



Handbook for Students

in the

**Honour School of Theology and
Religion**

for

Examination in 2018

This is version 2.

Corrections have been made on pp 56 and 67 (edition of New Testament).

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1. GENERAL INFORMATION AND ADVICE



Welcome from the Director of Undergraduate Studies

This handbook is designed to give you as much information as possible about your course, the BA in Theology and Religion.

You have just passed your first public examination, the Preliminary Examination in Theology and Religion. Congratulations! The papers you took in your first year will have given you a good grounding in many aspects of theology. You will have an idea about what interests you most, and will choose your track in the Final Honours School accordingly. Please find more information on 'tracks' [below](#).

I hope the complexity of the University of Oxford and the colleges feels less daunting now than it did in your first year. Still, it is impossible to include all information you might need in a handbook. If you have any questions that are not answered here, feel free to contact one of the people listed under [Useful contacts and sources of information](#). We are all very happy to help. Your course tutor at your college will also be an important source of advice.

I hope you enjoy the final two years in your course!

Professor Joel Rasmussen

Director of Undergraduate Studies

March 2016

Introduction

This Handbook applies to students starting the Final Honours School for the BA in Theology and Religion in Trinity Term 2016. The information may be different for students starting in other years. The curriculum is set by the University, which grants degrees and therefore examines for them, but teaching, apart from lectures and classes, is normally arranged by your college. By the end of your degree you will be assessed by two university examinations: first Prelims; second the Honour School taken at the end of your third year. This Handbook details the curriculum for the last two years of your course, the Final Honour School of Theology and Religion, for examination at the end of Trinity Term 2018.

The aim of this Handbook is to inform you of the subjects available for your course, the tuition that will normally be provided, and the form of the examinations for individual papers. Examinations at Oxford are governed by [Examination Regulations](#), which are published annually at the start of Michaelmas term. The prescriptions in the 2015 edition of *Examination Regulations* govern the 2018 Final Honour examination in Theology and Religion, as this is a seven-term course which begins in Trinity term 2016. They should be read in conjunction with this Handbook. *Examination Regulations* relating to this course are available [here](#). If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. This Handbook also contains information about the Examination Conventions, which guide examiners in marking and awarding results. Revised annually, you will be sent a copy of the Conventions relating to your exams by your Board of Examiners but they should not differ markedly from the version for 2016 provided here.

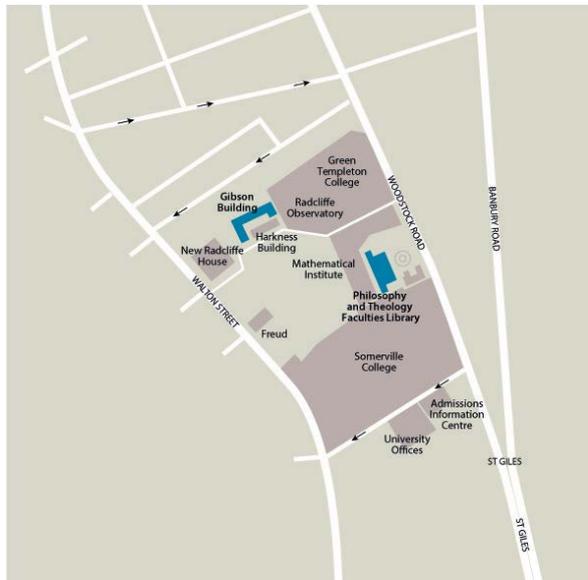
Other key sources of information are the [Faculty's website](#), and [WebLearn area](#), where you can access booklists, official forms, and other useful resources. The [Oxford University's Students'](#) website offers further information, as do your college handbooks, available on college websites.

Please note that your college tutor is the first point of reference for all queries about your course. The Director of Undergraduate Studies can also be consulted about academic matters. Professor Joel Rasmussen (joel.rasmussen@theology.ox.ac.uk) is Director of Undergraduate Studies until the end of Trinity Term 2016. Professor Jan Westerhoff (jan.westerhoff@theology.ox.ac.uk) becomes DUS from Michaelmas Term 2016.

Useful contacts and sources of information

THE THEOLOGY AND RELIGION FACULTY OFFICE

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



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

Alison Broadby

Head of Administration and Finance

Tel: 01865 270791

HAF@theology.ox.ac.uk

Pamela Armstrong

Deputy Faculty Administrator

Tel: 01865 270061

pamela.armstrong@theology.ox.ac.uk

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Graduate Studies Administrator

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Fran Roach

General Administrator

Tel: 01865 270797

general.administrator@theology.ox.ac.uk

Elizabeth Macallister

Finance Administrator

(Faculty and student finance, Special Lectures, OTEP, buildings)

Tel: 01865 270797

elizabeth.macallister@theology.ox.ac.uk

We are always happy to help!

OTHER USEFUL CONTACTS

Director of Undergraduate Studies:

Prof. Joel Rasmussen

joel.rasmussen@theology.ox.ac.uk

From Michaelmas Term 2016:

Prof. Jan Westerhoff

jan.westerhoff@theology.ox.ac.uk

Undergraduate Student Representative:

Moritz Adam (Mansfield College): moritz.adam@mansfield.ox.ac.uk

Welfare and support services

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

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

Further details of these services are included in the [Proctors' and Assessor's handbook](#) 'Essential information for students', which is updated annually.

Services for students and staff with disabilities

Colleges are able to provide help and special facilities.

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

The Faculty Lead is Professor Graham Ward (Director of Graduate Studies).

The Faculty Coordinator is Alison Broadby (Head of Administration and Finance).

There is also a Faculty Disability Officer, Dr Andrew Teal, Pembroke College, telephone (2)86276, e-mail andrew.teal@theology.ox.ac.uk. Andrew is the primary contact within the Faculty for students with disabilities.

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

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

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

Oxford University Library Services has a centre that provides support for students primarily with visual impairment but also those with specific learning disabilities (SpLD) or mobility impairment. The Accessible Resources Acquisitions and Creations Unit ([ARACU](#)) can provide texts in a range of alternative formats such as audio, digital and large print. The Disability Librarian is Teresa Pedroso, 01865 (2)83862, email teresa.pedroso@bodleian.ox.ac.uk.

Special arrangements can be made to help disabled students, including those with dyslexia, dyspraxia and other SpLDs in taking their University examinations. If you require special arrangements please discuss this with their tutors and their College Doctor as soon as possible after arriving at the University.

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

Libraries

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

The [Philosophy and Theology Faculties Library \(PTFL\)](#) is based at the Radcliffe Humanities site, just opposite the Royal Oak pub, on Woodstock Road. Its opening hours are as follows:

Term-time: Mondays to Fridays (weeks 0-9), 9.30am-7pm, Saturdays (weeks 0-8), 10am-1pm

Vacations: Mondays to Fridays, 9.30am-5pm, Saturdays closed

You may borrow up to twelve books at a time, initially for one week but renewable up to two times on-line or in person, unless reserved by another reader. After that, books must be checked in but may be checked out again if not reserved. PTFL is the sole central lending library for multiple copies of items relevant to theology courses in Oxford.

The entire PTFL collection is on open access. A few books, some reference material, and all periodicals are confined to the library, but a self-service photocopier is available to copy articles or a chapter. For printing, copying, and scanning, the [PCAS system](#) in operation across the Bodleian Libraries Group (which includes the PTFL) offers a range of services, paid for using an online account topped up by a debit/credit card. Fines are charged on overdue books per day at the rate posted in the library. All vacation loans are due back on Tuesday of 1st week and vacation borrowing starts from Monday of 8th week. There is a replacement charge for lost books.

For information on borrowing and renewals, see the PTFL website is at <http://www.bodleian.ox.ac.uk/ptfl>

The [Bodleian Library](#) is the University's main reference library. It is open during term, Monday to Friday 9am–10pm, Saturday 10am–4pm. Exceptional hours and those out of term are posted in the University Gazette, and are available at <http://www.bodleian.ox.ac.uk/bodley>. The vast majority of the Bodleian's holdings (8 million items) are held in closed-access bookstacks. Works may be ordered from the stack to any of the libraries in the Bodleian Group, but delivery time is likely to be at least two to three hours so advance planning is recommended. You must show your University Card to gain access to any part of the Bodleian. No books may be borrowed from the Bodleian.

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

For more information on the Bodleian Group of Libraries see <http://www.bodleian.ox.ac.uk>.

WebLearn

The [Faculty's WebLearn area](#) is an excellent source of information. In the [Undergraduates' section](#) you will find forms, handbooks, book lists, and other useful information relating to your course. Look out for slides, reading lists, or other material for your lectures or classes in the [Teaching Resources](#) area.

Computing

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

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

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

Undergraduates have access to the following:

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

All new University members are automatically registered for an email account. Details are sent to your college within a couple of days of your University Card being issued. Your single sign-on username/password is also used to access other services such as WebLearn (<https://weblearn.ox.ac.uk/portal>) and the [self-registration system](#).

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

Dates of term

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

2016-17	Michaelmas 2016	Sunday, 9 October	Saturday, 3 December
	Hilary 2017	Sunday, 15 January	Saturday, 11 March
	Trinity 2017	Sunday, 23 April	Saturday, 17 June

2. THE COURSE CONTENT AND STRUCTURE
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This handbook presents the curriculum for the Final Honour School in Theology and Religion for examination in Trinity Term 2018. You will graduate from this course after three years of study with a BA in Theology and Religion. You can find information on the FHEQ level and credit rating [here](#), and the benchmark statement for Theology [here](#).

Aims and objectives for the Undergraduate Courses in the Faculty of Theology and Religion

On completion you will have:

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

In addition, you will have:

- taken an active role in planning a path through their programme, selecting subjects both within the core and within the three tracks
- developed some specialisation by 'clustering' options within distinct tracks, with a particular emphasis on the Bible, *or* history and doctrine, *or* the study of religion
- acquired knowledge of at least one of the biblical languages, and been given the opportunity to develop the skill of reading a biblical text in the original language and of commenting on it critically.

Course Description

Please read this information in conjunction with the [relevant section](#) from the current *Examination Regulations*. For students sitting their examination in 2018, these are the Examination Regulations published in Michaelmas Term 2016.

In your final two years you need to make a choice between three possible tracks. Please see more information on this below.

You will be required to offer eight papers, as specified below, from the Schedule of Papers. There shall be four compulsory papers, taken by all students, covering the Old and New Testaments and the development of Christian Doctrine in its historical context. In addition to these compulsory papers, you will be required to offer four further papers chosen according to one of the schedules of Track I, Track II, or Track III. In addition you may choose to take up to three optional papers.

In papers (7) to (36), teaching may not be available every year on every subject.

TRACK I

- (i) Paper (1)
- (ii) Paper (2)
- (iii) Paper (3)
- (iv) Paper (4)
- (v) Paper (5)
- (vi) One paper chosen from Papers (22), (23), (24), (25), (26) or (28).
- (vii) One further paper.
- (viii) One further paper.

If you opt for Track 1 you should note the biblical language requirement in this track: you will be asked in the final examinations to comment on at least two biblical passages in the original language, i.e. either at least two passages in Greek (in Paper 3, though you may additionally comment on passages in Greek in Paper 2 if you wish) or at least two passages in Hebrew (which may be fulfilled in any of Papers 1, 22, 23, or 24). For further information on this, please see the description of Paper 3 below. Please note that failure to satisfy the Track 1 language requirement will result in the reduction of your overall average by up to 10 marks.

TRACK II

- (i) Paper (1)
- (ii) Paper (2)
- (iii) Paper (4)
- (iv) Paper (5)
- (v) One paper chosen from Papers (7), (8) or (9).
- (vi) Paper (10).
- (vii) One further paper.
- (viii) One further paper.

TRACK III

- (i) Paper (1)
- (ii) Paper (2)
- (iii) Paper (4)
- (iv) Paper (5)
- (v) Paper (13)
- (vi) & (vii) EITHER Papers (14) and (15) OR Papers (16) and (17) OR Papers (18) and (19)
OR
Papers (20) and (21).
- (viii) One further paper.

SCHEDULE OF PAPERS

1	<u>God and Israel in the Old Testament</u>	A10841W1
2	<u>The Gospels and Jesus, with special reference to the Gospels of Matthew and John</u>	A10842W1
3	<u>Pauline Literature</u>	A10843W1
4	<u>The Development of Doctrine in the Early Church to AD</u>	A10844W1

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|----|---|-------------------|
| 5 | <u>God, Christ and Salvation</u> | A10845W1 |
| 6 | <u>Further Studies in New Testament and Christian Origins</u> | A1084S1 |
| 7 | <u>The History and Theology of Western Christianity, 1050-1350</u> | A10847W1 |
| 8 | <u>The History and Theology of Western Christianity, 1500-1648</u> | A10848W1 |
| 9A | <u>Christian Life and Thought in Europe and the English-Speaking World, 1789-1921</u> | A10849W1 |
| 9B | <u>Issues in Theology, 1789-1921</u> | A10850W1 |
| 10 | <u>Further Studies in History and Doctrine</u> | A10851W1-A10862W1 |
| 11 | <u>Philosophy of Religion</u> | A11917W1 |
| 12 | <u>Christian Moral Reasoning</u> | A10863W1 |
| 13 | <u>The Nature of Religion</u> | A10864W1 |
| 14 | <u>The Formation of Rabbinic Judaism (Judaism I)</u> | A10865W1 |

15	Judaism in History and Society (Judaism II)	A10865W1
16	Islam in the Classical Period (Islam I)	A10867W1
17	Islam in the Modern World (Islam II)	A10867W1
18	Foundations of Buddhism (Buddhism I)	A10869W1
19	Buddhism in Space and Time (Buddhism II)	A10870W1
20	Hinduism I: Sources and Development	A10871W1
21	Hinduism II: Hinduism in History and Society	A10872W1
22	Selected Topics (Old Testament) I	
	(i) Prophecy	A10873W1
	(ii) Apocalyptic	A10874W1
23	Selected Topics (Old Testament) II	
	(i) Wisdom	A10875W1
	(ii) Worship and Liturgy	A10876W1
24	The Hebrew of the Old Testament	A10877W1

25	Archaeology in Relation to the Old Testament	A10878W1
26	Religions and Mythology of the Ancient Near East	A10879W1
27	The New Testament in Greek (Optional Translation Paper)	A10895W1
28	Varieties of Judaism 100 BC-AD 100	A10880W1/81W1/82W1
29	Christian Liturgy	A10884W1
30	Early Syriac Christianity	A10885W1
31	History and Theology of the Church in the Byzantine Empire from AD 1000 to 1453	A10886W1
32	Science and Religion	A10887W1
33	The Sociology of Religion	A10889W1
34	Mysticism	A10890S1
35	Psychology of Religion	A10891W1
36	English Church and Mission 597-754	A10893W1

Paper Descriptions

The *course description* amplifies, where appropriate, what is in the *Examination Regulations*. The *aims* and *objectives* of the course define the skills, knowledge and competencies that you should have acquired through its completion. The *course delivery* is a summary of how the course is to be taught.

PAPER 1 GOD AND ISRAEL IN THE OLD TESTAMENT (A10841W1)
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Course Description

The paper will include questions on such topics as the origins and purpose of Deuteronomy; the development of Israelite law; the theology and setting of Isaiah of Jerusalem; Deutero-Isaiah; psalmody and the Psalms; worship and festivals; the history of Israel; pentateuchal issues; the covenant; prophecy and particular prophets; wisdom; apocalyptic; the fate of the individual; creation; the Torah in post-exilic Judaism; method in Old Testament study; Old Testament ethics; Israel within its ancient Near Eastern environment; God in history; king and Messiah; grace and human freedom; Israel and the nations.

Aims

To enable students to acquire a knowledge of the theological themes of the Old Testament within their historical setting, and to develop critical understanding by introducing them to basic issues of method, with particular reference to the study of three major Old Testament texts.

Objectives

Students who complete this course will have gained knowledge about and understanding of the major themes in the Old Testament, as these arose in the historical development of ancient Israel.

They will have studied the literary and historical background of specific Old Testament texts.

They will have gained a close knowledge of three groups of texts set for special study in English, with the option of commenting on selected passages in Hebrew.

They will have reflected upon the criteria employed in assessing evidence, and the possibility and desirability of achieving consensus concerning them.

Course Delivery

Lectures: 16 given in Michaelmas and Trinity Terms

'The History of Israel' (4) Michaelmas Term

'Theological Themes in the Old Testament' (4) Michaelmas Term

'Types of Old Testament Literature' (8) Trinity Term

Text Lectures: 8 given in Trinity Term

Deuteronomy (2) and Psalms (2)

Isaiah (2) and Deutero-Isaiah (2)

Number of Tutorials: 8

Assessment

Candidates will be required to comment on passages from the following texts in English:

Deuteronomy 5-15; 26-28

(b) Isaiah 1-11; 28-31; 40-45

(c) Psalms 1; 2; 8; 15; 19; 46-49; 51; 72-74; 89; 96-99; 104; 118

There will be an opportunity to comment on passages in Hebrew from:

Deuteronomy 5; 12; 26

Isaiah 1; 6; 40

Psalms 1; 2; 8; 48; 96

Candidates who choose to comment on Hebrew passages must also translate them. Credit will be given to candidates demonstrating competence in Biblical Hebrew.

Assessment is through one 3-hour written examination, requiring candidates to answer a compulsory 'gobbet' question (choosing 4 passages to comment on) and to write two essays.

PAPER 2 THE GOSPELS AND JESUS (WITH SPECIAL REFERENCE TO THE GOSPELS OF MATTHEW AND JOHN) (A10842W1)

Aims

To enable students to acquire a detailed knowledge of the gospels, to be able to consider problems concerning the theology of individual evangelists, the synoptic tradition and historical Jesus, to develop their critical understanding of the historical and literary contexts of the gospels, and to become more aware of some of the wider theological and hermeneutical issues which such study entails.

Objectives

Students who have studied for this paper will have:

- an awareness of the historical, theological and ethical contexts of the New Testament Gospels.
- an ability to comment on selected texts in translation or in the original languages.
- some knowledge of the gospels' historical contexts and an ability to address issues concerning study of the historical Jesus.
- a basic knowledge of their contribution to later Christian theology.

Course Delivery

Lectures: 6 core lectures / classes on Matthew in Trinity Term
6 core lectures / classes on John in Michaelmas Term
Further lectures on the Historical Jesus (4-6)

Number of Tutorials: 6-8

Assessment

Assessment is through one 3 hour written examination, requiring candidates to answer two gobbet questions and write two essays.

For the passages in English requiring comment, at least two passages from Matthew and two from John will be taken from the following chapters: Matthew 5-7, 13, 16, 23, 26; John 1, 3, 6, 14, 19, 20. The remaining passages printed in English may be taken from elsewhere in Matthew and John.

Candidates who have not passed a language paper in the Preliminary Examination for Theology and who intend to fulfil the language requirement through this paper will have to translate and comment on two passages, one from Matthew 5-7, 26-28, and one

from John 1-6, which will be printed only in Greek, unless their other papers include translation and/or comment on at least two passages of Hebrew. The passages printed only in Greek will be optional for all other candidates.

PAPER 3 PAULINE LITERATURE (A10843W1)

Aims

To enable students to obtain a detailed knowledge of Pauline Theology as reflected in 1 Corinthians and Romans, to have a broader understanding of the theological, ethical, literary and historical problems raised by studying the Pauline corpus in the New Testament.

Objectives

Students who have studied this paper will have:

- an awareness of the distinctive features of selected Pauline epistles
- an ability to comment on selected texts in translation and also in the original languages
- acquired knowledge about the relation of the prescribed texts with other biblical texts, particularly other writings in the Pauline corpus as well as some understanding of Pauline theology and of the theology of other writings in the Pauline corpus.
- a basic knowledge of the historical contexts of the prescribed texts in Judaism and early Christianity
- a basic knowledge of their contribution to later Christian theology.

Course Delivery

Lectures: 16 core lectures / classes in Michaelmas and Hilary terms.
Extra classes on specific texts may be made available.

Number of Tutorials: 8

Assessment

Assessment is by one, 3 hour, written examination, requiring candidates to answer two gobbet questions (each requiring comment on two passages) and write two essays.

Candidates will be required to comment on two passages from 1 Corinthians, and on two passages from Romans. Candidates for Track 1 will be required to comment on at least **one** passage from 1 Corinthians in Greek, and at least **one** passage from Romans in Greek; however, Track 1 candidates may restrict their comment to texts printed in English if their other papers include translation and/or comment on at least two passages of Hebrew (so that their language requirement has been satisfied elsewhere). Candidates for Track II or Track III or for the Joint School of Philosophy and Theology may restrict their comment to passages printed in English. Of the passages printed in Greek only, at least one will be taken from 1 Corinthians 1-7, 15, and at least one from Romans 3-8. Of the passages printed in English only, at least one will be taken from 1 Corinthians 1-7, 15, and at least one from Romans 3-8.

PAPER 4 THE DEVELOPMENT OF DOCTRINE IN THE EARLY CHURCH TO AD 451 (A10844W1)

Course Description

Candidates will be expected to explain how early Christian thinkers undertook to clarify the teachings of the primitive church and to formulate a coherent system of thought in their cultural context. The paper will cover formal pronouncements on the doctrines of the Trinity and the Incarnation, together with other controversies and the contributions of particular theologians. Questions on the Gnostic, Arian, Nestorian and Pelagian controversies will always be set. Other questions may relate, wholly or partly, to such topics as anthropology, soteriology, hermeneutics, ecclesiology, political theology and the doctrines of creation and the fall. Candidates will be required to comment on a passage from one of the following texts or groups of texts:

- The Nicene Definition, Arius' Letter to Eusebius, Arius' Letter to Alexander (from E.R. Hardy, *Christology of the Later Fathers*, Library of Christian Classics).
- Gregory of Nyssa, *That there are not Three Gods* (in Hardy, *op. cit.*).
- Cyril's Second Letter to Nestorius (in R.A. Norris, *The Christological Controversy*, Philadelphia: Fortress Press).
- The tome of Leo and the Chalcedonian Definition (in Norris, *op. cit.*).

Credit will be given to candidates who show knowledge (where appropriate) of other texts in the volumes of Hardy and Norris.

Aims:

To equip students with a critical and dispassionate understanding of the genesis of main credal and confessional declarations of this period, which continue to form the basis of much theological reflection; also to enable them to study and discuss the evolution of Christian thought in a world whose cultural and social presuppositions were not yet shaped by a universal Church.

Objectives:

- That students will possess an accurate knowledge of the fundamental ideas of at least half a dozen major theologians of this period, such as Ignatius of Antioch, Valentinus, Marcion, Justin Martyr, Irenaeus, Clement, Tertullian, Origen, Arius, Athanasius, the Cappadocian fathers, Apollinarius, Theodore, Nestorius, Cyril of Alexandria, Pelagius, Augustine and Leo the Great.
- That they will be familiar with the results of the first four ecumenical councils, and with the contents of the following documents: The Nicene declaration of 325, Cyril's Second Letter to Nestorius, the Tome of Leo and the Chalcedonian Definition of 451.
- That they will understand doctrines in their immediate context, which may be defined, according to circumstances, exegetically, philosophically, culturally or politically.
- That they will recognise the evolution of doctrine as a function of time and deliberation, the answers produced by one generation being often the seedbed of new problems for the next.

Course Delivery

Lectures: 24 lectures in Michaelmas and Hilary Terms
‘Theology before Nicaea’, (8) in Michaelmas Term
‘Christology After Nicaea’, (8) in Hilary Term
‘The Trinity from Arius to Augustine’, (8) in Hilary Term

Classes: 8 classes in Trinity Term

Students taking this paper are strongly advised to attend the lectures in their second year and classes in their third year.

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination. The paper consists of a compulsory question, requiring comment on a passage from one prescribed text, together with a choice of three essay questions, most of which will refer explicitly to one or more of the theologians named above.

Aims

To develop skills in the critical analysis and interpretation of the nature and content of the Christian doctrines of God, Christ, and salvation, especially as they have been expounded in the work of some major modern Christian theologians.

Objectives

Students who have studied for this paper will have:

- an understanding of the major themes of the Christian doctrines of God, Christ and salvation and of their interrelationship;
- a critical awareness of the different understandings of the nature, sources, and practice of theology;
- an awareness of the interplay of tradition, and ecclesiastical context in modern theology;
- skills in critically interpreting the work of major theologians and applying their work to current issues in theology.

Course Delivery

Lectures: 4 lectures on 'Modern Theology' in Trinity Term of the first year; 16 lectures on 'God, Christ and Salvation' in Michaelmas and Hilary Terms

Classes (optional): 8, on a selection of major modern theological treatments of the doctrines of God, Christ and Salvation - Hilary Term

Number of Tutorials: 8

Assessment

Assessment is by one three hour written examination requiring candidates to answer three essay questions.

The following texts are prescribed reading, and students should be able to use them in answering questions in the Final Honours Examination. Students are also expected to make appropriate use of the supplementary reading list.

Karl Barth, Church Dogmatics I/1, Chs 8-12 (Edinburgh, T & T Clark, 1975)

Karl Rahner, Foundations of Christian Faith, Chs 2-6 (London, Darton, Longman and Todd, 1978)

Paul Tillich, *Systematic Theology Vol II/ Part III: Existence and the Christ* (London, SCM Press, 1998)

Wolfgang Pannenberg, *Jesus: God and Man*, Chs 1, 5-7, 10 (London, SCM Press, 1968)

Jürgen Moltmann, *The Crucified God*, Chapter 6-8 (London, SCM Press, 1974) John Zizioulas, *Being as Communion* (London, Darton, Longman and Todd, 1985)

Don Cupitt, *Taking Leave of God* (London, SCM Press, 1980)

R. Ruether, *Sexism and God-Talk* (London, SCM Press, 1983)

PAPER 6 (A10846S1) FURTHER STUDIES IN NEW TESTAMENT AND CHRISTIAN ORIGINS

Aims

To enable students to develop in-depth understanding of a particular topic in the study of the New Testament and Christian Origins, and to articulate this understanding to the current state of scholarship.

Objectives

Students studying for this paper will have had the opportunity to look at texts in depth, develop their exegetical skills and their awareness of the wider context of the New Testament in the history of ideas and the importance of the particular topic for the New Testament, Christian origins and historical theology.

Course Delivery

Classes: 8 given in the Michaelmas Term of students' third year, (i.e. MT preceding the examination). During the classes, students will produce several pieces of written work on which they will receive formal feedback.

If fewer than three candidates opt for a particular option, it will not be possible to provide classes for that option. There will also be a maximum number of ten students who can be accommodated on any single option.

Assessment

Assessment will be on the basis of two 3,000 word coursework essays (which may be based on class work presentations).

Candidates will be expected to study a particular topic relating to the New Testament and related literature. Some topics may specify texts to be studied. The topics will reflect the particular research interests of individual teachers. By Trinity Term 2017 a list of topics on which teaching will be provided in Michaelmas Term 2017 will be

published and on which the examination will be based in Trinity Term 2018. Students being examined in June 2018 who wish to take this paper will be asked to make their choice in Trinity Term 2017. The list below indicates topics published in Hilary Term 2014, which may or may not be available in 2017. Relevant texts will be studied in English unless otherwise stated. Discussion of some issues may involve some knowledge of texts in original languages, but knowledge of Greek is not a formal prerequisite for taking the paper.

Candidates may not normally take two options from the list in the same examination.

Options offered for examination in 2015:

The Apocryphal Gospels and the Canon
The Theological Interpretation of the New Testament

PAPER 7 THE HISTORY AND THEOLOGY OF WESTERN CHRISTIANITY, 1050-1350 (A10847W1)
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Aims

To gain an integrated view of the historical and doctrinal developments which make the period formative in the Western Latin Church and basic to an understanding of how Western Christianity has developed subsequently.

Objectives

- Students will have gained knowledge of structural, societal and theological changes across the whole period, although they will not be required in the examination to show a detailed familiarity of more than 150 years of the three centuries covered by the course as a whole.
- Students will be familiar with the thought of the leading theologians of the period, including not only Anselm, Abelard, Aquinas, Duns Scotus and William of Ockham, but also the mystical and exegetical theology of Bernard of Clairvaux and Bonaventure. They should be able to discuss the issues of theological method which the writings of key theologians raise.
- Students should be ready to integrate historical and doctrinal study where appropriate.

Course Delivery

Lectures: 16 in Hilary Term – Students should attend both courses:

'History of the Western Church 1050-1350' (8)
'Theology of the Western Church 1050-1350' (8)

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination, requiring candidates to answer three essay questions. The paper will be so set that any period of 150 years, with its theological writers, will provide sufficient coverage.

PAPER 8 THE HISTORY AND THEOLOGY OF WESTERN CHRISTIANITY, 1500-1648 (A10848W1)
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Course Description

The paper requires an understanding of the late medieval church, the work and thought of the leading reformers, particularly Luther, Zwingli, and Calvin, together with the radicals, and the impact of the Reformation on European society. Questions will also be set on renewal in the Roman Catholic Church, and on religious change in England from the Henrician reforms to the reign of Charles I and the civil wars in his kingdoms.

Aims

To gain an integrated view of the historical and doctrinal developments which led to the break-up of the Western Latin Church and which still shape the contours of Western Christianity. To sample the full range of the period which extended from the last decades of the undivided Western Church through to the European-wide wars of the early seventeenth century, and to appreciate the extent to which they were related to religious conflict.

Objectives

Students should show an understanding of why the Western Latin Church proved vulnerable to calls for reform. They should be familiar with the work and thought of the leading magisterial Protestant reformers, and have a sense of what constituted radical theological alternatives.

Students will have been introduced to the developments of the Reformation in European society, together with the renewal which took place in the Roman Catholic Church.

Students will have gained a sense of the slow and untidy growth of confessional identities up to the end of the Thirty Years' War (1648). They will have an opportunity to

trace the process by which confessional tensions interacted with power politics to produce this most destructive of Europe's wars of religion.

Students will have been introduced to the course of religious change in England from the reforms and legislative acts of Henry VIII up to the downfall of Charles I, and to see how the conflicts which (at least temporarily) destroyed the monarchy in the Stuarts' three kingdoms were triggered by intra-Protestant quarrels and by Protestant fear of militant Roman Catholicism. They may choose to study this in greater or lesser depth, in balance with the wider European picture.

Course Delivery

Lectures: 16 in Michaelmas and Hilary Terms:

'The Reformation in Europe' (8) Michaelmas Term

'The English Reformation' (8) Hilary Term

Number of Tutorials: 8

Assessment

One 3-hour written examination, requiring candidates to answer three essay questions. These will give ample scope for candidates to answer substantially on the Reformation in England if they so wish.

PAPER 9A CHRISTIAN LIFE AND THOUGHT IN EUROPE AND THE ENGLISH-SPEAKING WORLD 1789-1921 (A10849W1)
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Aims

To give students an overall sense of the history of the churches and the development of theology in Europe, with a particular focus on Britain, in the period 1789-1921.

Objectives

Students will have studied Christian life and thought in their social and political context, and been helped to understand their influence on intellectual life and religious as a whole and on the wider culture

Students will have had the opportunity to study religious life and theological developments in the English speaking world, most notably North America; they will have

explored the intellectual connections across the Atlantic in this period and to explore the impact of British missionary work across the globe.

Students will have had the opportunity to learn the skills required in the study of both ecclesiastical history and historical theology in reading texts, assessing different sorts of historical materials and analysing the broader context of the period.

Course Delivery

Lectures: 24 given in Michaelmas, Hilary, and Trinity Term: Western Christianity and Modern Culture, 1789-1921

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination, requiring candidate to answer three essay questions.

PAPER 9B ISSUES IN THEOLOGY, 1789-1921(A10850W1)
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Aims

To deepen students' understandings of the climate of 19th Century thought and of the background to major debates in 20th Century theology.

Objectives

Students will become familiar with some of the most influential and representative texts and thinkers of the period.

Course Delivery

Lectures: 24 given in Michaelmas, Hilary, and Trinity Term: Western Christianity and Modern Culture, 1789-1921

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination, split into two parts. One part requires comment on the set texts and the other offers more general questions. Students will be required to answer 3 questions, at least one from each part.

Four main topics with prescribed texts will be published for each year. For 2018 these are:

Faith and Reason

Samuel Taylor Coleridge, *Aids to Reflection. Introductory Aphorisms and Aphorisms on that which is indeed Spiritual Religion, I – XVIII*, ed. by John Beer, Bollingen Series LXXV (London: Routledge, 1993).

Søren Kierkegaard, *Philosophical Fragments, or A Fragment of Philosophy*, trans. By Howard V. Hong and Edna H. Hong (Princeton: Princeton University Press, 1985).

John Henry Newman, *Fifteen Sermons Preached before the University of Oxford between A.D. 1826 and 1843* (London: SPCK, 1970).

The Bible

David Friedrich Strauss, *The Life of Jesus Critically Examined*, trans. by George Eliot (London: SCM, 1973), 'Introduction' and 'Concluding Dissertation.'

Matthew Arnold, *Literature and Dogma: An Essay Towards a Better Apprehension of the Bible* (London: Thomas Nelson & Sons, 1873).

Albert Schweitzer, *The Quest of the Historical Jesus: A Critical Study of its Progress from Reimarus to Wrede*, trans. by W. Montgomery (London: Adam and Charles Black, 1910).

Literature and Religion

George Eliot, "Janet's Repentance," in *Scenes of Clerical Life*, ed. by Jennifer Gribble (London: Penguin Classics, 1998).

Henrik Ibsen, *Brand*, a stage version by Geoffrey Hill (London: Penguin Classics, 1996).

Fyodor Dostoevsky, "Rebellion" (Book V, chapter 4), "The Grand Inquisitor" (Book V, chapter 5), and "The Russian Monk" (Book 6), in *The Brothers Karamazov*, trans. by Richard Pevear and Larissa Volokhonsky (New York: Vintage, 1992).

Religious Experience

Friedrich Schleiermacher, *On Religion: Speeches to its Cultured Despisers*, trans. by Richard Crouter (Cambridge: Cambridge University Press, 1988).

William James, *The Varieties of Religious Experience* (London: Penguin Classics, 1985) Rudolf Otto, *The Idea of the Holy*, trans. by John W. Harvey (Oxford: Oxford University Press, 1958).

Students are not expected to become familiar with all of these texts, but, in consultation with tutors, will focus on two or three of the prescribed texts as well as preparing one or more essays on more general issues. Lectures will address the background and influence of the texts and comment on the questions they raise, but will not necessarily be limited to exposition of the texts.

Aims

To develop skills in detailed study of the texts of a major theologian in their historical and intellectual context.

Objectives

Students will have acquired understanding of selected texts of their chosen theologian and, where appropriate, the relation of those texts to their historical and cultural circumstances.

Students will have developed skills in detailed analysis of theological texts, and in articulating their doctrinal and methodological features.

Students will be aware of the inter-relation of doctrinal and historical study.

Course Delivery

Classes: Eight 90 minute classes held in the Michaelmas Term of students' third year (i.e. the Michaelmas Term preceding the examination). During the classes, students will produce a minimum of three pieces of written work on which they receive formal feedback.

If fewer than three candidates opt for a given theologian it will not be possible to provide classes for that option.

Assessment

Assessment is through one 3 hour written examination in which candidates are expected to answer three questions, of which one will require comment on passages selected from the set texts that were studied in the classes.

A candidate may offer a second major theologian from amongst those available in the year of his or her examination. In the event that a candidate does choose to offer a second major theologian, that candidate will offer paper 10 as two papers. To facilitate this, separate papers (10(a), 10(b) etc) will be set for each major theologian.

Students being examined in June 2018 who wish to take this paper will be asked choose a theologian, or theologians, in Hilary Term 2017. Below is a list of theologians which have been offered in previous years. It should be noted however that, because teaching provision is liable to change, this is not necessarily the definitive list of those which will actually be offered in Michaelmas 2017. In the event of a candidate's opting to take a year out after having studied a chosen theologian, the examiners will set questions on that theologian in the year of that candidate's examination, even if that theologian is not available for study that year. Texts will be studied in English. One or two optional questions may be set which will require knowledge of the texts in original languages when these are other than English.

*offered each year

Origen

Augustine*

Anselm

Aquinas*

Luther*

Calvin*

Kierkegaard

Newman

Dostoevsky

Barth*

Tillich

Bonhoeffer

Rahner

PAPER 11 PHILOSOPHY OF RELIGION (A11917W1)
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Aims

To familiarize students with the literature on the coherence and justifiability of central theistic claims and to enable them to contribute to the discussion.

Objectives

That on completion students:

- will have acquired an understanding of the principal ways in which the Western monotheisms understand the nature of God; of the main classical and modern arguments for and against the existence of God, and arguments which claim that the practice of a theistic religion does not require support from good arguments for the existence of God; and of the literature of other doctrines common to the major

theistic religions.

- will be able to argue for and against various positions in the field, through writing essays and participating in discussion.

Course Delivery

Lectures: 8 in Michaelmas Term: 'Introduction to the Philosophy of Religion'

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination in which students will be expected to answer three questions from a total of ten to fifteen possible questions.

PAPER 12 CHRISTIAN MORAL REASONING (A10863W1)

Aims

The aim of the Christian Moral Reasoning paper is to develop a capacity for moral reasoning, specifically in terms of the Christian moral tradition. Candidates are invited to criticize what they find in this tradition, but they are advised to do so only after they have first acquired a sound understanding of it.

Objectives

The course aims to enable candidates to demonstrate understanding of:

- principal concepts and methodological issues in Christian moral thought
- concrete issues in the light of Christian moral concepts and in relation to Christian moral sources
- how to exegete a prescribed text
- how to marshal relevant material in support of an argument

In the course of demonstrating the above, the course also aims to enable candidates, secondarily, to demonstrate some understanding of:

- the moral thought of relevant major figures in the history of Christian ethics—e.g., Augustine, Aquinas, Luther, Calvin, Kierkegaard, Bonhoeffer, Barth
- the variety of Christian traditions of ethics—e.g., Thomist, Lutheran, Calvinist, Anglican
- the relation of Christian moral thinking to major schools of moral philosophy (e.g., those of Aristotle, Kant, and Utilitarianism) and to current intellectual

trends (e.g., political liberalism, feminism, postmodernism, human rights discourse)

Paper Description

The paper will consist of three sections: A. Moral Concepts and Methodological Issues; B. Prescribed Texts; C. Concrete Moral Issues.

A. Moral Concepts and Methodological Issues

Candidates will be required to answer ONE question on methodological issues such as the moral roles of Scripture, and the relation of Scripture to other moral sources (e.g., reason, theological and philosophical traditions, experience); or on basic concepts such as the good, worship, sanctification, freedom, natural law, divine command, discipleship, virtue, love, justice, and double effect.

B. Prescribed Texts

Candidates will be required to write ONE gobbet question. The following four texts are prescribed:

- Augustine, *On Christian Doctrine*, Bk. 1 (trans. R.P.H. Green, Oxford University Press)
- Thomas Aquinas, *Summa Theologiae*, Ia, IIae, qq. 91-94 (trans. Thomas Gilby, Blackfriars ed., vol. 28, Eyre and Spottiswood)
- Martin Luther, "The Freedom of a Christian" (trans. W.A. Lambert and Harold J. Grimm, *Luther's Works*, vol. 31, Fortress Press)
- Dietrich Bonhoeffer, "Christ, Reality and Good", in *Ethics* (Works, vol. 6, ed. C. Green, Fortress Press).

C. Concrete Moral Issues

Candidates will be required to answer ONE essay question on a topic drawn from the fields of sexual, medical, and political ethics.

Questions on

- sexual ethics will relate to topics such as: (a) marriage: the goods of marriage, sacramentality, family, divorce, celibacy, polygamy; (b) sexuality: (social) differentiation of the sexes, sexual purposes, homosexuality, sexual sin; (c) anthropology: body and soul, erotic affection.
- medical ethics will relate to topics such as: (a) the proper purposes of medical practice; (b) doctor-patient relationship and its social context; (c) planned parenthood, contraception, abortion, artificial reproduction; (d) genetic manipulation and enhancement; (e) experimentation on humans; (f) organ transplantation; (g) the allocation of resources; (h) the prolongation of life, terminal care, physician-assisted suicide and euthanasia.
- political ethics will relate to topics such as: (a) Augustinian and liberal concepts of secularity; (b) relations between state and church; (c) the proper purposes of government; (d) justice and rights; (e) forms of government (e.g., democratic, international); (f) the coercive use of force in punishment and war.

Course Delivery

A general series of introductory lectures is offered each year in Michaelmas Term to cover Section A. Section C is provided for by lectures and classes in Hilary Term. Section B and other sections are covered in tutorials.

Number of tutorials: 8

Assessment

Assessment: Is by one 3 hour written examination in which candidates are required to answer one essay question from Section A (Christian Moral Concepts), one gobbet question from Section B (set texts) and one essay question from Section C (Concrete Moral Issues).

PAPER 13 THE NATURE OF RELIGION (A10864W1)
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Aims

This paper will examine students in the main classical and contemporary approaches to the study of religions. It will cover some of the most important thinkers in the humanities and the social sciences who established the study of religion as a field of academic inquiry in the early 20th century. Students will be expected to be able to speak to basic questions about the relationship of religion to social change; the paper will focus on the fundamental theoretical questions about the concept of religion and strategies for defining it.

Objectives

Candidates should have acquired a good knowledge of the main classical studies in the field of the study of religions such as: M. Douglas, Purity and Danger; E. Durkheim, The Elementary Forms of Religious Life; M. Eliade, The Myth of the Eternal Return; S. Freud, The Future of an Illusion; C. Geertz, The Interpretation of Cultures; and M. Weber, The Protestant Ethic and the Spirit of Capitalism.

They should be aware in a general and accurate way of both the main attempts to define religion and the problems with defining it. They should also understand the difference between the study of religion as a cross-cultural mode of practice and the study of religions in particular cultural contexts.

They should be aware of a number of major debates and topics in the field of religious studies, e.g. the outsider/insider problem; religious pluralism; the construction of individual and collective identity; gender; post-colonialism, and the benefits and limits of comparison.

Candidates should be enabled to make critical use of these theoretical and topical discussions in their study of different religions.

Course Delivery

Lectures: 16 given in Michaelmas and Hilary Terms:

Seminars: Fortnightly interdisciplinary seminar in the Study of Religions, throughout the academic year, on topics directly relevant to the course.

Number of Tutorials: 8

Assessment

One 3 hour written examination in which three questions must be answered.

Recommended reading

The following books are recommended to students of this subject. They will be discussed in lectures, and set examination questions may invite reference to one or more of them.

T. Asad. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam* (Baltimore: Johns Hopkins University Press, 1993).

M. Douglas, *Purity and Danger* (London: Routledge, 1966, 1985 or any other edition).

E. Durkheim, *The Elementary Forms of a Religious Life* (London: Allen and Unwin, 1915 or any later edition).

M. Eliade, *The Sacred and the Profane* (New York and London: Harvest Press, 1965 or any other English edition).

E. Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande* (Oxford, Clarendon Press, 1976).

S. Freud, *The Future of an Illusion* (London: Hogarth Press; Institute of Psycho-Analysis 1962 [1928]) or *The Origins of Religion* (Collected Works, vol. 13, Harmondsworth: Penguin 1990), or any other English edition of *Totem and Taboo* and *Moses and Monotheism*

C. Geertz, *The Interpretation of Cultures*, Chapters 4-7 (pp. 87-192 of Fontana edition, London 1993).

C. Levi-Strauss. *Structural Anthropology*. (pp. 186-231; New York: Basic Books 1963) or

The Raw and the Cooked (pp. 1-32; New York: Harper & Row 1969).

E. Said, Orientalism (London: Penguin 2003).

N. Smart, The Religious Experience, (Upper Saddle River: Prentice Hall, 1996).

V. Turner: The Ritual Process: Structure and Anti-Structure (New York: Aldine de Gruyter, 1995 or any other edition).

M. Weber, The Sociology of Religion, (Boston: Beacon Press 1956) and/or The Protestant Ethic and the Spirit of Capitalism (London: Allen & Unwin. 1976 [1930]).

PAPER 14 THE FORMATION OF RABBINIC JUDAISM (JUDAISM I) (A10865W1)

Aims

The course aims to give students some insight into the formation of rabbinic Judaism from the first to the sixteenth century CE. It aims to demonstrate how rabbinic Jews related to the Hebrew scriptures and to the surrounding cultures of their own day. The study of primary texts in translation aims to acquaint students with some classic texts of rabbinic Judaism.

Objectives

The principal desired learning outcome of the course is that students will have acquired an understanding of the development of the distinctive characteristics of rabbinic Judaism in the period covered by the course.

Course Delivery

Lectures: 8 in Michaelmas Term

Number of tutorials: 8

Assessment

Assessment is by one three hour written examination in which candidates will be required to answer three essay questions. Special credit will be given to candidates demonstrating competence in Hebrew.

PAPER 15 JUDAISM IN HISTORY AND SOCIETY (JUDAISM II) (A10866W1)

Aims

This paper aims to give students some insight into the development of Modern Judaism. It aims to demonstrate how Judaism related to surrounding cultures and especially how it has responded to the challenges of modernity and postmodernism. The study of primary texts aims to acquaint students with the self-understanding of Judaism at critical periods of its historical development.

Objectives

The principal desired learning outcome of this paper is that students acquire an understanding of Judaism as a living religion, in a constant state of development as it responds to changing social and intellectual perspectives. Students should have become aware of the complexities of contemporary Judaism encompassing a broad range of affiliations, beliefs, and practices.

From around the time of the French Revolution onwards, they should have gained an understanding of the theological development of Judaism. They should have studied the emergence of different religious movements in modern Judaism and assessed the differing theological viewpoints of thinkers from these groups.

They should have become acquainted with and analysed the contents of major historical documents, such as the answers to Napoleon of the Assembly of Jewish Notables (1806) and the various platforms of the Central Conference of American (Reform) Rabbis.

They should have considered the impact of the Shoah (Holocaust), Zionism and the creation of the State of Israel, and issues such as feminism and environmentalism on contemporary Jewish thought.

Course Delivery

Lectures: 8 core lectures in Hilary Term on "Modern Judaism"

Number of tutorials: 8

Assessment

Assessment is by one three hour written examination in which candidates will be required to answer three essay questions.

Primary Texts for Study

Hirsch, S.R., The Nineteen Letters of ben Uziel – in translation Jacobs, L., A Jewish Theology, Darton, Longman & Todd (1973)

Mendes-Flohr, P., & Reinhartz, Y., eds., The Jew in the Modern World: A Documentary History, OUP (1988) – selected readings

Borowitz, E., Renewing The Covenant: A Theology for the Postmodern Jew, JPS (1991)

PAPER 16 ISLAM IN THE CLASSICAL PERIOD (ISLAM I) (A10867W1)

Aims

The paper aims to cover the historical origins and development of the theology, law and mysticism of Islam, from the seventh to the fifteenth centuries.

Objectives

- Students will have studied questions on the prophethood of Muhammad; the Qur'an; the Hadith; the nature of Shi'ism; Islamic theology (kalam); Islamic law (shari'a); Sufism (tasawwuf); and the relationship of Islam with other religions, in particular, Christianity.
- They will have had the opportunity to learn about the theologies of the Mu'tazilis, Ash'aris and Hanbalis; the Sunni law schools of the Hanafis, Malikis, Shafi'is and Hanbalis; and the major Sufi orders.
- They will have had the occasion to learn about the various classical Muslim authorities from among the theologians (mutakallimun), jurists (fuqaha'), Sufi masters (mutasawwuf) and Peripatetic philosophers (falasifa).
- They will have had an awareness of the various interpretative methods relating to Muslim Scripture, the main debates and historical controversies of the Islamic tradition, and of contemporary methodologies in philosophy of religion and comparative theology as applied to Islam.

Course Delivery

Lectures: 8 given in Michaelmas Term: 'Islam in the Classical Period (Islam I)'

Number of tutorials: 8

Assessment

Assessment is by one 3-hour written examination in which candidates will be required to answer three essay questions from a choice of twelve.

Principal Textbooks

H.A.R. Gibb, *Islam: A Historical Survey*, 2nd ed. (1975).

M.G.S. Hodgson, *The Venture of Islam 1: The Classical Age of Islam* (1974).

H. Küng, *Islam: Past, Present and Future* (2007).

F. Rahman, *Islam*, 2nd ed. (1979).

T. Winter (ed.), *The Cambridge Companion to Classical Islamic Theology* (2008).

PAPER 17 ISLAM IN THE MODERN WORLD (ISLAM II) (A10868W1)

Aims

The paper aims to examine Islam against the background of recent history and contemporary society, from the nineteenth century to the present day, with a particular focus on how Muslims have responded to the challenges of the modern world.

Objectives

Students will have studied the impact of colonization on Muslim religious discourse and Islamic reformism in the nineteenth century and beyond.

They will have had the opportunity to be acquainted with various modern Muslim thinkers and a range of topical debates, including the anti-Hadith controversy; the nature of Wahhabism; the ethics of war and/or jihad; the Muslim discourse on feminism; the Islamic discourse on politics, state and democracy; and the anti-Sufi trend.

They will have had an awareness of the various Islamic movements in the modern world and their respective counterparts in the classical period, and the diversity of religious developments in contemporary Muslim societies.

Course Delivery

Lectures: 8 given in Hilary Term: 'Islam in the Modern World (Islam II)'

Number of tutorials: 8

Assessment

Assessment is by one 3-hour written examination in which candidates will be required to answer three essay questions from a choice of twelve.

Principal Textbooks

I.M. Abu-Rabi, *The Blackwell Companion to Contemporary Islamic Thought* (2006).

H.A.R. Gibb, *Modern Trends in Islam* (1975).

M.G.S. Hodgson, *The Venture of Islam 3: Gunpowder Empires and Modern Times* (1974).

H. Küng, *Islam: Past, Present and Future* (2007).

F. Rahman, *Islam and Modernity: Transformation of an Intellectual Tradition* (1982).

PAPER 18 FOUNDATIONS OF BUDDHISM (BUDDHISM I) (A10869W1)
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Aims

To introduce students to the ideas of early Buddhism in a way which stimulates thought and relates to any knowledge they may already have of other religions.

Objectives

Students who have studied this paper will:

- Have a basic knowledge of mainstream Buddhism and its doctrines.
- Have a basic knowledge of the major trends in modern scholarship on the subject.
- Have written a series of coherent essays on topics central to the subject.

Indicative Bibliography

Conze E, I.B. Horner, D. Snellgrove and A. Whaley eds. *Buddhist Texts Through The Ages One World* 1995.

Rupert Gethin *The Foundations of Buddhism* OUP 1998

Rupert Gethin (tr.), *Sayings of the Buddha. New Translations from the Pali Nikayas* OUP 2008

Richard Gombrich *What the Buddha Thought* Equinox 2009

Richard Gombrich *Theravada Buddhism* 2nd. ed. Routledge 2006

Peter Harvey *An Introduction to Buddhism* CUP 1990

Walpola Rahula *What the Buddha Taught* One World edition 1997

Paul Williams (with Anthony Tribe), *Buddhist Thought: A Complete Introduction to the Indian Tradition* Routledge 2000

Course Delivery

Lectures: 'Introduction to the Teachings and Practices of Early Buddhism' (8)
Michaelmas

Number of tutorial/classes: 8

Assessment

Assessment is by one 3 hour written examination in which candidates must answer three questions chosen from about twelve.

PAPER 19 BUDDHISM IN SPACE AND TIME (BUDDHISM II) (A10870W1)

Aims

To give students some appreciation of the various forms that Buddhism has taken during its transmission throughout Asia, with a particular focus on the main doctrines of Mahayana (Great Vehicle) Buddhism.

Objectives

Students who have studied this paper will:

- have a sense of the ways in which Buddhism has varied in space and time.
- have a basic knowledge of Buddhism as a phenomenon in world history.
- have a basic knowledge of the major trends in modern scholarship on the subject.
- have written a series of coherent essays on topics central to the subject.

Indicative Bibliography

Heinz Bechert and Richard Gombrich eds. The World of Buddhism Thames and Hudson 1984

Kenneth Ch'en, Buddhism in China: A Historical Survey Princeton University Press, 1964.

David Gellner Monk, Householder and Tantric Priest CUP 1992

Richard Gombrich Theravada Buddhism 2nd. ed. Routledge 2006

John Powers Introduction to Tibetan Buddhism rev. ed. Snow Lion 2007

Melford Spiro Buddhism and Society University of California Press 2nd. ed. 1982

Holmes Welch The Practice of Chinese Buddhism 1900-1950 Harvard University Press
1967

Paul Williams Mahayana Buddhism 2nd. ed. Routledge 2009

Course Delivery

Lectures: 'Buddhism in Space and Time' (8) Hilary Term

Number of tutorial/classes: 8

Assessment

Assessment is by one 3 hour written examination in which candidates must answer three questions chosen from about twelve.

PAPER 20 HINDUISM I: SOURCES AND DEVELOPMENT (A10871W1)

Aims

To give students an overview of the major developments that lead to contemporary Hinduism and to provide an understanding of the fundamental concepts and practices of the tradition.

Objectives

- to impart basic information about Brahminical Hinduism

- to ensure that students know how they can learn more.
- to provide experience in reading the primary texts in reliable translations, in learning to use primary texts for thematic purposes, and in understanding Brahminical Hinduism in light of that reading.
- to have them write a series of coherent essays on topics central to the subject.

Course Delivery

Lectures: 8 given in Hilary Term: 'Hinduism I'

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination in which candidates must answer three questions from about twelve.

PAPER 21 HINDUISM II: HINDUISM IN HISTORY AND SOCIETY (A10872W1)

Aims

To deepen students' understanding of Hindu theism and paths to the goal of liberation.

Objectives

- Students will:
- have acquired a basic knowledge of Hindu theism;
- gain experience in reading primary texts and understanding Hindu traditions in the light of that reading;
- see how they can learn more
- have written a series of coherent essay on topics central to the subject.

Course Delivery

Lectures:8 given in Trinity Term: 'Hinduism II'

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination in which candidates must answer three questions from about twelve.

PAPER 22 SELECTED TOPICS (OLD TESTAMENT) I(A10873W1 AND A10873W1)

Aims

To enable students to acquire a detailed knowledge of one particular genre of Old Testament literature, to gain insight into the ways in which books of this type can be interpreted, and to develop their critical understanding of the historical and literary context of such books.

Objectives

Students who have studied for this paper will have a detailed knowledge of the specified texts and be able to comment intelligently on short selected passages from them (optionally from the Hebrew text).

They will be aware of a variety of critical approaches to these texts.

They will have a knowledge of the texts' historical contexts.

They will have a more general knowledge of the genre represented by the specified texts and be able to distinguish it from other genres within the Old Testament.

Course Delivery

Lectures: 6-8 lectures on Prophecy (Hilary Term 2016) and 6-8 lectures on Apocalyptic (Trinity term 2017) to be given every other year.

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination, requiring candidates to write a compulsory 'gobbet' question (choosing four passages to comment on) and to write two essays.

Candidates will be required to show detailed knowledge of one of the following topics:

Paper A10873W1 Prophecy

1 Samuel 9; 10

2 Samuel 7

1 Kings 13; 18; 22

Isaiah 1; 5-8; 10; 40; 42-44; 49; 51-53; 55

Jeremiah 1-5; 7-9; 11; 12; 26-28; 31

Ezekiel 1-4; 8-11; 14; 18; 20; 23; 36; 37

Amos 1-5; 6-9

Zechariah 1-8; 13

Among these the following may be offered in Hebrew:

1 Kings 13; 18; 22

Isaiah 42-44

Amos 1-5

Paper A10874W1 Apocalyptic

Isaiah 24-27

Daniel Zechariah

1 Enoch 1-16 (ed. H.F.D. Sparks, The Apocryphal Old Testament, OUP, 1984) 2 Esdras 3-14

Revelation

Among these the following may be offered in Hebrew:

Isaiah 24-27

Zechariah 9-14

PAPER 23 SELECTED TOPICS (OLD TESTAMENT) II (A10875W1 AND A10876W1)

Aims

To enable students to acquire a detailed knowledge of one particular genre of Old Testament literature, to gain insight into the ways in which books of this type can be interpreted, and to develop their critical understanding of the historical and literary context of such books.

Objectives

Students who have studied for this paper will have a detailed knowledge of the specific texts and be able to comment intelligently on short selected passages from them (optionally from the Hebrew text).

They will be aware of a variety of critical approaches to these texts.

They will have a knowledge of the texts' historical contexts.

They will have a more general knowledge of the genre represented by the specific texts and be able to distinguish it from other genres within the Old Testament.

Course Delivery

Lectures: 6-8 lectures on Wisdom (Hilary term 2016) and 6-8 lectures on Worship and Liturgy (Trinity term 2017) to be given every other year.

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination, requiring candidates to write a compulsory 'gobbet' question (choosing four passages to comment on) and to write two essays.

Candidates will be required to show detailed knowledge of one of the following topics:

Paper A10875W1 Wisdom

Proverbs 1-9; 22:17-31:31

Job 1-19; 38-42

Ecclesiastes

Wisdom of Solomon 1-9

Ecclesiasticus (Sirach) Prologue; 1:1-25:12; 36:18-43:33; 51

Among these the following may be offered in Hebrew:

Proverbs 1-9

Paper A10876W1 Worship and Liturgy

Exodus 12-15; 19; 20; 24

Leviticus 1-7; 16

Deuteronomy 12-18

1 Kings 5-8

Chronicles 16

Psalms 2; 18; 24; 27; 47-51; 68; 72; 78; 89; 95-100; 110; 113-118; 122; 124; 126; 128; 130-132

A.E. Cowley, Aramaic Papyri of the Fifth Century B.C. (OUP, 1923), nos. 21; 30-34

Among these the following may be offered in Hebrew: Exodus 19; 20; 24

Leviticus 16

Psalms 24; 95-100

Aims

To enable students to read Biblical Hebrew prose (and optionally also verse), and to study selections from several biblical books in Hebrew.

Objectives

Students who have studied for this paper will have a good grasp of Biblical Hebrew grammar, syntax, and vocabulary.

They will be able to read most of the prose sections of the Old Testament in Hebrew, and optionally some of the verse sections.

They will be able to translate and point the set texts, and to comment intelligently on points of linguistic and textual interest.

They will be able to answer questions on Biblical Hebrew grammar and syntax.

They will be able to translate simple English prose into correct Biblical Hebrew.

Course Description

Candidates will be required to show a general knowledge of the language, with a special study of the following prose texts from which passages will be set for translation and comment:

Genesis 6-9

Deuteronomy 5-6; 12; 26

Samuel 11-14

1 Kings 17-19

Jonah

Candidates will also be given an opportunity to show knowledge of Hebrew verse, and especially of the following texts, from which passages will be set for translation and comment:

Psalms 1; 2; 8; 45-48; 96

Proverbs 7-9

Isaiah 1-2; 6; 40-42

Candidates who do not offer Hebrew verse will not thereby be penalized.

Course Delivery

Classes: A range of language and text classes are offered to candidates for this paper, in accordance with the Biblical Hebrew Timetable below.

Assessment

Assessment is by one 3 hour written examination. The passage for pointing will be set from Genesis 6-9.

The following comments might be of assistance to candidates preparing for this paper. For Question 1 ('point and translate') examiners are looking for accuracy in the pointing of vowels, shewa and dagesh according to the standard forms of biblical Hebrew; whereas accuracy in the pointing of pausal forms and maqqeph is of secondary importance. For Question 2 ('translate... adding comments') the answer should focus on exegetical detail that is informed by a candidate's knowledge of the Hebrew text and language. Finally, for questions in which candidates are asked to do two things (e.g. point and translate, translate and comment) 50% of the marks are usually allotted to each aspect in each question.

In the examination, candidates taking this paper will be issued with two question papers. The answer to Question 1 (i.e. the pointing exercise) must be written on one of the question papers and handed in together with the answer booklet at the end of the Examination.

Biblical Hebrew Timetable

For those who studied Hebrew in Prelims, the following sequence of classes may be considered:

1st Year Trinity Term: Deuteronomy 5-6,12,26

2nd Year Michaelmas Term: Biblical Hebrew (Second Year) and Genesis 6-9 (or alternatively taken in 3rd Year) Hilary Term: 2 Samuel 11-14 and 1 Kings 17-19

Trinity Term: Jonah

3rd Year Michaelmas Term: Genesis 6-9 (if not taken in 2nd Year) and/or Isaiah 1-2,6,40-42 (optional poetic text)

Hilary Term: Hebrew Prose Composition

and Psalms 1,2,8,45-48,96 (optional poetic text)

In addition, classes on Proverbs 7-9 (optional poetic text) are offered in Hilary Term once every two years.

For those who take up Hebrew after Prelims, the following sequence of classes may be considered:

1st Year Trinity Term: Biblical Hebrew (for FHS Beginners)

2nd Year Michaelmas Term: Biblical Hebrew (Second Year) and Genesis 6-9 (or alternatively taken in 3rd Year) Hilary Term: 2 Samuel 11-14 and 1 Kings 17-19

Trinity Term: Deuteronomy 5-6,12,26 and Jonah

3rd Year Michaelmas Term: Genesis 6-9 (if not taken in 2nd Year) and/or Isaiah 1-2,6,40-42 (optional poetic text)

Hilary Term: Hebrew Prose Composition and Psalms 1,2,8,45-48,96 (optional poetic text)

In addition, classes on Proverbs 7-9 (optional poetic text) are offered in Hilary Term once every two years.

PAPER 25 ARCHAEOLOGY IN RELATION TO THE OLD TESTAMENT (A10878W1)
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Aims

To enable students to gain some understanding of a number of archaeological discoveries in Palestine and neighbouring countries (both artefactual and textual) from the Old Testament period and to show how our understanding of the Old Testament may be illuminated by them.

Objectives

Students who have studied for this paper will have gained a general understanding of the methods used by archaeologists in excavating sites in Palestine and neighbouring countries.

They will have gained knowledge of the artefactual and textual finds at a number of important archaeological sites dating from the Old Testament period.

They will have gained an understanding of how these discoveries can serve to shed light on various aspects of Old Testament study, including the history and religion of Israel.

They will have reflected on the extent to which it is possible for archaeological discoveries to confirm or dispute the truth of statements in the Old Testament.

Course Delivery

Lectures: 15 given in Michaelmas and Hilary Terms:

'Topics in Biblical History' (8) Michaelmas Term

'Archaeology and the Old Testament: An Introduction' (7) Hilary Term, given every other year (next in Hilary Term 2017)

Number of tutorials: 8

Assessment is by one 3 hour examination in which candidates will be required to write three essays.

PAPER 26 RELIGIONS AND MYTHOLOGY OF THE ANCIENT NEAR EAST (A10879W1)
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Aims

To enable students to acquire a knowledge of certain specified ancient Near Eastern mythological and religious texts as well as more general knowledge of the religions and mythology of the ancient Near East. The lectures offer an introduction to ancient Near Eastern mythological and religious texts in English translation that are specified for Paper 26. The lectures also provide a broader introduction to ancient Near Eastern religions and mythologies, drawing on texts, archaeology, and iconography. Aspects of the relationship between this material and Hebrew Bible are considered.

Objectives

Students who have studied for this paper will have acquired a detailed knowledge of the specified texts and will be able to comment intelligently on short selected passages from them, as well as writing essays relating to them.

In addition students will have obtained a more general knowledge of the religions and mythology of the ancient Near East.

They will have reflected on the extent to which the Old Testament shows dependence on its ancient Near Eastern religious environment and the extent to which it reacts against it.

A detailed reading list will be supplied during the course. Some useful books for Paper 26 are: Foster, *Before the Muses: An Anthology of Akkadian Literature* (3rd ed., CDL Press, 2005); A. George, *The Epic of Gilgamesh* (revised ed., Penguin, 2003); M. Lichtheim, *Ancient Egyptian Literature* (University of California Press, 1975-1980), vol. I-II; H.A. Hoffner, *Hittite Myths* (2nd ed., Scholars Press, 1998); W.W. Hallo (ed.), *The Context of*

Scripture (Brill, 1997), vol. I-II; H.W. Attridge and R.A. Oden, *Philo of Byblos, The Phoenician History* (Catholic Biblical Association of America, 1981).

Course Delivery

The sixteen hours of lectures 'Religions and Mythology of the Ancient Near East' will occur in Hilary Term weeks 1-8 in the form of eight pairs of consecutive lectures at 10.00-11.00 and 11.00-12.00. They will cover topics such as the following:

- | | |
|--------------------------------------|---|
| 1) Mesopotamian Religion | 2) Cosmos, order, and theodicy in ancient Egypt |
| 3) The 'Babylonian Epic of Creation' | 4) Temple and cult in ancient Egypt |
| 5) The Epic of Gilgamesh | 6) Ancient Egyptian personal religion and piety |
| 7) Mesopotamia: Life After Death | 8) Ancient Egyptian beliefs about death |
| 9) The Thousand Gods of Hatti | 10) Telipinu and Kumarbi |
| 11) Ugaritic Religion | 12) The Baal Cycle from Ugarit |
| 13) Philo of Byblos | 14) The Sefire Inscriptions |
| 15) Divine and Human Kingship | 16) Overview and Conclusion |

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination requiring candidates to answer a compulsory 'gobbet' question (choosing three passages to comment on) and to write two essays.

PAPER 27 THE NEW TESTAMENT IN GREEK (OPTIONAL TRANSLATION PAPER) (A10895W1)

Aims

To enable students who already have at least the equivalent of Prelims in NT Greek to acquire the necessary skills to be able to translate passages from the Greek New Testament into English.

Objectives

Students who take this paper will be able to translate into English passages from the Greek New Testament. The text used will be that of the United Bible Societies, 4th edn.

Course Delivery

Teaching: primarily through a weekly class

Assessment

Assessment is by a single 2-hour, written examination.

Candidates will choose passages for translation from amongst a number taken from the Greek New Testament. The selection of passages will allow candidates to select passages for translation from the following texts and chapters: Acts 20-6, Colossians, 1 and 2 Thessalonians, Hebrews 7-10, James, 1 and 2 Peter, Revelation 1-12. There will also be opportunity to translate passages from outside these specified chapters.

Note: This paper is only available as an optional translation paper and not as a full FHS paper.

PAPER 28 VARIETIES OF JUDAISM 100 B.C. - A.D. 100 (A10880W1, A10881W1 AND A10882W1)

A10880W1: Text in Greek

A10881W1: Text in Hebrew

A10882W1: Text in English

Aims

To enable students to have a basic knowledge of the main trends in Judaism in the period 100BC – AD100 with particular reference to prescribed texts.

Objectives

Students who have studied for this paper will have:

- an understanding of the main trends within Judaism in the period 100BC – AD100.
- an ability to comment on selected texts either in translation or in the original languages.
- the requisite interpretative skills to offer a critical evaluation of the evidence for

Judaism in the prescribed period.

Course Delivery

Lectures: 8 given in Hilary Term: 'Varieties of Judaism'

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination in which candidates must attempt one question requiring comment on set texts and must also write two essays.

PAPER 29 CHRISTIAN LITURGY (A10884W1)

Aims

To enable students to acquire a critical knowledge – supported by detailed study of the original sources – of the evolution of Christian worship up to AD 451.

Objectives

Candidates will have detailed knowledge of the origin and development of rites of initiation and the eucharist up to AD 451.

They will be able to assess their influence upon contemporary liturgical revision.

They will be able to reflect on the relationship between liturgy and theology.

Course Delivery

Text Classes: 8 given in Hilary Term.

Number of tutorials: 6

Assessment

Assessment is by one 3 hour written examination.

PAPER 30 EARLY SYRIAC CHRISTIANITY (A10885W1)

Aims

To enable students, most of whom will lack previous familiarity with the subject, to acquire a basic but specific knowledge of the historical evolution and inner life of Syriac Christianity, especially during the first four centuries.

Objectives

Students completing this course will have reflected upon the distinctive character of early Syriac Christianity, upon its differences from the Greek Christian world, and upon its links with Judaism.

They will have studied in translation prescribed texts taken from a representative range of Syriac sources, including material from the Odes of Solomon, the Acts of Thomas, Aphrahat, Ephrem, and the Book of Steps.

They will have given particular consideration to the use of symbolism in the theology of the early Syriac Church.

Course Delivery

Lectures: 8 given in Trinity Term: 'Introduction to Early Syriac Christianity'

Number of tutorials: 8

Assessment

Assessment is through one 3 hour written examination in which there are two parts: Question 1 (which is obligatory) consists of short passages from the prescribed texts for comment; candidates must select four passages out of the seven that will be set. Questions 2-8 are essay questions, from which two must be answered.

PAPER 31 HISTORY AND THEOLOGY OF THE CHURCH IN THE BYZANTINE EMPIRE FROM AD 1000 TO AD 1453 (A10886W1)

Aims

To enable students - most of whom will have no previous acquaintance with the subject - to acquire a basic yet detailed knowledge of the history, institutions and religious thought of Greek Christianity during the later Byzantine period.

Objectives

Students who complete this course will have studied the place of the Church in Byzantine life, the influence of the Emperor in religious affairs, the possible threat posed by the continuing tradition of Hellenic philosophy, and the contribution of monasticism to society.

They will have considered the differences during this period between Greek and Latin Christianity, the emergence of the schism between Rome and Constantinople, and efforts made to secure reunion.

They will have been introduced to the leading mystical theologians in the later Byzantine period, especially Symeon the New Theologian and Gregory Palamas.

They will have assessed the principles underlying Byzantine missionary work in the Slav lands.

Course Delivery

Lectures: 8 given in Trinity Term – ‘The History and Theology of the Byzantine Church’

Classes: 8 in Trinity term – ‘Byzantine Church History: source readings’

Number of Tutorials: 8

Assessment

Assessment is by one 3 hour written examination.

PAPER 32 SCIENCE AND RELIGION (A10887W1)
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Aims

There is presently considerable interest in the relation of science and religion in the academy, church, and wider culture. The course aims to develop a rigorous and critically informed understanding of historical debates in the field, as well as of contemporary discussions of issues of major importance, including models and narratives for relating science and religion. The first set of eight lectures focus on the historical interaction of Christian theology and the natural sciences, while the second eight consider more recent debates, including some arising from the New Atheism – such as the role of evidence in determining beliefs in science and religion, and the place of science in contemporary

culture, as well as issues raised for theology by cosmology, evolutionary theory, and the cognitive science of religion.

Objectives

Students should acquire a critical understanding of the different models routinely used to relate scientific knowledge and practice to religious understandings of the world. They should be able to discuss the rise of scientific naturalism and offer a balanced account of the problems it has raised for religious belief. They should have an understanding of major scientific developments such as Darwin's theory of evolution by natural selection and contemporary cosmology and the questions they have raised for religious belief, as well as the impact of religion on the shaping of a scientific culture. They should have an appreciation of the impact of philosophical issues and of historical contexts on the way in which the relationship between science and religion has been understood.

Course Delivery

Lectures: 16 lectures on 'Science and Religion' delivered in Michaelmas and Hilary Terms

Number of Tutorials: 8

Assessment

Assessment is by one, 3 hour, written examination.

PAPER 33 THE SOCIOLOGY OF RELIGION (A10887W1)

Aims

To enable candidates to acquire an understanding of the major figures in the development of the sociology of religion together with a detailed knowledge of texts, and to develop a critical understanding of some of the major debates in contemporary sociology of religion and how these are related to the study of theology.

Objectives

Students who take this paper will:

- have achieved an understanding of the major figures in the development of the sociology of religion.
- have read and studied in detail a number of the prescribed texts.

- have become familiar with contemporary sociological discussion and will have acquired a critical understanding of the major debates in contemporary sociology of religion and how these relate to the issues listed in the course description.
- be able to relate their understanding of the sociology of religion to other aspects of the Theology syllabus.

Course Delivery

Lectures: 8 in Michaelmas Term: 'Sociology of Religion'

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination in which candidates answer three questions including at least one question from both parts.

PAPER 34 MYSTICISM (A10890S1)

Candidates will study theoretical issues relating to the definition and interpretation of mysticism as well as important examples of mystical literature and traditions. The paper will be examined by two extended essays. One essay, chosen from a list of prescribed titles, will address theoretical issues; the other will relate to a special topic. Prescribed titles will be published at the beginning of Trinity Term in the candidate's second year. The subject of the second essay will be chosen by candidates in consultation with tutors, subject to the approval of the Undergraduate Essays Committee. Titles, abstracts and bibliographies should reach the Faculty Deputy Administrator not later than the beginning of fifth week in Trinity Term of the candidate's second year.

Aims

- To encourage reflection on the concepts of mysticism, spirituality and religious experience
- To acquaint students with cardinal texts in one or more mystical traditions
- To promote inquiry into the relation between mystical thought and historical context

Objectives

A student who has attended relevant lectures, read primary and secondary texts under academic guidance and done careful research for two essays may be expected:

- To be able to offer a reasonable working definition of mysticism and to explain why

such definitions are contested

- To be acquainted with the writings of significant figures on one or two mystical traditions
- To be well informed regarding the evolution of at least one such tradition and of the historical circumstances which conditioned or accompanied the production of major texts in the tradition(s).

Course Delivery

Hilary term: “Mysticism: Themes and Theories” (8) Trinity Term: “Mysticism: case Studies (Track II) (8) “Mysticism: case Studies (Track III)” (8)

Candidates for this paper are advised to attend the lectures in their second year.

The deadline for submission of the essays for examination in the Final Honour School is noon, 9th March 2018.

PAPER 35 PSYCHOLOGY OF RELIGION (A10891W1)
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Aims

The course aims to provide an overview of the main issues in psychological study of religion that reflects contemporary developments in psychological theory and research. It also aims to stimulate an interest in psychological findings about religion and encourage the perception of scientific psychology as relevant to explaining religious experience/behaviour.

Objectives

On completion of the course of lectures and tutorials, students will have:

- been introduced to the main psychological accounts of human religious behaviour as distinct from those offered by other disciplines.
- become aware of the main methodological developments in modern scientific psychology and of their relevance to critical appraisal of the early and non- psychological accounts of human religious experience.
- acquired a more complete understanding of specific religious phenomena and critically

examined the usefulness of the empirical approach to religion.

- enriched their transferable skills by handling information from a variety of sources.

Course Delivery

Lectures: 8 given in Michaelmas Term: 'Introduction to the Psychology of Religion'

Number of tutorials: 8

Students are advised not to take tutorials for this paper prior to attending the course of core lectures.

Assessment is by one 3 hour written examination in which candidates will be required to write three essays.

PAPER 36 ENGLISH CHURCH AND MISSION 597-754 (A10893W1)
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Course Description

Candidates will be expected to study the main lines of the history of the English Church in this period, and some aspects of its theology. Candidates will be expected to have studied the texts in Group I, on which alone gobbets will be set, and in at least one of sections (a), (b), (c) in Group II.

Group I

Bede, *Ecclesiastical History of the English People*, Preface, Bks I, 23-26; II; III; IV; V, 9- 10, 19. (trans. B. Colgrave, in: *Bede: the Ecclesiastical History of the English People ; The Greater Chronicle ; Bede's Letter to Egbert*, ed. Judith McClure and Roger Collins, OUP, 1994) pp. 37-41, 63-233, 247-51, 267-74.

Bede's Letter to Egbert, trans. McClure and Collins, *ibid.*, pp. 343-57.

Bede, *On the Temple*, trans. S. Connolly, in J. O'Reilly (Liverpool University Press: *Translated Texts for Historians* 21, 1995), Prologue and Book I to I, 8.4, pp. 1-33; Book II, 18.8 to 20.9, pp. 76-100.

Eddius Stephanus, *Life of Wilfrid in The Age of Bede*, (ed. D.H. Farmer, trans. J. Webb, Penguin Classics 1988), pp. 105-82.

'The Dream of the Rood', in *A Choice of Anglo-Saxon Verse*, ed. and trans. R. Hamer (Faber, 1970), pp. 161-71.

Group II

Adomnan of Iona, *Life of St Columba*, ed. and trans. R. Sharpe, (Penguin Classics, 1995)

Bede, *Life of Cuthbert*, in *The Age of Bede* (Penguin Classics, 1988), pp. 41-102.

Bede, *Lives of the Abbots of Wearmouth and Jarrow*, *ibid.*, pp. 185-208
Bede's Homily on the Gospel for the Feast of St Benedict Biscop, in *Bede, Homilies on the Gospels*, trans. L.T. Martin and D. Hurst, Preface by B. Ward, (Cistercian Studies Series, 110, 1991), pp. 125-32.

Letters of Aldhelm, in *Aldhelm, The Prose Works*, trans. M. Lapidge and M. Herren (Boydell and Brewer, 1979), pp. 152-70.

Willibald's *Life of St Boniface and The Correspondence of St Boniface*, in C.H. Talbot, *The Anglo-Saxon Missionaries in Germany*, (Sheen and Ward, 1954), pp. 25-62, 65-149.

Aims

To achieve a rounded understanding of the creation of a Christian society in a culture which had different religious assumptions, and to see how particular political and social structures interacted with this newly unifying ideological force.

Objectives

Students will study the main lines of the history of the English Church in the period, and some aspects of its theology.

Students will have the opportunity to explore the ways in which religious devotion was expressed in early medieval England and consider contemporary European parallels.

Students will be required to study texts from the period, comprising a compulsory core and a choice of further biographical texts and collections of letters.

Course Delivery

Lectures: 8 given in Trinity Term

Roman missions to the English

Irish missions to the English
History, hagiography and exegesis
Missionary methods
The Easter controversy
English monasticism
Irish missions to the continent
Missions to the Germans

Classes: 4 given in Trinity Term (details to be confirmed)

Number of tutorials: 8

Assessment

Assessment is by one 3 hour written examination, requiring candidates to answer two essay questions and one 'gobbet' question, requiring students to comment on three of six short text passages taken from the list of prescribed texts in Group I.

3. TEACHING AND LEARNING

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

Although lectures, unlike tutorials, are not compulsory, you should follow the advice of your tutors about which you should attend. It is perilous to ignore 'core' lectures on a chosen option. Lectures may provide the most recent word on a fast-developing subject or the only satisfactory integration of areas that tend to be treated separately in specialist literature. An outline of lecture topics and their content is given to examiners who take account of this information when formulating examination papers, so don't miss out!

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

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section [7 Complaints and Appeals](#).

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

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

4. ASSESSMENT

Assessment structure

Please read this information in conjunction with the [relevant section](#) from the current *Examination Regulations*. For students sitting their examination in 2018, these are the Examination Regulations published in Michaelmas Term 2016.

You will be required to offer eight papers, as specified below, from the Schedule of Papers. As explained [above](#), there shall be four compulsory papers, taken by all students, covering the Old and New Testaments and the development of Christian Doctrine in its historical context. In addition to these compulsory papers, you will be required to offer four further papers chosen according to one of the schedules of Track I, Track II, or Track III. In addition you may choose to take up to three optional papers.

If you study for a BA in Theology and Religion, you must satisfy a language requirement, normally via your Preliminary Examination. You will be deemed to have satisfied a language requirement for your degree if you have passed one of Papers 7 (New Testament Greek), 8 (Biblical Hebrew), 9 (Classical Arabic), 10 (Pali), or 11 (Sanskrit) in your Preliminary Examination. If you have not passed one of Papers 7, 8, 9, 10, or 11 in your Preliminary Examination you can still satisfy a language requirement by demonstrating a familiarity in your Second Public Examination with either Biblical Hebrew in Paper 1 or New Testament Greek in Paper 2. If you have opted for Track I of the Single Honours School of Theology you may also satisfy a requirement to be familiar with Biblical Hebrew by passing one of Papers 22, 23, or 24. Inadequate demonstration of knowledge or understanding of the language concerned may result in the reduction of the mark for the paper by one class (i.e. normally 10 marks).

If you are not offering the full Hebrew paper (24) as one of your eight papers you may, in addition to your eight papers, offer the Hebrew translation component of paper 24 as an optional extra paper. All students may, in addition to their eight papers, offer the optional translation paper in New Testament Greek (paper 27). You may offer both the Hebrew paper (whether as a full paper or as an optional translation paper) and the optional translation paper in New Testament.

You may offer an essay either in place of one of the eight papers, or in addition to the eight required papers. The regulations governing essays are set out [below](#).

In the following regulations, the English version of the Bible used will be the New Revised Standard Version. The Greek text used will be the text of the United Bible Societies, 4th edn.

Your Preliminary Examination will take place at the end of Trinity term. Please check [here](#) for the exact dates. A provisional timetable can be found [here](#).

REGULATIONS CONCERNING ESSAYS

You may offer an extended essay either in place of the paper to be chosen under clause (viii) of Tracks I-III, or in addition to the eight required papers. You should in general aim at a length of 10,000 words, but must not exceed 15,000 words (both figures inclusive of notes and appendices, but excluding bibliography).

Prior approval of the subject of the essay must be obtained from the Board of the Faculty of Theology and Religion. Such approval must be sought not later than Friday in the third week of Trinity Full Term in the year preceding the examination. The request for approval should be addressed to the Undergraduate Studies and Examinations Assistant, Faculty of Theology and Religion, Gibson Building, Radcliffe Observatory Quarter, Woodstock Road, Oxford. OX2 6GG. The request must be accompanied by a letter from the tutor supervising the essay, who may not necessarily be the candidate's college tutor, stating that this subject has his or her approval. The application should include, in about 100 words, an explanation as to how the topic will be treated, and a brief bibliography.

Your application for approval of title should be submitted through and with the support of your college tutor or the tutor with overall responsibility for your studies, from whom you should seek guidance on whether the subject is likely to be acceptable to the Board.

It is advisable that you have an initial discussion with your supervisor regarding the proposed field of study, the sources available, and the method of presentation. You

should then have further discussions with your supervisor during the preparation of the essay. She or he may read and comment on drafts of the essay.

The subject of the essay need not fall within the areas covered by the papers listed in the Honour School of Theology and Religion. It may overlap any subject or period on which you offer papers, but please be warned against reproducing the content of your essay in any answer to a question in the examination. You will need to sign a letter declaring the essay your own work and that it has not already been submitted (wholly or substantially) for a final honour school other than one involving Theology, or another degree of this University, or a degree of any other institution. This letter, which can be found in [this Handbook](#) or on WebLearn shall be presented together with the essay. No essay shall, however, be ineligible because it has been or is being submitted for any prize of this University.

You must submit two typed copies of the essay, bound or held firmly in a stiff cover, addressed to the Chairman of the Examiners, Honour School of Theology, Examination Schools, Oxford, not later than noon on the Friday of the eighth week of Hilary Term in the academic year in which you are presenting yourself for examination. Your examination number only (not your student number or your name!) should be written on the cover of the submitted essay. You will need to submit the signed declaration (mentioned above) that the essay is your own work in a separate sealed envelope (in the same parcel) addressed to the Chairman of the Examiners at the above address at the same time as the copies are submitted.

These provisions will also apply to candidates submitting an essay as part of Papers 6 and 34, save that approval must be sought not later than Friday of the third week of the Michaelmas preceding the examination.

GUIDELINES FOR THEOLOGY EXTENDED ESSAYS

Before you begin, read 'Regulations concerning essays' in the latest Examination Regulations on the timing of your proposal, the length of the essay, and the final date for its submission.

Choosing a Title

Avoid titles which are too lengthy or unfocussed. The title you submit for your proposal requires much careful thought. A general topic will be much less helpful to you than one which is specific and which shows you have selected a particular subject and know how to handle it.

Make sure your title allows you enough scope for a full term's work (equivalent of, say, 8 tutorial essays).

But on the other hand, don't be too ambitious. Remember there is a word limit and that the amount of work expected of you will be the equivalent of one paper. However outstanding the extended essay it can only count for one eighth of your marks. Students invariably find that the extended essay is a good test of their research skills, but it is no soft option: so don't embark on the extended essay unless there is a particular subject which can sustain your interest.

If you have written a tutorial essay for any particular paper, and you want to explore this further, make sure you take further advice from the relevant tutor. It may be that such a choice would create too much overlap with other topics in the paper as a whole: your tutor's advice is crucial in this respect.

Titles which connect together two different theological disciplines are permissible: but again you ought to consult your relevant tutors to make sure this will work.

Your proposal

Your proposal needs to contain the title and an outline, in about 100 words, of the substance of the essay: this would detail your aims and methods, with brief chapter outlines and what you expect the argument of the essay to be and why you think the topic is theologically significant. Also, a bibliography of about 20 relevant items (you do not need to have read them all at this stage, and your eventual bibliography will be about twice as long as this), and two letters: a letter of support from your college tutor, indicating who will be your supervisor and a letter from your supervisor for the essay stating their approval for the subject.

Organising your time

Start by breaking down your 'abstract' (the paragraph you supply with your essay proposal) into manageable sections, creating a detailed table of contents before you begin.

Some supervisors will advise you to start with the introduction, but it is likely that the introduction will change as you begin your research on the body of the work. So don't spend too long on it to start with: one week (one tutorial-essay worth) at the most. But working on an introduction might help you to fill out your essay proposal: it should therefore cover your aims, your methods of research and why you feel the topic is theologically significant.

Aim to divide your work into weekly units: research it, draw up a rough plan. Write your first draft on each unit week by week. If you don't, you'll end up trying to write up everything in the last week of term.

Using resources

If your essay involves field work, plan this for the vacation.

Start with the bibliography you presented with your proposal. In addition you ought to look up other articles as you go – but avoid reading too much for too long. Always try and integrate reading with writing, working through section by section in the draft versions.

Make use of your supervisor. You ought to see them once for consultation about the title, and your proposed field of study. You should seek their advice on further sources available; they could also give guidance after each major section in a draft version. When you have finished your whole essay, it is in your own interest to see your supervisor once more with your full version. (The amount of supervisor's time could be as much as, say, four hours overall.)

Getting the technical details right

You must learn to present your material in research style. The obvious way to do this is by using a model article: look for how it presents books and articles in your subject area.

You must acknowledge sources quoted in footnotes (or endnotes if your computer cannot create footnotes). If you have any doubt, ask your supervisor about the number and length of footnotes in your own subject area.

When writing footnotes or endnotes, you should be specific in giving relevant pages from the book or article. In general, avoid conducting an argument in a footnote. Since these words will be counted in the limit imposed on you, you might as well weave the argument into the text. This makes for a tighter and neater way of writing than moving between one argument in the text and another in the footnote. Try to confine footnotes to a bibliographical reference, though it is a good idea sometimes to include a one sentence summary of an author's point [with page number] if it is relevant to the argument. There are several different footnoting and reference styles available for use. The more usual style in the humanities is what is often called the 'short title' form. When making the first reference in your extended essay to a book or article, use the following form of footnote:

Books:

John Macquarrie, *In Search of Humanity. A Theological and Philosophical Approach* [SCM Press, London 1982], pp. 66-9 (alternatively title could be underlined rather than italicised).

Academic Journal Articles:

Stephen W. Sykes, 'The Role of Story in the Christian Religion: A Hypothesis', *Literature and Theology*, 1 [1987], pp. 19-26, esp. p. 21

Magazine/newspaper articles:

Geoffrey Parkinson, 'I give them money', *New Society*, 5 Feb. 1970

Articles in Edited Volumes:

David A Scott, 'Creation as Christ: A Problematic Theme in Some Feminist Theology', in *Speaking the Christian God. The Holy Trinity and the Challenge of Feminism*, ed. Alvin F. Kimmel Jr. [Eerdmans, Grand Rapids, Michigan, 1992], pp. 237-257, esp. pp. 240-1.

After the first reference, further references simply consist of the author's surname and title, or, where appropriate, a shortening of it, e.g. Macquarrie, *In Search of Humanity*, p.56. You should avoid the use of 'op cit.' (e.g. Macquarrie, op cit.), as this is confusing when there are several works by the same author referred to.

Alternatively, you could consult *Style Book: Notes for Authors, Editors and Writers of Dissertations*, published by the Modern Humanities Research Association, obtainable from academic booksellers and available for reference in the Theology Faculty Library. It is vital in an essay of this nature that you write in clear, grammatical English and conform to acceptable research standards.

For submission, your essay should be word processed using double spacing, bound or held firmly within a stiff cover, with the title page visible. A sample title page follows (you may either photocopy the sample or produce your own in the same format). The essay should be accompanied by a sealed declaration that it is all your own work, as stated in the Examination Regulations. A standard note for this is included in [this handbook](#) – it is also available on WebLearn. You will find information on presentation of your essay in the Examination Regulations.

Research Ethics

On occasion work towards extended essays may include “research involving human participants”. Approval must be obtained for research involving human participants. If you are engaged in such work you must attend to the University’s Research Integrity and Ethics Policy.

Research integrity and ethics

The University of Oxford is dedicated to the highest standards of research integrity. As set out in its Academic Integrity in Research: Code of Practice and Procedure, it expects all members of the University including staff and students, and those who are not members of the University but who are conducting research on University premises or using University facilities, to observe the highest standards in the conduct of their research:

www.admin.ox.ac.uk/researchsupport/integrity/

This website provides links to the relevant University policies, guidelines and procedures which are intended to promote the responsible conduct of research in the University’s ongoing research activities.

Policy on the ethical conduct of research involving human participants and personal data

The University of Oxford seeks to protect the dignity, rights and welfare of all those involved in research (whether they are participants, researchers or third parties) and to promote high ethical standards of research. The University achieves this by:

- Fostering a culture within the University that embraces the principles set down in this policy and the obligations contained in relevant legislation to protect the rights, dignity and welfare of those involved in research;
- providing ethical guidance that communicates regulatory requirements and best practice, and offering ongoing support and training to staff and students to
- maintain high ethical standards;
- maintaining a review process that subjects research to a level of scrutiny in proportion to the risk of harm or adverse effect.

All students and academics involved in research involving human participants need to fill in a form to be approved to carry out the research.

For more details, see: www.admin.ox.ac.uk/curec/policystatement

The form can be found here: <https://www.admin.ox.ac.uk/curec/apply/ssh-idrec-process/#d.en.162962> (Checklist Form CUREC/1A)

For a complete set of principles, follow the links above. However, the following summary of principles and good practice should suffice for most students on the BA in Theology and Religion, and related courses. The CUREC/1A form, mentioned above, requesting formal advance ethical approval of the research, will be needed if, for example, your research involves:

- children and young people, or vulnerable adults, or people whose ability to consent to the research is in some way compromised;
- the use of personal data that is not in the public domain;
- interviews that are in some way “personally probing”, involving for example people’s religious or political opinions when these are not public knowledge, their sexuality, their moral or psychological problems, or their family life;
- any details about people that could have serious repercussions for them, such as criminal behaviour, or opinions deemed dangerous in their family or society.

You should consult your college tutor when planning any research that involves the participation of other people. Your tutor will advise whether your research requires ethical approval in advance.

Basic principles

- Research activities involving human participants must be conducted in a way which respects the dignity, rights, and welfare of participants, and which minimises risk to participants, researchers, third parties (such as family members, carers or the wider community), and the University itself.
- Research must avoid harm to people involved in, or affected by it, hence any risk must be identified early on and carefully assessed.
- Research must comply with current legislative requirements.
- Research should be designed and undertaken in a manner that evinces commitment to accountability and quality.
- Research must be independent and impartial.

Participants’ informed written consent is essential, so that they clearly participate voluntarily. Research respondents’ confidentiality and anonymity must be respected.

Research involving children and vulnerable adults

[For definition of “vulnerable adult” put “safeguarding vulnerable adults – a tool kit for general practitioners” into your search engine, which should lead you to the relevant item on the bma.org.uk website. Card 4 discusses the term helpfully.]

If your research involves children and young people, or vulnerable adults, then you must have Criminal Records Bureau Clearance. See

<http://www.ethicsguidebook.ac.uk/Criminal-Records-Bureau-Clearance-115>

This is a key requirement.

Children, young people under the age of 18, and vulnerable adults, should not be interviewed by you alone, whether individually or in a group; a responsible adult such as a parent, carer or teacher must be present.

Permission for using personal data, etc.

If your research involves minors or vulnerable adults, you must obtain the prior written permission of the parents or carers or others responsible for them.

The people involved in your research must be fully informed about its purpose and intended use, about what their participation involves, and about any risks. In this way their consent will be informed, valid and freely given.

You must respect the participants' right to withdraw from research at any time.

Take special care when inviting people to participate in your research who are vulnerable (e.g. in relation to their capacity to understand the research), or whose freely given consent may be compromised because of their professional role, or who may be over-burdened in that role if asked to participate in your research.

Anonymity

The confidentiality of information provided by individual participants must be observed, hence it may only appear in an essay and any accompanying dossier in an anonymous way, for example by the use of a fictitious name and the absence of details that may enable a reader to identify the participant, unless the participant has given express written permission for him/her to be identified.

Care should be taken in an Extended Essay Title Form, an essay, and its cover sheet, to anonymise the name of any institution where research was undertaken, e.g. by giving it a fictitious name. Its location should be described in general terms.

If it seems necessary to include in an accompanying dossier something that will identify the place where the research was undertaken, permission must be obtained from the officials of the place, and from anyone whose character, opinions, etc., feature in the essay, and who can be identified by means of the material in the dossier.

Appropriate safeguards should protect data access and data use, according to the terms under which data were collected.

Etiquette in interviews

- Explain to the interviewee the nature and purpose of your project;
- Explain how the interview is to be used;
- Assure the interviewee of anonymity, or (if it will be difficult to ensure this) obtain permission for him/her to be identified in your essay and supporting dossier;
- Obtain permission for the interview to be recorded, if this will be necessary;
- Allow the interviewee to terminate the interview at any time, or to withdraw consent for its use;

- Do not be impolite, judgmental or aggressive in the interview, or make a show of superiority.

Approval for Research

If your tutor judges that prior research ethics approval is needed, for example because you will be asking people personally probing questions, or using personal data that is not in the public domain, follow the procedure given below:

In accordance with its policy on research activities involving human participants, the University requires that all such research be subject to ethical review. For the BA in Theology and Religion, and related programmes, this is done by completing the CUREC/1A form mentioned above, using the most up-to-date version, accessible from <https://www1.admin.ox.ac.uk/curec/apply/ssh-idrec-process/>

Forms should be typewritten, checked with your tutor, and then submitted to the Director of Undergraduate Studies at the same time as the Extended Essay Title Form, together with any appropriate supporting documentation. The Director of Undergraduate Studies will consult the Undergraduate Studies Committee and inform you whether the research proposal seems acceptable, and will submit the form to the Social Sciences and Humanities Inter-Divisional Research Ethics Committee.

Note that much of what is in the CUREC/1A form is not relevant to many BA students. Nevertheless it is important to read it in full, and to ensure all fields are completed, so as to show, for example, that your research does not need the kind of vetting required for medical research and the like.

Supporting documentation should include:

- A participant information sheet you have written, explaining the study;
- A consent form for participants agreeing to take part, covering Data Protection, consent to audio recording (if relevant), acknowledgement that they know how to make a complaint to the Social Sciences and Humanities Ethics committee if they are unhappy with their experience in the study;
- Any questionnaires issued to participants;
- A brief account of how you propose to conduct your research, of how you propose to use it, and of any foreseen risks, if this is necessary, so that the Undergraduate Studies Committee may assess the request for ethical approval.

The on-line course at <http://www.admin.ox.ac.uk/researchsupport/integrity/human/> should be undertaken if the research is at all personally probing. You can record in the CUREC/1A form whether you have taken this course, and whether you have read any other guidance on research ethics.

Advice on Research

It is important to demonstrate awareness of the limitations of your research. For example, if you are questioning people in one place, do not assume a similar answer would be obtained elsewhere. Do not suppose a small sample of answers, or a small collection of data, is statistically significant. You may be able to support your data by reference to other scholars' studies on larger and more widely representative bodies of participants. Otherwise you must treat your data as "indicative", and show that you are aware of ways in which it might be unrepresentative

Academic calendar for the Final Honour School 2018

<p>28 April 2017 (Friday 1st wk TT)</p>	<p>Paper 10: <i>Special Theologians</i>. Deadline for choice of Theologian</p> <p>Paper 6: <i>NT & Christian Origins</i>. Deadline for choice of topics to study, from published list</p>
<p>12 May 2017 (Friday 3rd wk TT)</p>	<p>Deadline for submission of request for approval of extended essay title. Form can be downloaded from Theology and Religion Faculty Webpage.</p> <p>Either e.mail to: undergraduate.enquiries@theology.ox.ac.uk or send through messenger to: DUS (Essay title), Faculty of Theology and Religion, Gibson Building, ROQ, Woodstock Road</p>
<p>8 October 2017</p>	<p>Michaelmas Full Term Begins</p>
<p>27 October 2017 (Friday 3rd wk MT)</p>	<p>Deadline for submission of request for approval of essay title for Papers 6 and 34. Form can be downloaded from Theology and Religion Faculty Webpage.</p> <p>Either e.mail to: undergraduate.enquiries@theology.ox.ac.uk or send through messenger to: DUS (Paper X, Essay title), Faculty of Theology and Religion, Gibson Building, ROQ, Woodstock Road</p>
<p>3 November 2017 (Friday 4th wk MT)</p>	<p>Deadline, though may vary slightly, for declaration of Examination Entries. Check for exact date with your college office.</p>
<p>1 December 2017</p>	<p>Michaelmas Full Term Ends</p>

14 January 2018	Hilary Full Term Begins
9 March 2018 (Friday 8 th wk HT)	12 noon. Deadline for submission of extended essay, and essays for Paper 6 and 34, at the Examination Schools. Two typed copies, addressed to the Chairman of the Examiners, Honour School of Theology (see full <i>Regulations</i> for details). Do not write your name on submitted essays, only your candidate number.
10 March 2018	Hilary Full Term ends
22 April 2018	Trinity Full Term begins
4 May 2018 (Friday 2 nd wk TT)	For students, including senior status, who have not passed a language paper at Prelims: deadline for return of language requirement fulfilment forms. For Track I candidates: deadline for return of declaration through which paper Biblical Language requirement will be met. Either e.mail to: undergraduate.enquiries@theology.ox.ac.uk or send through messenger to: Undergraduate and Examinations Assistant, Faculty of Theology and Religion, Gibson Building, ROQ, Woodstock Road
28 May 2018 (Monday 6 th wk TT)	FHS Examinations begin, Examination Schools. Dates may vary slightly.
16 June 2018	Trinity Full Term Ends

Examination conventions

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

The examination conventions below are those for the Final Honour School 2016. It is possible that the conventions for the Final Honour School 2018 will be slightly different, but you can use the below as a guide. You will be notified of any changes in Hilary Term 2018.

EXAMINATION CONVENTIONS

FINAL HONOUR SCHOOL OF THEOLOGY 2016

1. INTRODUCTION

This document has been developed with reference to the guidance provided in *Policy and Guidance for Examiners* (Michaelmas Term 2015), and with the approval of the Faculty Board of Theology and Religion.

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

2. RUBRICS FOR INDIVIDUAL PAPERS

See Appendix 1.

3. MARKING CONVENTIONS

3.1 University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70-100	First Class
60-69	Upper second
50-59	Lower second
40-49	Third
30-39	Pass
0-29	Fail

3.2 Qualitative criteria for different types of assessment

3.2.1 Timed Essays and Pre-Submitted Essays

Examiners will attend to the following criteria in marking pre-submitted essays and timed essays, as appropriate to the paper being examined:

Engagement

- incisiveness of engagement with the question
- range of issues addressed
- depth and sophistication of comprehension of issues and implications of the question
- relevant engagement with primary and secondary literature
- directness of answer to the question

Argument

- coherence and rigour of argument
- analytical clarity and power
- intellectual penetration and sophistication of ideas
- originality of argument

Information

- relevant deployment of information
- depth, precision and detail of evidence cited
- range of material deployed
- accuracy of facts

Organisation & Presentation

- clarity and coherence of structure
- clarity, fluency and elegance of prose
- correctness of grammar, spelling, and punctuation
- scholarly presentation

The following descriptors will be used to determine the assignment of marks:

70-100 First Class

Work displaying excellent analytical and argumentational power, with full command of the facts and concepts, and/or the appropriate primary and secondary sources, and/or arguments relevant to the question. Evidence of ability to organise and express them with clarity, insight and efficiency. Excellence in one area may compensate for relative weakness in another.

A mark of 70-74 will be awarded for scripts that that are at least very highly competent across these areas, and 75-79 if they excel in at least one of these areas and are at least very highly competent in other respects. When these qualities are evident throughout, the mark should be 80 or above. Where these qualities are evident throughout and the script displays original thought of near publishable standard, the mark should be 90 or above.

60-69 Upper Second Class

Work displaying good analytical and argumentative power, with good knowledge of the relevant facts and concepts, appropriate primary and secondary sources, and arguments relevant to the question. This class can also be awarded for work showing considerable thoroughness but less knowledge, analytical skill or clarity in organisation.

Higher Range: 65-69

Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of material, and offering a coherent argument substantiated with accurate information, the whole being clearly-presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of information) may compensate for other weaknesses.

Lower Range: 60-64

Scripts will be competent and should manifest the essential features described above, in that they must offer relevant, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

50-59 Lower Second Class

Satisfactory work which shows only modest knowledge of the relevant facts, sources or arguments, which gives an incomplete answer to the question, or which contains inaccuracies or lapses in analysis or argumentation. Scripts must show evidence of some solid competence in expounding information and in analysis. But they will be marred by a failure on one criterion or another: failure to address the question directly, irrelevant citing of information, factual error, weakness of argument, narrowness in the range of issues addressed or information adduced (or lack of detail), or poor organization and presentation, including incorrect English prose.

Higher Range: 55-59

Adequate, if somewhat basic, analysis and understanding of key concepts and arguments. Significantly lacking in scope, depth or precision; pat or pedestrian representation of thoughts and arguments; some important inaccuracies, omissions, or lapses in argumentation. Answers will lack one or more of the essential qualities of the higher class.

Lower Range: 50-54

Answer showing a basic grasp of relevant material and arguments, and a fair attempt to arrive at a reasoned conclusion. More serious inaccuracies or omissions; significant lapses in argumentation (e.g. non sequiturs, misuse of concepts or evidence); failure to digest material; minor irrelevance.

40-49 Third Class

Work that is poor with muddled argumentation, little knowledge of relevant facts or arguments, little analytical skill, and which fails to address the questions asked. Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.

Higher Range: 45-49

Limited answer to the question; constructs a rudimentary argument; some evidence of relevant study. Superficial or incomplete treatment; some gaps or mistakes in understanding of key concepts and arguments; poor focus and organisation; some irrelevance.

Lower Range: 40-44

Significant elements of a basic and relevant answer. Muddled or very limited argumentation; very superficial discussion with poor focus; significant misunderstanding of key concepts and arguments; considerable irrelevance; seriously incomplete answer.

30-39 Pass

Very poor quality work showing only slight evidence of having studied. Scripts will display a modicum of relevant knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, poor organization and presentation; and lacking argumentation.

0-29 Fail

Unsatisfactory work which shows no evidence of having studied. Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics or rules, except as explicitly envisaged in the applicable marking scheme, may also be failed.

3.2.2 Gobbets

Examiners will attend to the following criteria in marking responses to gobbets (for translations of gobbets, see 3.2.3 below), as appropriate to the paper being examined:

Immediate context of the extract

- relation of the extract to the wider text from which it is drawn
- representativeness/distinctiveness of the extract within the wider text
- precise meaning or significance of terminology or points of detail
- identification of key ideas, individuals, or events

Clarification of the extract

- author, authority, and purpose
- audience
- conditions of creation, transmission, reception, and preservation
- genre
- language and style

Wider context of the extract

- relationship between the extract and other set texts or texts
- relevance of the extract to wider theological or historical developments
- relevance of the extract to modern debates

Organisation and presentation of answer

- clarity and coherence of structure
- clarity, fluency and elegance of prose
- correctness of grammar, spelling, and punctuation

The following descriptors will be used to determine the assignment of marks:

70-100 First Class

Higher Range: 80-100

A mark of 80 or above will be awarded for scripts which excel across the range of criteria, and 90 or above for work which shows remarkable originality and sophistication, comparable to the best published work.

Lower Range: 70-79

A mark of 75-79 will be awarded to answers which excel in at least one of these areas and are at least very highly competent in other respects, that is, the answer must be excellent for discussion of the meaning, contexts and significance of the extract and for clarity of structure and expression. A mark of 70-74 will be awarded to answers which are at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

60-69 Upper Second Class

Higher Range: 65-69

Answers will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, explaining the meaning of the extract and identifying its provenance and significance in a clearly expressed answer. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of information) may compensate for other weaknesses.

Lower Range: 60-64

Answers will be competent and should manifest the essential features described above, in that they must place the extract in context and elucidate key points within it; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

50-59 Lower Second Class

Answers must show evidence of some solid competence in expounding information and analysis. But they will be marred by a weakness on one criterion or another: failure to identify the extract or the issues it raises, failure to place it accurately in context, or poor explanation and expression, including incorrect prose.

40-49 Third Class

Answers will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as some ability to contextualize the extract or discuss its meaning and significance. Such qualities will not be displayed at a high level or consistently, and may be marred by irrelevance, incoherence, error, and poor expression.

30-39 Pass

Answers will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They may be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.

0-29 Fail

Answers will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules to a degree beyond that taken into account in the marking-schemes may also be failed.

3.2.3 Translations

The following descriptors will be used to determine the assignment of marks to translation exercises, as appropriate to the paper being examined:

Numerical Mark	Class	Comprehension	English
80-100	I	Excellent performance; few and minor problems of comprehension; subtleties of text, including ambiguity, conveyed.	Gives impression that the text was conceived in English.

70-79	I	Very good performance. No serious problems of comprehension. Shows resourcefulness in overcoming problems and producing persuasive version.	Sensitive to register; good stylistic manipulation of English. Written in natural and idiomatic English, non-standard English rendered appropriately.
60-69	II.1	Full comprehension of a fair range of vocabulary and structures; plausible attempts to overcome problems.	Passage reads clearly and convincingly on the whole; some infelicities.
50-59	II.2	General comprehension of a fair range of vocabulary and structures, but with significant gaps; fails to cope with much of the more difficult vocabulary. A decent attempt to work round basic gaps should earn a <i>high</i> II.2.	Tends towards awkward and literal English; little attempt to find valid English equivalents. Little sensitivity to register. Occasional meaningless renderings should earn <i>low</i> II.2.
40-49	III	Patchy comprehension of original; but difficulty even with common words and structures.	Awkward, literal English; gaps.
30-39	Pass	Gives impression of largely misunderstanding the passage.	Only some of the passage rendered comprehensibly.
Less than or equal to 29	Fail	Almost totally misunderstands the passage.	Totally inadequate English.

3.2.4 Pointing

Examiners will attend to the following criteria in marking pointing exercises, as appropriate to Paper 24:

For Question 1 ('point and translate') examiners are looking for accuracy in the pointing of vowels, shewa and dagesh according to the standard forms of biblical Hebrew.

3.3 Verification and reconciliation of marks

Normally each script should be marked by two markers. The marks must fall within the range of 0 to 100 inclusive. Examiners should be encouraged to award high marks to good scripts, though marks above 85 should be reserved for scripts that are exceptionally outstanding (see the descriptors above). It is not permissible to exclude the use of certain marks (e.g. 69, 59).

Each initial marker must determine a mark for each script independently of the other marker. All such marks must be in the form of an integer. The initial markers should then confer in order to reduce or resolve differences. Conferring should not debar markers from also re-reading where that may make it easier to reach an agreed mark.

Marks assigned as a result of conferring or re-reading may not fall outside the range of the initial marks, except where the Board of Examiners is agreed that they should do so and can provide clear and defensible reasons for its decision.

In every case, the original marks from both markers must be entered onto a mark sheet available to all examiners, as well as the marks (if any) that result from conferring.

If conferring or re-reading (which markers may choose to do more than once) does not reduce the gap between a pair of marks to a point where a mark can be agreed between the markers, the script must be third-read by a third examiner who may of course be an external examiner.

Marks established as a result of third readings may not fall outside the range of the original marks, except where the Board of Examiners is agreed that they should do so and can provide clear and defensible reasons for its decision. In cases where the mark of the third reading falls within the range of the original marks, the mark of the third reading shall be taken to be the agreed mark. In cases where the mark of the third reading does not fall within the range of the original mark it shall be at the discretion of the board what action to take.

3.4 Scaling

The Board of Examiners is permitted to scale marks if deemed justifiable and appropriate. However, the Board of Examiners is not in any way obligated to investigate or act upon significant discrepancies between markers. The Examiners may choose to scale marks where in their academic judgement:

- a) a paper was more difficult or easy than in previous years, and/or
- b) an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
- c) a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that candidates' marks are not advantaged or disadvantaged by any of these situations. In each case, examiners will establish if they have sufficient evidence for scaling. Scaling will only be considered and undertaken after moderation of a paper has been completed, and a complete run of marks for all papers is available.

If it is decided that it is appropriate to use scaling, the examiners will review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes an appropriate performance within in each class.

Detailed information about why scaling was necessary and how it was applied will be included in the Examiners' report and the algorithms used will be published for the information of all examiners and students.

3.5 Short-weight convention and departure from rubric

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered. Where some attempt has been made, the maximum deduction that can be made for short weight should be equivalent to the proportion of the answer that is missing. Marks embodying a penalty for short weight should be flagged 'SW'.

Where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. Where it is unambiguously clear that a rubric has not been obeyed, the mark should be lowered by at least 5 points. Marks embodying such a penalty should be flagged 'RR'. The Board of Examiners will consider all such cases so that consistent penalties are applied.

3.6 Penalties for late or non-submission

The scale of penalties agreed by the Board of Examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the *Examination Regulations* (Regulations for the Conduct of University Examinations, Part 14).

Late submission	Penalty
Up to one day (submitted on the day but after the deadline)	-5 marks
Each additional day (i.e., two days late = -6 marks, three days late = -7 marks, etc.; note that each weekend day counts as a full day for the purposes of mark deductions)	-1 mark
Max. deducted marks up to 2	-18 marks

weeks late

More than 2 weeks late

Fail

Note that failure to submit a required element of assessment will result in the failure of the whole examination.

3.7 Penalties for over-length work and departure from approved titles or subject-matter

The Board has agreed the following tariff of marks to be deducted for over-length work:

Percentage by which the maximum word limit is exceeded	Penalty
Up to 2%	-1 mark
Over 2% and up to 4%	-2 marks
Over 4% and up to 6%	-3 marks
Each further 2%	-1 further mark

Penalties for unauthorised changes to approved titles for submitted written work are as follows:

Type of unauthorised change	Penalty
Minor changes to punctuation or expression which do not affect content	Up to -5 marks
Changes to wording which affect content to some degree	Up to -10 marks
Changes to wording which result in a different essay from the one that was approved	Up to -20 marks deducted, or a Fail mark recorded

Note that when the submitted written work in question is an optional paper, a low mark (even a fail) will never be used to bring down a candidate's class or reduce the overall average mark.

4. CLASSIFICATION CONVENTIONS AND PROGRESSION RULES

4.1 Qualitative descriptors for classes

First:

Either

(i) Average mark of 68.5 or greater. At least two marks of 70 or above. No mark below 50.

Or

(ii) Average mark of 65 or greater. At least four marks of 70 or above. No mark below 50.

Upper Second:

Average mark of 59 or greater. At least two marks of 60 or above. No mark below 40.

Lower Second:

Average mark of 49.5 or greater. At least two marks of 50 or above. No mark below 30.

Third:

Average mark of 40 or greater. Not more than one mark below 30.

Pass:

Average mark of 30 or greater. Not more than two marks below 30.

4.2 Classification rules

All papers and pre-submitted essays are given equal weight in the calculation of a candidate's average mark (but for Optional Papers and Optional Extended Essays, see below). Averages will be rounded, correct to 2 decimal places, rounding to the nearest 0.01. Figures ending in 5 exactly are rounded up (e.g. 63.375 = 63.38; 63.3749 = 63.37).

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks are very close to a borderline, or in some way anomalous, and to satisfy themselves that the candidates concerned are correctly classified in accordance with the criteria specified in these Conventions.

In cases of difficulty or dispute the advice of external examiners must be given particular weight.

4.2.1 Conventions for optional extra papers

Optional Translation Papers

In consideration of the final outcome, Optional Translation Papers will be weighted according to the following rules:

a) If a candidate meets all the criteria for a particular class **apart from** being short **one** paper above the particular higher mark required for that class, then a sufficiently high mark on an Optional Translation Paper will count towards meeting this requirement, according to the following table:

Criteria	Optional Translation Mark	Classification
All criteria for First by route (i) met except has only one paper 70+	78 or above 77 or below	First II.1
All criteria for First by route (ii) met except has only three papers 70+	78 or above 77 or below	First II.1
All criteria for II.1 met except has only one paper 60+	70 or above 69 or below	II.1 II.2
All criteria for II.2 met except has only one paper 50+	60 or above 59 or below	II.2 III

If a candidate takes two optional translation papers, only **one** high mark can be used in this way.

b) **Alternatively**, if a candidate meets all the requirements for a particular class **apart from** the requirement of a minimum average of a certain percentage, then this requirement may be satisfied if the percentage can be achieved by halving the Optional Translation Paper mark and averaging over 8.5 papers.

For candidates taking **two** optional translation papers, the relevant averages will be calculated using 8, 9 or 10 papers (weighting the translation papers at 50%) and averaged over 8, 8.5 and 9 respectively. (When using 9 papers, the calculation will be repeated using the two marks for the translation papers separately.) The highest average will be taken in classifying the candidate.

c) A high mark in an optional translation paper can **not** count towards the number of first class marks required in Section 2.1, option (ii) above for a first class overall.

d) Any other use of a high mark on an Optional Translation Paper will be at the discretion of the Board of Examiners. However, a low mark (even a fail) on an Optional Translation Paper will never be used to bring down a candidate's class or reduce the overall average mark.

Optional Extended Essays

In consideration of the final outcome, Optional Extended Essays will be weighted according to the following rules:

a) If a candidate submits an extended essay in addition to 8 papers, and on the basis of these 8 papers meets all the criteria for a particular class **apart from** having only **one** paper less than the number required to be above the particular higher mark specified for that class, then an Optional Extended Essay mark above that threshold will count as the further paper needed, thus qualifying the candidate for the relevant class.

b) If a candidate meets all the requirements for a particular classification **apart from** the necessary minimum average percentage, then this requirement may be satisfied by **either** (i) including the Optional Extended Essay mark and averaging over 9 papers, **or** (ii) substituting the Optional Extended Essay mark for one of the other marks (as long as the resulting combination of 8 units would remain a permissible combination of papers if taken on their own).

e) Any other use of a high mark on an Optional Extended Essay will be at the discretion of the Board of Examiners. However, a low mark (even a fail) on an Optional Extended Essay will never be used to bring down a candidate's class or reduce the overall average mark.

4.3 Progression rules

4.3.1 Language requirement

Candidates who have not satisfied a **language requirement** for their degree in the Preliminary Examination must do so in the Final Honour School. Failure to attempt to demonstrate knowledge of a biblical language ('language requirement') in the paper through which a candidate has stated he or she will do so, will result in a failure of the examination (and hence of the degree). Inadequate demonstration of knowledge or understanding of the language concerned may result in the reduction of the mark for the paper by one class (i.e. normally 10 marks).

4.3.2 Language requirement for Track 1

Candidates for Track 1 must comment on at least two biblical passages in the original language, i.e. either at least two passages in Greek (in Paper 3, though such candidates may additionally comment on passages in Greek in Paper 2 if they wish) or at least two passages in Hebrew (which may be fulfilled in any of Papers 1, 22, 23, or 24). Failure to do so will result in the reduction of a candidate's overall average by up to 10 marks.

4.4 Vivas

Any candidate may be examined *viva voce*. It is, however, the normal expectation that this will occur only in exceptional circumstances.

5. RESITS

No candidate who achieves a classified result shall be admitted again as a candidate in the Final Honour School (*Examination Regulations 2015*, p. 53, paragraph 4.13).

6. FACTORS AFFECTING PERFORMANCE

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the Board will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final Board of Examiners meeting to adjudicate on the merits of candidates. Further information on the procedure is provided in the *Policy and Guidance for Examiners, Annex C* and information for students is provided at:

www.ox.ac.uk/students/academic/exams/guidance

7. DETAILS OF EXAMINERS AND RULES ON COMMUNICATING WITH EXAMINERS

The Board of Examiners is comprised of the following members:

Dr P. Booth, Chair

Dr. A. Adam, Examiner

Dr. J. Arnold, Examiner

Dr. N. Eubank, examiner

Prof. J. Hordern, Examiner

Dr. A. Moore, Examiner
Prof. H. Najman, Examiner
Dr D. Rooke, Examiner
Dr D. Schaefer, Examiner

(External examiners)

Dr Clare Carlisle, External Examiner, Senior Lecturer in Philosophy and Theology, King's College, London.

Professor K. Dell, External Examiner, Senior Lecturer in Old Testament Studies; Fellow and Director of Studies in Theology and Religious Studies, St Catharine's College, Cambridge.

Dr. A. Barua, External Examiner, Lecturer in Hindu Studies, Faculty of Divinity, Cambridge.

Candidates should not under any circumstances seek to make contact with individual internal or external examiners.

APPENDIX 1 – RUBRICS FOR INDIVIDUAL PAPERS

Paper 1. God and Israel in the Old Testament

Question 1 (four gobbets in English, at least one from each set text; or three gobbets if at least one is in Hebrew, one from each set text) and two other (essay) questions (at least one from section C). Gobbets in Hebrew must be translated.

Candidates who have not passed a language paper in the Preliminary Examination for Theology and who intend to fulfil the language requirement through this paper must translate and comment on at least two Hebrew passages.

Paper 2. The Gospels and Jesus

Question 1 (two gobbets from Matthew); Question 2 (two gobbets from John) and two other essay questions. If a Greek gobbet is selected in Question 1 or 2 it must also be translated.

Candidates who have not passed a language paper in the Preliminary Examination for Theology and who intend to fulfil the language requirement through this paper must translate and comment on at least TWO Greek passages, including ONE from Question 1 and ONE from Question 2.

Paper 3. Pauline Literature

Question 1 (two gobbets from 1 Corinthians), Question 2 (two gobbets from Romans) plus two other (essay) questions.

Track 1 candidates are required to comment on at least ONE passage from 1 Corinthians in Greek, and at least ONE passage from Romans in Greek. As prescribed in Examination Regulations, however, candidates in Track 1 may restrict their comment to texts printed in English if their other examination papers include translation and/or comment on two passages in Hebrew. Full translation into English of passages in Greek is not required. Candidates for Track II or Track III or for the Joint School of Philosophy and Theology may restrict their comments to passages printed in English.

Paper 4. The Development of Doctrine in the Early Church to AD 451

Question 1 (one gobbet) and three other (essay) questions.

Question 1 carries 20% of the total marks. Candidates are advised to spend about 30 minutes on this question. The other three questions are equally weighted and together carry 80% of the total marks.

Paper 5. God, Christ and Salvation

Three questions.

Paper 6. Further Studies in New Testament and Christian Origins

Assessment is by two submitted essays of 3,000 words each.

Paper 7. The History and Theology of Western Christianity, 1050-1350

Three questions.

Paper 8. The History and Theology of Western Christianity, 1500-1648

Three questions.

Paper 9A. Christian Life and Thought in Europe & the English Speaking World 1789-1921

Three questions.

Paper 9B. Issues in Theology, 1789-1921

Three questions including at least one from each of the two sections.

Paper 10. Further Studies in History and Doctrine: Special Theologians

Question 1 (three gobbets) and two other (essay) questions.

Paper 11. Philosophy of Religion

Please refer to schedule of papers in Examination Regulations 2015, under Philosophy.

Paper 12. Christian Moral Reasoning

One (essay) question from Section 1A (Christian Moral Concepts), one gobbet from Section 1B (Christian Moral Concepts: Prescribed Texts) and one (essay) question from Sections 2-4 (Government and its Tasks, Medical Ethics or Sexual Ethics). Each of the three carries equal marks.

Paper 13. The Nature of Religion

Three questions.

Paper 14. The Formation of Rabbinic Judaism (Judaism I)

Three questions including at least one from each of the two sections.

Paper 15. Judaism in History and Society (Judaism II)

Three questions.

Paper 16. The Classical Period of Islam (Islam I)

Three questions.

Paper 17. Islam in the Modern World (Islam II)

Three questions.

Paper 18. Foundations of Buddhism (Buddhism I)

Three questions.

Paper 19. Buddhism in Space and Time (Buddhism II)

Three questions.

Paper 20. Hinduism: Sources and Development (Hinduism I)

Three questions.

Paper 21. Hinduism in History and Society (Hinduism II)

Three questions.

Paper 22. Selected Topics (Old Testament) I

Prophecy – Question 1 (four gobbets) and two other (essay) questions. In Question 1, candidates commenting on at least one gobbet in Hebrew may comment on just three gobbets in all (any Hebrew passage selected should also be translated).

Apocalyptic – Question 1 (four gobbets) and two other (essay) questions. In Question 1, candidates commenting on at least one gobbet in Hebrew may comment on just three gobbets in all (any Hebrew passage selected should also be translated).

Paper 23. Selected Topics (Old Testament) II

Wisdom – Question 1 (four gobbets) and two other (essay) questions. In Question 1, candidates commenting on at least one gobbet in Hebrew may comment on just three gobbets in all (any Hebrew passage selected should also be translated).

Worship and Liturgy – Question 1 (four gobbets) and two other (essay) questions. In Question 1, candidates commenting on at least one gobbet in Hebrew may comment on just three gobbets in all (any Hebrew passage selected should also be translated).

Paper 24. The Hebrew of the Old Testament.

Candidates for the Hebrew of the Old Testament paper should answer Question 1 (pointing a passage), Question 2 (translate and comment on five passages), and one other question.

Candidates for the Optional Translation Paper: Hebrew should translate (but not point) the passage in Question 1 and translate (but not comment on) all the passages in Question 2. If they wish they may translate any passage in Question 3.

Paper 25. Archaeology in Relation to the Old Testament

Three questions.

Paper 26. Religions and Mythology of the Ancient Near East

Question 1 (three gobbets) and two other (essay) questions.

Paper 27. The New Testament in Greek. Optional Translation Paper: Greek

Translate six passages without commenting.

Paper 28. Varieties of Judaism 100 BC – AD 100

Question 1 (three gobbets) and two other (essay) questions.

Paper 29. Christian Liturgy

BOTH questions from Section A (four gobbets), ONE question from Section B, and ONE question from Section C.

Paper 30. Early Syriac Christianity

Question 1 (four gobbets) and two other (essay) questions.

Paper 31. The History and Theology of the Church in the Byzantine Empire from AD 1000 to 1453

Three questions.

Paper 32. Science and Religion

Three questions, including at least one from each of the two sections.

Paper 33. Sociology of Religion

Three questions, at least one from each of the two sections.

Paper 34. Mysticism

Assessment is by two submitted essays of 5,000 words each.

Paper 35. Psychology of Religion

Three questions.

Paper 36. English Church and Mission 597-754

Question 1 (three gobbets) and two other (essay) questions.

Feedback on learning and assessment

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

The scale and extent of feedback delivered through tutorial teaching is a core element of the collegiate University's learning support for undergraduates. Your tutor will provide you with instant feedback on the way you think, form arguments and express yourself. This formative assessment should be the main building block of your academic development. It is supplemented by the more formal feedback offered by college collections.

In classes your peers will provide you with informal feedback: make use of any opportunity to discuss your work with your fellow students. Feedback on presentations in class from your teachers will be another element of formative assessment.

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

If you want to read up on the role and importance of feedback at Oxford University and beyond, please see [here](#) and [here](#).

Guidelines on plagiarism

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

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

For an extensive, binding, and regularly updated definition of plagiarism and the seriousness with which the University views the practice, please see the Oxford Student's website [guidance on plagiarism](#).

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

consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

FORMS OF PLAGIARISM

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students or failure to attribute assistance received.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.

- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

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

USE OF SOURCES IN TUTORIAL ESSAYS

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

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

Good practice

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

Sharing work

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

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

Entering for University Examinations

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

Examination dates

Finals usually take place at the end of Trinity term. The exact dates of your examinations will be published about five weeks in advance, and Examination Schools will send you your individual timetable. In the meantime, you can find provisional dates on the [Examination entry page](#). Once the timetables are published, you can find them [here](#).

Sitting your examination

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

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

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

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

Examiners' reports

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

Prizes

These are the prizes and their value for 2016: please noted there may be changes to the qualifications or values before 2018 round of exams.

Denyer and Johnson Prize

The Denyer and Johnson Prize will be awarded on the recommendation of the examiners in the Final Honour School of Theology and Religion in Trinity Term each year to the candidate whose performance the examiners judge to be the best and of sufficient merit (provided that it shall not be awarded to a candidate who has been awarded a Senior Pusey and Ellerton Prize in Biblical Hebrew, unless there is no other candidate of sufficient merit to be awarded the Denyer and Johnson Prize). No special application is required.

Gibbs Prizes

A prize of £275 may be awarded on the results of the examination for the Final Honour School of Theology and Religion in Trinity Term 2018. No candidate shall have exceeded the twelfth term from their matriculation at any university. No candidate may be awarded both the Denyer and Johnson Prize and a Gibbs Prize in the same examination.

A prize of £100 may be awarded for the outstanding extended essay submitted for the examination for the Final Honour School of Theology and Religion in Trinity Term 2018.

Pusey and Ellerton Senior Prizes

One or more prizes will be awarded annually on the recommendation of the examiners in the Final Honour School of Theology and Religion. The value of the prizes shall be £100. No special application is required.

Catherine of Alexandria Prize

The prize may be awarded by the examiners for the best performance in the Honour School of Theology by a member of the Anglican Theological Colleges who intends to be

ordained in the Church of England and who is not also a member of one of the societies recognised in Statute V (see <https://www.admin.ox.ac.uk/statutes/782-121.shtml>)

5. LEARNING DEVELOPMENT AND SKILLS

Academic progress

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

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

Learning development and skills

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

Careers information and advice

Like all courses in the Humanities at Oxford University, a degree from the Faculty of Theology and Religion will equip you with a range of transferable skills attractive to many employers. These include the proven ability to think clearly and critically, to assess the validity of evidence and complex arguments, and to articulate and defend your own ideas in a rigorous and convincing way.

The intellectual demands of an Oxford degree are well-recognised for preparing graduates for the pressures and opportunities of many varied careers. In addition to the research and writing skills developed in most degrees at this level, graduates of the Faculty of Theology and Religion demonstrate an ability to analyse many different forms of information and approach issues from a variety of perspectives.

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

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

6. STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

Department representation

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

Division and University representation

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

Opportunities to provide evaluation and feedback

The Faculty discusses feedback from University-wide surveys regularly at meetings of the Undergraduate Studies Committee, the Faculty Board, and other committees. Academics as well as administrative staff do everything they can to make sure you have the best

possible experience. Please let [them](#) know immediately if there is something that goes wrong.

Around 3rd week of each term you will be sent the link to an online Lecture Feedback questionnaire. Please complete this short survey for each lecture or class you have attended. The results will be collated and fed back to the lecturers. It is really important that you take the time and provide feedback. Your lecturers invest a lot of time and love in their teaching; please give them the opportunity to see how they have done and what they can improve.

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff, and the general public [here](#).

Undergraduates who are in their final year on course are surveyed instead through the National Student Survey. Results from previous NSS can be found [here](#).

7. STUDENT LIFE AND SUPPORT

Whom to contact for help

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

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

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

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

Complaints and academic appeals within the Faculty of Theology and Religion

The University, the Humanities Division, and the Faculty of Theology and Religion all hope that provision made for students at all stages of their course of study will make the need

for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University's complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

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

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

Complaints

If your concern or complaint relates to teaching or other provision made by the Faculty, then you should raise it with Prof. Joel Rasmussen, the [Director of Undergraduate Studies](#) until the beginning of Michaelmas Term 2016, and Prof. Jan Westerhoff from Michaelmas Term 2016. He will attempt to resolve your concern/complaint informally within the Faculty.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam), and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

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

Academic appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate courses, a concern that might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your

concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam), and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all academic appeals that:

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

Student societies

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

Policies and regulations

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

8. APPENDIX: FORMS, COVER SHEETS AND PROFORMAS

Final Honour School of Theology and Religion 2018

Language requirement fulfilment declaration
for candidates who have not passed a language paper at Prelims

Name:

College:

Records indicate that you did not pass either paper 7 (New Testament Greek), 8 (Biblical Hebrew), 9 (Classical Arabic), 10 (Pali), or 11 (Sanskrit) in the Preliminary Examination for Theology and so will need to demonstrate a familiarity with either Biblical Hebrew or New Testament Greek in the Second Public Examination.

You are asked to indicate below the paper through which you will attempt to demonstrate to the FHS of Theology and Religion examiners that you are familiar with either Biblical Hebrew or New Testament Greek. Please return this form to undergraduate.enquiries@theology.ox.ac.uk or clearly labelled 'FHS Language Requirement Fulfilment Form'

to the Undergraduate Studies and Examinations Assistant, 2nd Floor, The Gibson Building, Radcliffe Observatory Quarter, Oxford OX2 6GG, before midday on Monday 23 April 2018.

Through which paper are you proposing to demonstrate that you are familiar with either Biblical Hebrew or New Testament Greek?

Greek

Paper 2 'The Gospels and Jesus'

Hebrew

Paper 1 'God and Israel in the Old Testament'

Signed

Date.....

Final Honour School of Theology and Religion 2017

Biblical language declaration for Track I candidates

Name:

College:

You are asked to indicate below the paper through which you will attempt to demonstrate to the FHS of Theology and Religion examiners that you are familiar with either Biblical Hebrew or New Testament Greek. Please return this form to undergraduate.enquiries@theology.ox.ac.uk, or clearly labelled 'FHS Track I Language declaration' to the Undergraduate Studies and Examinations Assistant, 2nd Floor, The Gibson Building, Radcliffe Observatory Quarter, Oxford OX2 6GG, before midday on Monday 24 April 2018.

Through which paper are you proposing to demonstrate that you are familiar with either Biblical Hebrew or New Testament Greek?

Greek

Paper 2 'The Gospels and Jesus'

Hebrew

Paper 1 'God and Israel in the Old Testament'

Paper 22 'Selected Topics (Old Testament I)'

Paper 23 'Selected Topics (Old Testament II)'

Paper 24 'The Hebrew of the Old Testament'

Signed

Date

Example of a cover sheet for an Extended Essay

FHS THEOLOGY AND RELIGION

Candidate Number:

Paper A10896S1 (Extended Essay)

Essay Title:

Word Count

I enclose with this essay the signed extended essay declaration in a separate sealed envelope.

Extended Essay Declaration Proforma

FACULTY OF THEOLOGY AND RELIGION

FHS EXTENDED ESSAY

Name:

College:

Candidate Number:

Year of Examination:

Dear Chair of Examiners,

I, declare that the accompanying extended essay is all my own work and that no part of it has been submitted for any other degree - either from the University of Oxford or another institution.

I also declare that the title of the essay is the same title which was approved by the Undergraduate Studies Committee of the Faculty of Theology and Religion.

Yours sincerely,

(Signature of Candidate)

Name of College Tutor:

Name of Supervisor:

College of Supervisor:

Example of a cover sheet for Paper 6

FHS THEOLOGY AND RELIGION

Candidate Number:

Paper 6 (A10846S1): Further Studies in New Testament and Christian Origins

Essay Title:

Word Count:

I enclose with this essay the signed extended essay declaration in a separate sealed envelope.

Declaration Proforma for Paper 6

FACULTY OF THEOLOGY AND RELIGION

Paper 6 Further Studies in New Testament and Christian Origins

Name:

College:

Candidate Number:

Year of
Examination:

Dear Chair of Examiners,

I, declare that the accompanying extended essay is all my own work and that no part of it has been submitted for any other degree - either from the University of Oxford or another institution.

Yours sincerely,

(Signature of Candidate)

Name of College Tutor:

Name of Supervisor: _____

College of Supervisor:

Version 1.1

Example of a cover sheet for Paper 34

FHS THEOLOGY AND RELIGION

Candidate Number:

Paper 34: Mysticism

Essay Title:

Word Count:

I enclose with this essay the signed extended essay declaration in a separate sealed envelope.

Declaration Proforma for Paper 34

FACULTY OF THEOLOGY AND RELIGION

Paper 34 Mysticism

Name:

College:

Candidate Number:

Year of Examination:

Dear Chair of Examiners,

I, declare that the accompanying extended essay is all my own work and that no part of it has been submitted for any other degree - either from the University of Oxford or another institution.

Yours sincerely,

(Signature of Candidate)

Name of College Tutor:

Name of Supervisor:

College of Supervisor: