available as Single Course: Yes	Semester: Spring	Student Workload
Type of Course: Compulsory Course	Compulsory Attendance: No	Scope of Tuition: 24 hours
Cycle: Second Cycle (Master)		Scope of Self-Study Activities: 246 hours
Year of Study		Total Workload: 270 hours
Full Time: First year		
Part Time: Not set		
Prerequisites: Completed first cycle (Bachelor).		

Course Content

The course integrates perspectives from the disciplines of Science of Religion and Sociology of Religion as it deals with social, global and ethical aspects of religion and spirituality and the roles they play in modernity. The course introduces and discusses general concepts, principles and structures of the field Religion and Global issues in a modern medialized context.

Main Subjects

- Theoretical approaches towards religion in society
- Religion, globalization and change
- Diaspora communities and hybrid identities
- Spirituality, meaning and dialogue in a medialized context
- The role of Human Rights perspectives on religious issues
- Religion and gender

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge

After having completed the course, the candidate

- has thorough knowledge of some specific theories about religion in society

- has advanced knowledge of how and why religion is transformed through globalization and medialization
- has thorough knowledge of how the Human Rights (1948) has influenced our thinking of religious freedom and choice
- has thorough knowledge of how and why gender roles change in transnational communities

Skills

After having completed the course, the candidate

- is able to analyze and discuss the relevance of religion and theories about religion with regard to global issues
- is able to discuss critically the role of religion in the process of developing sustainable identities and communities
- is able to develop attitudes of respect, tolerance and dialogue towards different religious and cultural expressions in society and in the media
- is able to write a popular essay about religion, diaspora communities and globalization with examples from his/her home culture

General Competence

The Candidate

- can analyze relevant professional and research ethical questions related to studies of diaspora communities
- is able to transfer the knowledge and skills from the field of religion and globalization to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges in the field of religion and globalization

Work and Teaching Methods

- Lectures
- Seminars
- Group discussions

Compulsory Activities

- Two academic essays of 1000 words (+/- 10%) on topics provided by the lecturer. Each student will have to present both essays to the rest of the group for discussion, and has to be respondent at two essays written by other students. Students who do not present their essays in the seminar will have to write three essays of 2000 words (+/- 10%). All essays will be evaluated with the grades passed/failed by the lecturer.

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Home exam 4000 words +/- 10 %	3 days	A-F	100/100

Curriculum

Books

Beyer, Peter and Lori Beaman (eds.) *Religion, Globalization and Culture*, 1-144. Leiden: Brill, 2007. (144 p.)

Knott, Kim and Seán McLoughlin (eds.). *Diasporas. Concepts, Intersections, Identities*, 1-171. London and New York: Zed Books, 2010. Plus 50 pages in the third part according to field of interest. (230 p.)

Turner, Bryan S. *Religion and Modern Society. Citizenship, Secularisation and the State*, viii–xxvii; 3–297. Cambridge: Cambridge University Press, 2011. (315 p.)

Compendium

Barber, Benjamin. "Jihad vs. McWorld." In *The Globalization Reader 3 ed.*, ed. Lechner and Boli, 32-38. Oxford: Blackwell, 2008. (7 p.)

Gräb, Wilhelm and Lars Charbonnier. *Religion and Human Rights : Global Challenges From Intercultural Perspectives*, chapters 1-4. Berlin: De Gruyter, 2015. (22 p.)

Moon, Dawne. 2013. Difficult Dialogues: The Technologies and Limits of Reconciliation. In *Religion on the Edge: De-Centering and Re-Centering the Sociology of Religion*. Ed. by C. Bender, W. Cadge, P. Levitt, and D. Smilde. Oxford/New York: Oxford University Press, 179–199. (21 p.)

Woodhead, Linda. «Five concepts of religion», *International Review of Sociology*, vol. 21, no. 1, 2011, 121-143. (23 p.)

In total: 762 p.

Christian-Muslim Relations in Africa and the Middle East

Forholdet mellom kristne og muslimer i Afrika og Midtøsten

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5230	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	
Available as Single Course: Yes	Semester: Spring	
Type of Course: Compulsory Course	Compulsory Attendance: No	
Cycle: Second Cycle (Master)		
Year of Study		
Full Time: First year		
Part Time: Not set		
Prerequisites: Completed first cycle (Bachelor).		

Student Workload

Scope of Tuition:
24 hours
Scope of Self-Study Activities:
246 hours
Total Workload:
270 hours

Course Content

In little more than a century, the religious landscape of Africa and the Middle East has changed dramatically. As of 1900, both Muslims and Christians were relatively small minorities in sub-Saharan Africa, and vibrant Christian communities existed in the Middle East. Mission activities and religious revivals the following century have made the two world religions compete over access to resources and political and religious supremacy. This course will investigate current developments within and between the two world religions, and highlight both tendencies of radicalization and initiatives towards peaceful coexistence.

Main Subjects:

- The historical development of selected Christian and Muslim communities in Africa and the Middle East
- Current developments in Cameroon, Nigeria, Egypt and Turkey
- Religious radicalization
- Initiatives for peaceful coexistence
- Interreligious dialogue

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced knowledge of the historical development of selected Christian and Muslim communities in Africa and the Middle East
- has a deep understanding of ethical, theoretical and methodological questions related to the study of religious groups and in particular religious minorities
- has advanced knowledge of possible outcomes of religious encounters, both in terms of conflicts and coexistence

- has advanced knowledge of theories related to interreligious dialogue

Skills:

The Candidate

- can analyze and relate critically to different sources of information within the field of religious conflicts and religious coexistence
- can analyze existing theories and interpretations within the field of interreligious relations and work independently and in groups with theoretical and practical approaches towards interreligious dialogue
- is able to carry out an independent research project within the field of Christian-Muslim relations under supervision and in accordance with current research ethical conventions

General Competence:

The Candidate

- can analyze relevant professional and research ethical questions related studies of religious communities
- is able to transfer the knowledge and skills from the field of religious dialogue to other professional areas and research fields
- is able to engage in interreligious dialogue both with a theoretical and with a practical approach

Work and Teaching Methods

- Lectures
- Seminars
- Discussion groups

Compulsory Activities

- Participate in discussion groups
- Digital story or newspaper chronicle
- One academic essay of 1500 words (+/- 10%) on a topic provided by the lecturer

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Home exam 4000 words +/- 10 %	3 days	A-F	100/100

Curriculum

Books

Abu-Nimer, Mohammed, Amal I. Khoury, and Emily Welty (2007). *Unity in Diversity: Interfaith Dialogue in the Middle East*, 3-178, 207-232. Washington DC: United State Institute of Peace Press. (200 p.)

Drønen, Tomas Sundnes (2013). Pentecostalism, Globalisation, and Islam in Northern Cameroon, chapters 1, 2, 3, 8. Leiden: Brill. (107 p.)

Vaughan, Olufemi (2016). Religion and the making of Nigeria, p. 1-198. Duke University Press (198 p.)

Compendium

Kadayifci-Orellana, S. Ayse. (2013). Inter-Religious Dialogue and Peacebuilding, *The Wiley-Blackwell Companion to Inter-Religious Dialogue*, First Edition. Ed. by Catherine Cornille. Malden/Oxford: John Wiley & Sons, Ltd. 149–167. (19 p.)

Albera, Dionigi and Benoît Fliche. 2012. Muslim Devotional Practices in Christian Shrines: The Case of Istanbul, *Sharing Sacred Spaces in the Mediterranean. Christians, Muslims, and Jews at Shrines and Sanctuaries*. Ed. by D. Albera and M. Couroucli. Bloomington and Indianapolis: Indiana University Press, 94–117. (24 p.)

Baskan, Filiz, Religious versus Secular Groups in the Age of Globalisation in Turkey, *Totalitarian Movements and Political Religions*, Vol. 11, No. 2, 167–183, June 2010. (17 p.)

Bruinessen, Martin van. (2005). Religious practices in the Turco-Iranian world: continuity and change. [French translation published as: "Les pratiques religieuses dans le monde turco-iranien: changements et continuités", *Cahiers d'Études sur la Méditerranée Orientale et le Monde Turco-Iranien*, no. 39–40, 101–121.] (21 p.)

Drønen, Tomas Sundnes (1998). Islam and Ethnicity in Northern Cameroon, *Swedish Missiological Themes*, vol. 86, 1/1998: 45-68. (23 p.)

Hock, Klaus. (2003) Christian-Muslim relations in the African context, *International Journal for the Study of the Christian Church*, 3:2, 36–57. (22 p.)

Loimaier, Roman. (2012). Boko Haram: The Development of a Religious Militant Movement in Nigeria, *Africa Spectrum*. 47, 2–3, 137–155. (19 p.)

Peterson, Jennifer. (2008). Remixing Songs, Remaking MULIDS: The Merging Spaces of Dance Music and Saint Festivals in Egypt, *Dimensions of Locality: Muslim Saints, their Place and Space*. Ed. by G. Stauth and S. Schielke. Bielefeld: Transcript Verlag, 67–88. (22 p.)

Pratt, Douglas. (2009). The World Council of Churches in Dialogue with Muslims: Retrospect and Prospect, *Islam and Christian-Muslim Relations*, 20:1, 21–42. (22 p.)

Prinz VDMF, Julia D.E. (2004). The relationship between the inner and outer dimensions in Islam as a foundation for inter-religious dialogue, *Islam and Christian-Muslim Relations*, 15:2, 171–184. (14 p.)

Schielke, Samuli. (2008). Policing Ambiguity: Muslim Saints-Day Festivals and the Moral Geography of Public Space in Egypt, *American Ethnologist*, Vol. 35, No. 4, 539–552. (14 p.)

Schielke, Samuli. (2012). Capitalist Ethics and the Spirit of Islamization in Egypt, *Ordinary Lives and Grand Schemes: An Anthropology of Everyday Religion*.

Ed. by S. Schielke and L. Debevec. New York/Oxford: Berghahn Books, 131-145.
(15 p.)

Sirry, Mun'im A. (2005). Early Muslim-Christian dialogue: a closer look at major themes of the theological encounter, *Islam and Christian-Muslim Relations*, 16:4, 361-376. (16 p.)

Swidler, Leonard. (2013). The History of Inter-Religious Dialogue, *The Wiley-Blackwell Companion to Inter-Religious Dialogue*, First Edition. Ed. by Catherine Cornille. Malden/Oxford: John Wiley & Sons, Ltd. 3-19.
(17 p.)

In total: 770 p.

Reception of the Old Testament in postcolonial Africa, Asia and Latin America

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5120 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Optional Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites: Completed first cycle, Bachelor of Theology	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 24 hours Scope of Self-Study Activities: 240 hours Total Workload: 270 hours

Course Content

Over the last century, the gravity point of Christianity moved from the North Atlantic to the Global South. This has important consequences for theology and biblical studies as academic disciplines, as their dialogue partners are not any longer western history and philosophy only, but also experiences and concerns of the Global South. This course introduces the student to key characteristics and illustrative examples in biblical – and in particular Old Testament – interpretation in Africa, Asia and Latin America, after the 1960s. In terms of theory, postcolonial concerns as well as other typical hermeneutical approaches (liberation, inculturation, reconstruction) are emphasized.

Main Subjects:

- The new, post-Western context of academic theology and biblical studies.
- Key characteristics and illustrative examples of Old Testament interpretation in the Global South.
- Critical discussion of the concerns of postcolonial biblical interpretation as well as other typical hermeneutical approaches.

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- has advanced knowledge about central lines in biblical – and in particular Old Testament – interpretation in Africa, Asia and Latin America, after the 1960s
- has specialized knowledge of examples of such interpretation, in relation to various textual genres and cultural contexts
- has specialized knowledge of the theoretical background and characteristics of postcolonial biblical interpretation

Skills:

The candidate

- is able to use knowledge about biblical interpretation in Africa, Asia and Latin America in theological, pastoral and educational reflection
- is able to reflect theologically in relation to the experiences and concerns of postcolonial biblical interpretation

General Competence:

The candidate

- can analyze relevant professional and research ethical questions
- is able to transfer the knowledge and skills of this field to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods

- Lectures
- Seminars
- Individual reading

Compulsory Activities

- An essay of 3500 words (+/- 10%) on a topic chosen by the student and accepted by the professor.
- Present and discuss relevant texts from the reading list in interdisciplinary seminars during the course.
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be completed before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30 minutes	A-F	100/100

Other

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

Books:

Havea, Jione & Peter H.W. Lau (eds.): *Reading Ruth in Asia*. Atlanta: Society of Biblical Literature, 2015 (125 p.). Full text: https://www.sbl-site.org/assets/pdfs/pubs/9780884141006_OA.pdf (downloaded 2019-01-28).

Holter, Knut & Louis C. Jonker (eds.): *Global Hermeneutics? Reflections and Consequences*. Atlanta: Society of Biblical Literature, 2010 (93 p.). Full text: <https://www.sbl-site.org/assets/pdfs/pubs/IVBS-jonker2010.PDF> (downloaded 2018-02-28)

Holter, Knut: *Contextualized Old Testament Scholarship in Africa*. Nairobi: Acton, 2008 (115 p.).

Kinukawa, Hisako: *Migration and Diaspora: Exegetical Voices of Women in Northeast Asian Countries*. Atlanta: Society of Biblical Literature, 2014 (70 p.). Full text: https://www.sbl-site.org/assets/pdfs/pubs/9781628370096OA_full.pdf. (downloaded 2019-01-28)

Levison, John R. & Priscilla Pope-Levison (eds.): *Return to Babel: Global Perspectives on the Bible*. Louisville: Westminster John Knox Press, 1999, p. 1-113. (113 p.)

Segovia, Fernando: *Decolonizing Biblical Studies: A View From the Margins*. Maryknoll: Orbis, 2000. (177 p.).

Articles:

Masenya, Madipoane: "Female and royal humanity? One African woman's meditation on Psalm 8," *Old Testament Essays* 27 (2014) 489-501. (13 p.) Full text: <http://www.scielo.org.za/pdf/ote/v27n2/10.pdf> (downloaded 2019-01-28)

Ramantswana, Hulisani: "Not free while nature remains colonised: Decolonial reading of Isaiah 11:6-9," *Old Testament Essays* 28 (2015) 807-831. (25 p.) Full text: <http://www.scielo.org.za/pdf/ote/v28n3/14.pdf> (downloaded 2019-01-28)

In total: 731 p.

History of theology from 1600 until the present

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5130	Language of Instruction: English and Norwegian	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	Student Workload
Available as Single Course: Yes	Semester: Spring	
Type of Course: Optional Course	Compulsory Attendance: No	Scope of Tuition: 24 hours
Cycle: Second Cycle (Master)		Scope of Self-Study Activities: 246 hours
Year of Study		Total Workload: 270 hours
Full Time: Second year		
Part Time: Not set		
Prerequisites: Completed first cycle, Bachelor of Theology		

Course Content

This course will provide deeper insight into and understanding of the development of theology in the West over the last 400 years. Special focus will be on how a representative selection of theological thinkers developed their theological systems in the meeting between tradition and contemporary times.

Main Subjects:

- Theological periodisation of the last 400 years
- Detailed study of representative theological thinkers/schools
- Relation between theology, philosophy and science

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has advanced insight in the historical process of theology development in the West in premodern and modern times
- has specialised knowledge about dominating theologians and theological school-building in different periods from the beginning of the 17th century until present
- possesses advanced knowledge in methodological issues connected to the study of primary historical text material
- has the necessary competence to co-operate with scholarly peers on matters dealt with in this course

Skills:

The Candidate

- can develop and accomplish – under supervision – independent, limited research projects related to history of Western theology in the last 400 years
- can analyse historically and systematically different topics of pre-modern and moderns theology

- has teaching competence related to college- and high-school level and to basic levels of university studies in church history, history of theology, and relation between theology and society over the last 400 years.

General Competence:

The Candidate

- has advanced knowledge of the general history of the development of ideas, philosophy and theology in the last 400 years
- has specialised theoretical and methodological command of analysing the relation between the mentioned three elements
- is well acquainted with relevant ethical norms related to the exploration and publication of primary historical texts

Work and Teaching Methods

- Lectures
- Group work
- Individual presentation of limited topic given by the teacher

Compulsory Activities

- In plenary audience of fellow students an individual oral presentation of a research project related to history of theology and/or different topics of pre-modern and modern theology
- Participation in an interdisciplinary day focusing on topics relevant for church work in practice (profesjonsdag)

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Written school exam	4 hours	A-F	100/100

Other

The interdisciplinary day on church work in practice (profesjonsdag) is held in Norwegian. Students who do not understand Norwegian are dismissed.

Reading List

Grenz, Stanley J. and Olson, Roger E. *20th Century Theology: God & the World in a Transitional Age*, Downers Grove: Inter Varsity press, 1992 or later editions, (315 p.)
Twentieth-Century Lutheran Theologians. Mark C. Mattes ed., Refo500 Academic Studies 10, Göttingen: Vandenhoeck & Ruprecht, 2013: 7-16, 56-154, 223-269, 291-334. (196 p.)

Either:

McGrath, Alister E. (1998), *Historical Theology: An Introduction to the History of Christian Thought*, Oxford: Blackwell Publishing, 1998: 214-343. (129 p.)

Or:

Hägglund, Bengt. *Teologins historia: En dogmhistorisk översikt*, Göteborg: Församlingsförlaget, 2003: 274-404. (130 p.)

Selected primary texts in consultation with the teacher (50-70 p.)

In total: 840 p.

Feltarbeid

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5240	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	
Available as Single Course: Yes	Semester: Autumn	Student Workload
Type of Course: Optional Course	Compulsory Attendance: No	Scope of Tuition: 5 hours
Cycle: Second Cycle (Master)		Scope of Self-Study Activities: 265 hours
Year of Study		Total Workload: 270 hours
Full Time: First year		
Part Time: Not set		
Prerequisites: Completed first cycle (Bachelor) of theology.		

Course Content

This course is preparing the student for the thesis work. The content of the course must be related to one of the following specializations: theology or religious studies. The student is expected to work independently in the field and collect data through qualitative or quantitative methods in order to prepare the student for the writing of the master's thesis.

Before the collection of data in the third semester all students have to:

1. Attend a start-up seminar conducted by some of the tutors giving guidelines related to choosing a relevant topic for the thesis.
2. Write a Project Description (2500 words +/-10%) that covers central methodological and theoretical challenges related to the specific topic chosen for his or her thesis. The Project Description is compulsory and must be approved by VID before starting the fieldwork.
3. Register the project at www.NSD.no (Norsk samfunnsvitenskapelig datatjeneste).

The student then starts the collection of data through fieldwork, in Norway or abroad, related to the chosen theme of the thesis. The student is responsible for the practical organization of the work. The fieldwork has a normal length of five to seven weeks and is evaluated by a field report of 3000 words (+/- 10%).

Main Subjects:

- Project description, including theoretical and methodological approach
- Fieldwork preparations in dialogue with thesis supervisor
- Fieldwork

- Theoretical reflections concerning own experiences during fieldwork

Learning Outcome

Completing the course will give the candidates the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has acquired understanding of his/her own capacities for the collection and recording of data
- has advanced knowledge of key issues related to research methods, and understand the practical implications of different methods.
- has acquired understanding of how to apply qualitative and/or quantitative research methodology to specialized insights in a limited area

Skills:

The Candidate

- has achieved experience and practical competence in qualitative and/or quantitative research methods and tools
- has the ability to carry out fieldwork related to a selected topic
- has acquired skills in understanding and doing qualitative and/or quantitative fieldwork and has become familiar with data collection and organisation of fieldwork data

General Competence:

The Candidate

- has advanced knowledge of research ethical norms and guidelines related to qualitative and/or quantitative research practice
- has good knowledge of the process of preparing a project description in order to carry out a research project

Work and Teaching Methods

- Prepare fieldwork together with thesis supervisor

Compulsory Activities

- Start-up seminar
- Project Description (2500 words +/-10%)
- Register the project at www.NSD.no

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Field report (3000 words +/- 10%)	The whole semester	A-F	100/100

Text Studies Tekststudier

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5250	Language of Instruction: English	Professional Training: No
Number of ECTS: 10	Campus: Stavanger	
Available as Single Course: Yes	Semester: Autumn	
Type of Course: Optional Course	Compulsory Attendance: No	
Cycle: Second Cycle (Master)		
Year of Study		
Full Time: First year		
Part Time: Not set		
Prerequisites: Completed first cycle (Bachelor) of theology.		

Student Workload

Scope of Tuition:
5 hours
Scope of Self-Study Activities:
265 hours
Total Workload:
270 hours

Course Content

This course is preparing the student for the thesis work. The content of the course must be related to one of the following specializations: theology or religious studies. The student is expected to work independently with a theoretical research question in order to prepare the student for the writing of the master's thesis.

Before writing the essay in the third semester all students have to:

Attend a start-up seminar conducted by some of the tutors giving guidelines related to choosing a relevant topic for the thesis.

Write a Project Description (2500 words +/-10%) that covers central methodological and theoretical challenges related to the specific topic chosen for his or her thesis. The Project Description is compulsory and must be approved by VID before starting the fieldwork.

The student then starts the collection of literature and documents related to the chosen theme of the thesis. The student is responsible for the literature research, and to develop a reading list of 750 pages that has to be approved by the appointed supervisor. The final essay should be 3000 words (+/- 10%).

Main Subjects:

- Project description, including theoretical and methodological approach
- Literature research in dialogue with thesis supervisor
- Theoretical reflections concerning the research question for the thesis

Learning Outcome

Completing the course will give the candidates will following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The Candidate

- has acquired understanding of his/her own capacities for literature and document research
- has advanced knowledge of theoretical key issues related to a limited research question
- has acquired understanding of how to combine different theoretical approaches in an independent research project

Skills:

The Candidate

- has achieved experience and practical competence in literature and document research
- has the ability to carry out an independent theoretical study related to a selected topic

General Competence:

The Candidate

- has advanced knowledge of research ethical norms and guidelines related to choosing a relevant theoretical approach towards writing a master's thesis
- has good knowledge of the process of preparing a project description in order to carry out a research project

Work and Teaching Methods

- Prepare literature and document reserach together with thesis supervisor

Compulsory Activities

- Project description
- Start-up seminar

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Essay (3000 words +/- 10%)	The whole semester	A-F	100/100

Course descriptions for specialization in Bible translation

Historical and theoretical perspectives

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5310 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: First year Part Time: Not set Prerequisites:	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 24 hours Scope of Self-Study Activities: 246 hours Total Workload: 270 hours

Course Content

The course approaches Bible translation from historical and theoretical perspectives. Particular attention is shown to the theoretical, methodological and strategic concerns that have characterized the field from the mid-twentieth century and till today.

Main Subjects:

- The translation of the Christian message and biblical texts into different historical epochs and cultural contexts.
- The question of translatability of biblical texts in relation to the recent wave of vernacular Bible translations.
- Current experiences with regard to Bible translation in between principles of formal, dynamic and functional equivalence.

Learning Outcome

Completing the course, the candidate will have the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- is familiar with central lines in the historical and theoretical development of Bible translation, from the ancient versions and till today,
- has specialized knowledge about the theoretical, methodological and strategic concerns that have characterized the field of Bible translation from the mid-twentieth century and till today.

Skills:

The candidate

- is able to reflect professionally in relation to questions emerging from challenging cases of Bible translation,
- is able to participate in current scholarly discourses on Bible translation theory.

General Competence:

The candidate

- can analyze relevant professional and research ethical questions related to Bible translation,
- is able to transfer the knowledge and skills of this field to new professional areas and research fields,
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field.

Work and Teaching Methods

- Lectures
- Seminars
- Individual reading

Compulsory Activities

- An essay (3.500 words +/- 10%) discussing a topic – chosen by the student and approved by the tutor – related to the assigned learning outcome and reading list (including 100 p. additional literature specifically related to the topic).

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30-45 minutes	A-F	100/100

Reading List

Birdshall, J.N. & al.: "Versions [of the Bible]," *Anchor Bible Dictionary* 6 (1992) 787-851.

Naudé, J.A.: "An overview of recent developments in translation studies with special reference to the implications for Bible translation," J.A. Naudé & C.H.J. van der Merwe (eds.), *Contemporary Translation Studies and Bible Translation*. Bloemfontein: University of the Free State, 2002, p. 44-69. (26 p.) Full text: [file:///C:/Users/Eier/Downloads/An overview of recent developments in translation %20\(2\).pdf](file:///C:/Users/Eier/Downloads/An%20overview%20of%20recent%20developments%20in%20translation%20(2).pdf) (downloaded 2018-03-05)

Nida, E.A. & C.R Taber: *The Theory and Practice of Translation*. Leiden: Brill 2003. (186 s.)

Sanneh, L.: *Translating the Message: The Missionary Impact on Culture*. 2. ed., Maryknoll. New York: Orbis, 2009. (270 p.)

Stine, P.C.: *Let the Words be Written: The Lasting Influence of Eugene A. Nida*. Atlanta: Society of Biblical Literature, 2004. (180 p.)

In addition: 100 p. approved by tutor, related to compulsory activity.

In total: 827 p.

Hermeneutical perspectives

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5320 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: First year Part Time: Not set	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 24 hours Scope of Self-Study Activities: 246 hours Total Workload: 270 hours

Course Content

The course approaches Bible translation from hermeneutical perspectives. It includes a general introduction to hermeneutics, relating translation and interpretation of the Bible to the wider theoretical contexts of philosophy and theology. These hermeneutical perspectives are exemplified with experiences and concerns from past and present Bible translation projects.

Main Subjects:

- Hermeneutical theory, exemplified with experiences from the translative and interpretive history of the Bible.
- Linguistic, cultural and postcolonial concerns in past and present Bible translations projects.

Learning Outcome

Completing the course, the candidate will have the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- is familiar with key perspectives in biblical hermeneutics
- has specialized knowledge about hermeneutical potentials and problems of Bible translation

Skills:

The candidate

- is able to reflect professionally in relation to hermeneutical questions of Bible translation
- is able to participate in current hermeneutical discourses in relation to Bible translation

General Competence:

The candidate

- can analyze relevant professional and research ethical questions related to hermeneutics of Bible translation

- is able to transfer the knowledge and skills of this field to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods

- Lectures
- Seminars
- Individual reading

Compulsory Activities

- An essay (3.500 words +/- 10%) discussing a topic – chosen by the student and approved by the tutor – related to the assigned learning outcome and reading list (including 100 p. additional literature specifically related to the topic).

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30-45 minutes	A-F	100/100

Reading List

Dube, M.W. & R.S. Wafula (eds.): *Postcoloniality, Translation and the Bible in Africa*. Eugene: Pickwick, 2017 (207 p.)

Thiselton, A.C.: *Hermeneutics: An Introduction*. Grand Rapids: Eerdmans, 2009 (355 p.)

Wendland, E.R. & J.-C. Loba-Mkole (eds.): *Biblical Texts & African Audiences*. Nairobi: Acton, 2004 (190 p.)

In addition: 100 p. approved by tutor, related to compulsory activity.

In total: 852 p.

Applied perspectives

Facts about the Course	Tuition	Professional Training
Course Code: MATRS5330 Number of ECTS: 10 Available as Single Course: Yes Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: First year Part Time: Not set	Language of Instruction: English Campus: Stavanger Semester: Spring Compulsory Attendance: No	Professional Training: No
		Student Workload
		Scope of Tuition: 24 hours Scope of Self-Study Activities: 246 hours Total Workload: 270 hours

Course Content

The course approaches Bible translation from perspectives of applying theories and models of biblical and translation studies into the practical work of the Bible translator. Partly, perspectives of the sender side, focusing on textual questions of the Hebrew and Greek originals and their interpretive potentials. And partly, perspectives of the target side, focusing on questions relating to reception potentials of language and culture and to interpretive strategies of the reading communities.

Main Subjects:

- Constructing a source text for translation and assessing its interpretive potentials.
- Developing models for proceeding from source text to an inculturated target text.

Learning Outcome

Completing the course, the candidate will have the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- has specialized knowledge on exegetical theory and practice, with particular focus on questions and challenges relating to translation
- has specialized knowledge on reception theory and practice, with particular focus on the reception potentials of language and culture and the interpretive strategies of the reading communities

Skills:

The candidate

- is able to reflect professionally in relation to theories about and practices of handling source and target texts
- is able to participate in current scholarly discourses on Bible translation theory

General Competence:

The candidate

- can analyze relevant professional and research ethical questions related to applying theories and models of biblical and translation studies
- is able to transfer the knowledge and skills of this field to new professional areas and research fields
- is able to communicate with specialists as well as non-specialists about questions and challenges of the field

Work and Teaching Methods

- Lectures
- Seminars
- Individual reading

Compulsory Activities

- An essay (3.500 words +/- 10%) discussing a topic – chosen by the student and approved by the tutor – related to the assigned learning outcome and reading list (including 100 p. additional literature specifically related to the topic).

The compulsory activities must be approved before the exam.

Assessment

Form of Assessment	Length	Grade	Weight
Oral exam	30-45 minutes	A-F	100/100

Reading List

Maxey, J.A. & E.R. Wendland (eds.): *Translating Scripture for Sound and Performance: New Directions in Biblical Studies*. Eugene: Cascade, 2012. (215 p.)

McKenzie, S.L. & S.R. Haynes (eds.): *To Each its Own Meaning: An Introduction to Biblical Criticisms and Their Application*. Louisville: Westminster John Knox. Pages 125-306 (180 p.)

Porter, S.E. & R.S. Hess (eds.): *Translating the Bible: Problems and Prospects*. Pages 13-141, 162-188. London: T & T Clark International, 1999. (154 p.)

Smith-Christopher, D. (ed.): *Text & Experience: Towards a Cultural Exegesis of the Bible*. Sheffield: Sheffield Academic Press, 1995. Pages 122-275 (153 p.)

In addition: 100 p. approved by tutor, related to compulsory activity.

In total: 802 p.

Fourth semester for all specializations:

Candidate thesis / Master thesis

Candidate thesis / Master thesis

Facts about the Course	Tuition	Professional Training
Course Code: MATRS6000 Number of ECTS: 30 Available as Single Course: No Type of Course: Compulsory Course Cycle: Second Cycle (Master) Year of Study Full Time: Second year Part Time: Not set Prerequisites:	Language of Instruction: English Campus: Stavanger Semester: Autumn/Spring Compulsory Attendance: No	Professional Training: No Student Workload Scope of Tuition: 24 hours Scope of Self-Study Activities: 786 hours Total Workload: 810 hours

Course Content

An independent research project – resulting in a thesis of 30 ECTS – is part of two of VID's programs in theology: the six years cand.theol.program ("Candidate thesis") and the two years Master of Theology program ("Master's thesis"). The requirement for the two theses is the same, and the following course regulations concern both.

The research work / thesis writing is supposed to be completed in one term, and the subject of the thesis should be located in a theological discipline that has received a specialization of at least 10 ECTS at the higher / Master's level, or in two such disciplines in an interdisciplinary way. In the middle of the term before the term set aside for the research work / thesis writing, the student shall submit a project description. The project description should contain a preliminary work title, the research problem, current research, relevant theories and methodology, the need for collection of data and a brief outline of the planned thesis. In cases of a thesis requiring fieldwork during the summer break, the project description must be submitted even one term earlier. The faculty, which appoints a member of its academic staff as supervisor, must approve the project description.

The thesis should be written with 1.5 line spacing, 2.54 cm margins and in Times New Roman 12 points (10 points for footnotes). The length of the thesis should be 25.000 words (+/- 10%). The thesis should be written in English or in a Scandinavian language. The faculty will set a deadline for submission of theses each term.

Learning Outcome

Completing the course will give the candidate the following learning outcome, sectioned into knowledge, skills and general competence:

Knowledge:

The candidate

- has specialized knowledge in the field of the thesis, as a basis for original thinking and research
- has acquired a critical awareness of knowledge issues in the field of the thesis and at the interface between this field and other fields

Skills:

The candidate:

- has achieved specialized problem-solving skills in the field of the thesis and practical competence in relevant research methods and analytical tools
- is able to express advanced theoretical and empirical knowledge in the form of academic writing
- is able to demonstrate advanced research ethical capabilities within the field of the thesis

General Competence:

The candidate:

- can transfer the experience from the field of the thesis to other fields that are complex, unpredictable and require new strategic approaches
- can take responsibility for contributing to professional knowledge and practice in the wider field of the thesis

Work and Teaching Methods**Supervision:**

The faculty will appoint a supervisor, with whom the student will be able to discuss the selection of literature and different analytical approaches towards the project. The supervision should contain the following elements:

- In the beginning of each term, the faculty will organize a start-up seminar, with the purpose of initiating processes of project planning.
- When the project proposal is approved and a supervisor is appointed, a supervision contract is signed by student and supervisor.
- Student and supervisor together make a detailed plan for the project, including an estimated deadline for the different chapters.
- Normally, student and supervisor meet four to six times during the project period. The meetings may be organized through skype or email, if by both parties agreed upon this. The supervisor may decide to conduct the supervision in groups of students.
- The total supervision, which includes meetings and the supervisor's reading of thesis text, equivalents twenty-five hours.
- The process of supervision normally ends one week before the deadline for the submission of the thesis.

The research work / thesis writing process:

- Drafts should be sent to the supervisor in due time before scheduled meetings.
- The supervisor may, in consultation with the student, ask a second reader to review and respond to individual chapters.
- Concerning the style of the thesis, the student should use VID's "General Guidelines for Writing Master and PhD Theses" (available at VID.no). When relevant, one should also consult Patrick Alexander, SBL Handbook of Style, or similar, discipline-specific guidebooks. The number of words required (25.000 words +/- 10%) does not include front-page, abstract, table of contents and bibliography.

Submission and grading of the thesis:

- The thesis should be submitted to the faculty in three bound copies and one electronic version.
- Deadline for submission will be at 12:00 a.m. at a date to be specified by the faculty.
- If the thesis is not submitted within this deadline for any other reason than health problems documented by a medical certificate, grading (and graduation) will be postponed to the following

term.

Compulsory Activities

- A start-up seminar in the beginning of the term that comes before the term set aside for research work / thesis writing. The start-up seminar will initiate processes of project planning and update bibliographical competence

The compulsory activity must be completed before submission of the thesis.

Assessment

Form of Assessment	Length	Grade	Weight
Thesis, 25.000 word (+/- 10 %)		A-F	100/100

Reading List

Oliver, Paul. "Doing a literature search". In *Succeeding with Your Literature Review : A Handbook for Students*, by Paul Oliver, 39-57. Berkshire, England: McGraw-Hill : Open University Press, 2012. (18. p.)

Neville, Colin. "Plagiarism". In *The Complete Guide to Referencing and Avoiding Plagiarism*, by Colin Neville, 28-43. Maidenhead: Open University Press, 2010. (15. p)

Full text available through Oria at VID Library, EBSCOhost Academic ebook Collection