



# Undergraduate course catalogue for the undergraduate programs

Evangelical Theology (ETH)

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Theology/Education  
In intercultural contexts (TPI)

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Theology/Social Work  
in intercultural contexts (TSA)

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Theology/Development Studies (TDS)

V.01 valid from academic year 2023 / 2024

## Preliminary remark

The course catalogue in version V.01 is valid from the academic year 2023/2024, i.e. the winter semester 2023. Updates in the course catalogue are made in compressed form at annual intervals to coincide with the new academic year. All changes occurring during the year are recorded in the course syllabuses within the campus management system and documented in a separate Excel file.

As a general rule, courses can also be taken in English for the ETH / TPI and TSA degree programs if this is offered. In this case, the alternative course number is indicated in the syllabuses. This option does not apply to the English-language degree program TDS.

Impressum:

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## Objective of the study program, purpose of the examination, academic degree

(1) Taking into account the requirements and changes in the professional world, studying at IHL provides students with basic subject-specific knowledge, skills and methods within the framework of an undergraduate degree program, which enable them to work scientifically, to make scientifically sound judgments and to critically classify scientific findings.

(2) In the undergraduate degree programs, the basic methods, questions and theories of the respective sciences are to be taught. The objective of the study program is also the ability to apply and communicate the acquired knowledge in a profession-specific manner. Graduates will be able to independently acquire new knowledge and competencies after completing the program.

(3) The study program also promotes the formation of responsible and self-reflective personalities who are highly qualified professionally and who meet the requirements of a Christian perspective and way of life. Through their studies, students acquire comprehensive competencies for professional and career-qualifying activities.

(4) On the basis of the successful completion of the Bachelor's examination, the academic degree "Bachelor of Arts (B.A.)" is awarded.

# B0103 Bachelor-Thesis Theology / Development Studies

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
BAD	TDS 7 + 8	Thesis
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
300 h	Annually	15 h (Tutorial)
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study inkl. Exam.</b>
10 CP	2 Semester (actual work period 18 weeks)	285 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS	

## Course objectives: Professional expertise

Students acquire knowledge of:

- One specific area or topic of development or humanitarian aid in which they follow-up their research questions.

## Course objectives: Skill set

Students are able to

- to work on a topic within the content framework of the study program independently and in a scientifically responsible manner within a given timeframe;
- to place this topic in larger developmental, humanitarian, theological or social-scientific contexts;
- to reflect critically on the chosen topic;
- to independently research and process literature;
- to apply methods of scientific work.

## Contents

- The bachelor thesis gives students the opportunity to take up a complex of questions that has not been dealt with in the course of study or to deepen a topic and to work on it independently within a given period of time. The student demonstrates his/her ability to carry out a clearly defined academic research project on an issue which refers to the field of development or humanitarian aid.
- Mostly the research on B.A.-level will be based on literature and already existing information material. The candidate is not expected to develop his/her own empirical information base.
- The candidate is expected to show his/her understanding of the broader development context, to demonstrate his/her ability to search for and identify the relevant information and data, to evaluate them and to extract meaningful results.
- He/she is further expected to develop and present his/her research in a methodologically clear and systematic way, responding to the research question without comprising regarding the general complexity of the overall contexts.

## Teaching Mode

- B.A. Thesis being developed by the student. Introduction lessons will be given. Guidance by the supervisor for developing ideas and in the course of writing is given as requested by the student.

## Pre-requisites

- In order to register for the Bachelor's thesis in B.A. programs with an 8-semester standard period of study, the acquisition of 150 ECTS is being needed.

## Forms of examination and assessment

- B.A. Thesis (80.000 – 100.000 characters without spaces)

## Literature

- Alley, Michael: The Craft of scientific writing. New York <sup>4</sup>2018.
- Gruba, Paul / Zibel, Justin: How to write your first thesis. Springer International 2017 (no location).
- Lebrun, Jean-Luc: Scientific writing 2.0. A reader and writer's guide, Singapore 2011.
- Murray, Rowena: How to write a thesis, Croydon <sup>4</sup>2017.
- Oliver, Paul: Writing your thesis, London <sup>3</sup>2014.
- Yang, Jen Tsi: An outline for scientific writing. For researches with English as a foreign language, Singapore 1995 (reprinted 1999)

**Percentage of the grade as part of the final grade**

- quadruple valuation

**Academic course coordinator**

- Prof. Dr. Detlef Hiller

**Lecturer**

- Prof. Dr. Detlef Hiller et al

# B1021 Hermeneutics and Exegetical Methods

<b>Alternative Module</b>	<b>Semester</b>	<b>Teaching Mode</b>
B1001	2	Lectures and Exercises
<b>Code</b>	<b>Frequency</b>	<b>Contact Hours</b>
HEM	Annually	4 SWS = 60 h
<b>Workload</b>	<b>Duration</b>	<b>Individual Study</b>
150 h	1 Semester	90 h
<b>ECTS (Credits)</b>	<b>Class type</b>	<b>Additional Time Requirement</b>
5 CP	(Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TPI	

## Course objectives: Professional expertise

Students acquire knowledge of:

- Traditional and modern approaches to biblical hermeneutics and exegesis
- Various methods for the exegesis of biblical texts.
- Various resources for the exegesis of biblical texts (e.g. dictionaries, commentaries).

## Course objectives: Skill set

Students are able to

- Discuss various approaches to understanding the Bible.
- Exegete biblical texts with the help of secondary literature and other resources.
- Interpret biblical texts against the background of ancient Jewish and hellenistic culture.
- Apply their hermeneutical and exegetical knowledge and skills in various cultural contexts.

## Contents

- Biblical Hermeneutics
- Introduction to the methods and resources for biblical exegesis: translation, text criticism, identifying text genre, historical analysis, context analysis and defining text limits, exegesis of key terms and motifs, analysis of text structure, tracing the train of thought, scopus
- Introduction to the exegesis of various text genres

## Teaching Mode

- Lectures, Exercises, Discussion Groups, Tutorial

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail).
- Exegetical Research Paper (30.000 – 35.000 key strokes) – 100%

## Literature

- Aland, Kurt; Aland, Barbara: Der Text des Neuen Testaments, 2. Auflage, Stuttgart 1989.
- Baum, Armin D.: Der mündliche Faktor und seine Bedeutung für die synoptische Frage, Tübingen 2008.
- Berger, Klaus: Formen und Gattungen im Neuen Testament. UTB 2532 Tübingen/Basel 2004.
- Dreytza, Manfred u.a.: Das Studium des Alten Testaments. Eine Einführung in die Methoden der Exegese, Wuppertal 2002.
- Finner, Sönke; Runggemeier, Jan: Methoden der neutestamentlichen Exegese. Ein Lehr und Arbeitsbuch, utb 4212, Tübingen 2016.
- Hengel, Martin: Die vier Evangelien und das eine Evangelium von Jesus Christus. Studien zu ihrer Sammlung und Entstehung. WUNT 224, Tübingen 2008.
- Hengel, Martin: Jesus und die Evangelien. Kleine Schriften V, WUNT 211, Tübingen 2007 (relevante Teile).
- Maier, Gerhard: Biblische Hermeneutik., 15. Auflage, Wuppertal 2020 (relevante Teile).
- Neudorfer, Heinz W.; Schnabel, Eckhard J. (Hg.): Das Studium des Neuen Testaments. Aktualisierte und revidierte Ausgabe. Wuppertal/Gießen 2006 (relevante Teile).
- Utzschneider, Helmut u.a.: Arbeitsbuch literaturwissenschaftliche Bibelauslegung. Eine Methodenlehre zur Exegese des Alten Testaments, Gütersloh 2001.
- Luz, Ulrich: Theologische Hermeneutik des Neuen Testaments, Neukirchen-Vluyn 2014.

**Percentage of the grade as part of the final grade**

- Single value

**Academic course coordinator**

- Prof. Dr. Wilfried Sturm

**Lecturer**

- Prof. Dr. Wilfried Sturm, Daniel Keller M.A.

**Additional Information:**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.



# B1121 Introduction to the Old Testament

<b>Alternative Module</b> B1101	<b>Semester</b> 3 and 4	<b>Teaching Mode</b> Lectures, Exercises
<b>Code</b> IOT	<b>Frequency</b> Annually	<b>Contact Hours</b> 5 SWS/Sem. = 150 h
<b>Workload</b> 360 h	<b>Duration</b> 2 Semester	<b>Individual Study</b> 150 h
<b>ECTS (Credits)</b> 12 CP	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TPI/TSA	<b>Additional Time Requirement</b> 60 (Reading of Old Testament)

## Course objectives: Professional expertise

Students acquire knowledge of:

- Basics of Old Testament Introductory Questions (Structure of the Canon, Canon History, Text History, Geography and Ancient History, History of Israel in OT Times).
- Introductory Questions, Contents, Themes, and Profiles of OT Books.

## Course objectives: Skill set

Students are able to

- Utilize secondary literature for independent engagement with the texts.
- Make thematic, theological, and historical connections between the individual OT books.
- Understand the cultural differences of Ancient Near Eastern languages, and their modes of thinking and understanding.
- Understand the religions of Israel's environment.

## Contents

- Introduction to the Books of Torah, the Prophets, and Writings
- Origin, Structure, Language, Canonic Development, and Tradition History of the OT
- Introduction to the Geography and Archeology of the Ancient Near East
- Key Dates and Facts of the History of Israel and its Neighbours till the Exile
- Basic Theses and Models of Pentateuch Research
- Religions in Israel's Environment

## Teaching Mode

- Lectures, Discussions, Working Groups, Presentations (optional)

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required.
- Reading the entire OT as requirement for participating in final exam – pass/fail
- Final Exam (90 Min.) – 100%

## Literature

- Donner, Herbert: Geschichte des Volkes Israel und seiner Nachbarn in Grundzügen, Bd. 1-2, Göttingen 2. Auflage 1995.
- Egelkraut, Helmuth: Das Alte Testament. Entstehung – Geschichte – Botschaft, Gießen 5., völlig neu bearbeitete Auflage 2012.
- Liss, Hanna: TANACH. Lehrbuch der jüdischen Bibel. (Schriften der Hochschule für jüdische Studien Heidelberg, Bd.8), Heidelberg 32011.
- Ringgren, Helmer: Die Religionen des Alten Orients, Göttingen 1979.
- Strange, John: Stuttgarter Bibelatlas. Historische Karten der Biblischen Welt, Stuttgart 1998.
- Vieweger, Dieter: Archäologie der Biblischen Welt, Göttingen 2003.
- Zenger, Erich: Einleitung in das Alte Testament, Stuttgart 8., vollständig überarbeitete Auflage 2011.

### **Percentage of the grade as part of the final grade**

- Single valuation

### **Academic course coordinator**

- Dr. Hartmut Schmid

### **Lecturer**

- Dr. Hartmut Schmid

### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1122 Old Testament: Pentateuch

<b>Alternative Module</b> B1102	<b>Semester</b> 6 or 8	<b>Teaching Mode</b> Lectures and Exercises
<b>Code</b> PET	<b>Frequency</b> Every second SS	<b>Contact Hours</b> 3 SWS = 45 h
<b>Workload</b> 120 h	<b>Duration</b> 1 Semester	<b>Individual Study</b> 75 h
<b>ECTS (Credits)</b> 4 CP + 1 or 2 CP for Evaluation	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) WP: ETH/TSA; W: TDS/TPI	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- Central Chapters of the Pentateuch and its significance for the OT and Christian Theology
- Major Themes of Pentateuch Research

## Course objectives: Skill set

Students are able to

- Do a text-critical evaluation and independent translation of selected texts.
- Apply exegetical methods independently.
- Distinguish different approaches to Pentateuch exegesis and critically reflect on their presuppositions.
- Interpret Pentateuch texts against the background of ancient Israelite and Ancient Near Eastern culture.
- An understanding of the cultural differences of Ancient Near Eastern modes of language, thought, and understanding.

## Contents

- Models of the Pentateuch's Origin in Pentateuch Research and their critically appreciative reception
- Methods and Resources for Exegesis of the Pentateuch including newer Narrative Approaches
- Exegetical and theological discussions of central chapters and relevant theological themes of the Pentateuch and their significance for the OT and Christian Theology as well as Jewish Exegesis.

## Teaching Mode

- Lectures, Discussions, Working Groups

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP).
- Research paper (25.000 – 35.000 Key Strokes, 2 CP) – 100% or Oral Exam (20 min., 1 CP) – 100%

## Literature

- Alexander, T. Desmond: From Paradise to the Promised Land. An Introduction to the Pentateuch, 3. Auflage 2012.
- Blum, Erhard: Art. Urgeschichte, TRE 34 (2002), 436-445.
- Childs, Brevard S.: Die Theologie der einen Bibel. Bd. 1: Grundstrukturen, Freiburg 1994.
- Ders.: Die Theologie der einen Bibel. Bd. 2: Hauptthemen, Freiburg 1996.
- Crüsemann, Frank: Die Tora. Theologie und Sozialgeschichte des alttestamentlichen Gesetzes, München 2005 (=1992).
- Dyrness, William A.: Themes in Old Testament Theology, Downers Grove/III. 1977.
- Elliger, Karl u.a. (Hg.): Biblia Hebraica Stuttgartensia, Studienausgabe, 5. Auflage, Stuttgart 2001.
- H. J. Koorevaar: Eine strukturelle Theologie von Exodus – Levitikus – Numeri: Durchdringen ins heilige Herz der Tora, in: H. H. Klement und J. Steinberg (Hg.): Themenbuch zur Theologie des Alten Testaments, Wuppertal 2007, 87-131.
- Millard, Matthias: Die Genesis als Eröffnung der Tora. Kompositions- und auslegungsgeschichtliche Annäherung an das erste Buch Mose (WMANT 90), Neukirchen-Vluyn 2001.
- Ska, Jean-Louis: "Our Fathers Have Told Us". Introduction to the Analysis of Hebrew Narratives (Subsidia Biblica 13), Rom 2000.
- Waltke, B.K.: An Old Testament Theology. An exegetical, canonical, and thematic approach, Grand Rapids 2007, 173-444.
- Relevant exegetical and theological articles from academic theological journals.
- Relevant excerpts from commentaries such as: BKAT, HAT, HThKAT, WBC, OTL, AncB.

**Percentage of the grade as part of the final grade**

- Double valuation

**Academic course coordinator**

- Dr. Hartmut Schmid

**Lecturer**

- Dr. Hartmut Schmid

**Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1123 Old Testament: Prophets

## Alternative Module

B1103

## Code

PRT

## Workload

120 h

## ECTS (Credits)

4 CP + 1 or 2 CP for Evaluation

## Semester

5 or 7

## Frequency

Annually

## Duration

1 Semester

## Class type

(Core Course: P / Elective: W / Partial  
Elective: WP)

WP: TDS/ETH/TPI/TSA

## Teaching Mode

Lectures and exercises

## Contact Hours

3 SWS = 45 h

## Individual Study

75 h

## Additional Time Requirement

## Course objectives: Professional expertise

Students acquire knowledge of:

- Selected prophetic texts and their significance for the OT and Christian theology.
- Main themes in research into the prophets.
- Advanced vocabulary and syntax of biblical Hebrew.

## Course objectives: Skill set

Students are able to

- Translate select texts independently.
- Do a text critical evaluation of select texts.
- Apply exegetical methods independently.
- Distinguish various approaches to exegesis of the prophets and to reflect critically on their presuppositions.
- Interpret prophetic texts on the background of ancient Israelite and ancient Near Eastern culture.
- Explain the cultural differences of ancient Near Eastern language, thought, and ways of understanding.

## Contents

- Structure, contents, and theological conception of (at least) one typical prophetic book (e.g. Amos)
- Models of the origin of prophetic texts and the ‚writing prophets‘ section of the canon, and their critical evaluation
- Methods and resources for exegesis of the prophets including new approaches of narrative analysis
- Exegetical and theological discussion of key chapters and relevant theological themes of the prophets and their significance for the OT and Christian theology as well as for Jewish exegesis

## Teaching Mode

- Lecture, Discussion, Working Groups

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module’s aims are reached, students’ active participation in class is required (pass/fail; 4 CP)
- Research paper (25.000 – 35.000 Key Strokes, 2 CP) – 100% or Oral Exam (20 Min., 1 CP) – 100%

## Literature

- Barthel, Jörg: Prophetenwort und Geschichte, Tübingen 1997.
- Jeremias, Jörg: Das Wesen der alttestamentlichen Prophetie. ThLZ 131 (2006) Sp. 3-14.
- Kelley, Page H. et al: Die Masora der Biblia Hebraica Stuttgartensia. Einführung und kommentiertes Glossar, Stuttgart 2003.
- Koch, Klaus: Die Profeten I. Assyrische Zeit, 3. Auflage, Stuttgart 1995.
- Koch, Klaus: Die Profeten II. Babylonisch-persische Zeit, 2. Auflage, Stuttgart 1988.
- Relevante Abschnitte aus Kommentarserien wie: ATD, BKAT, HAT, HThKAT, OTL, AncB.
- Rendtorff, Rolf: Theologie des Alten Testaments. Ein kanonischer Entwurf. Band 1: Kanonische Grundlegung, Neukirchen-Vluyn 1999.
- Schmid, Hartmut: Der Anspruch des Wortes Gottes. Zum Wesen des Prophetischen im Alten Testament, in: H.H. Klement (Hg.), Theologische Wahrheit und die Postmoderne, Wuppertal 2000.
- Schmid, Hartmut: Prophetie, in: Das Große Bibellexikon, Wuppertal 1989.
- Steck, Odil H.: Die Prophetenbücher und ihr theologisches Zeugnis, Tübingen 1996.
- Steck, Odil H.: Gott in der Zeit entdecken. Die Prophetenbücher des Alten Testaments als Vorbild für Theologie und Kirche (Biblich-Theologische Studien 42). Neukirchen-Vluyn 2001.

- Von Rad, Gerhard: Theologie des Alten Testaments Band II. Die Theologie der prophetischen Überlieferung Israels, 10.Auflage, Gütersloh 1993.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- Dr. Hartmut Schmid

#### **Lecturer**

- Dr. Hartmut Schmid

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1221 Introduction to Biblical Greek

<b>Alternative Module</b> B1201	<b>Semester</b> 1	<b>Teaching Mode</b> Lectures and Exercises
<b>Code</b> IGB	<b>Frequency</b> Annually	<b>Contact Hours</b> 4 SWS = 60 h
<b>Workload</b> 150 h	<b>Duration</b> 1 Semester	<b>Individual Study</b> 60 h
<b>ECTS (Credits)</b> 5 CP (P) or 4 CP + 1 CP for Evaluation (WP)	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/TPI; WP: TSA	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- Phonology and Basic Vocabulary of NT Greek
- Morphology of NT Greek
- Basic Knowledge of Syntax

## Course objectives: Skill set

Students are able to

- To read Greek texts fluently and correctly
- To identify forms in texts
- To translate simple NT texts with the aid of a standard dictionary
- To ascertain the main idea of NT texts using resource materials

## Contents

- Introduction to the Greek language including the alphabet, accents, breathings and other signs, and pronunciation.
- Basic vocabulary of approx. 350 words of NT Greek
- Phonology, Morphology, and the fundamentals of Syntax
- Aspects and Action Forms (Voices)
- Introduction to Text Grammar (making text diagrams, application of cohesion and coherence)

## Teaching Mode

- Singing and learning Greek songs (from NT texts) and explaining some of their grammatical features
- Interactive powerpoint presentations (for chapters in textbook)
- Workbook exercises – parsing words, reading and translating Greek texts (mostly from the NT and some from the LXX)

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Final Examination (90 min., 1 CP) – 100%

## Literature

- Aland, Kurt; Aland, Barbara (Hg.): Novum Testamentum Graece, 28. Auflage, Stuttgart 2012.
- Bauer, Walter: Griechisch-Deutsches Wörterbuch zu den Schriften des Neuen Testaments, 6. Auflage, Berlin, New York 1988.
- Blass, Friedrich/Debrunner, Albert/Rehkopf, Friedrich: Grammatik des neutestamentlichen Griechisch, 18. Auflage, Göttingen 2001.
- Kassühlke, Rudolph: Kleines Wörterbuch zum Neuen Testament: Griechisch-Deutsch, 6. Auflage, Stuttgart 2013.
- Schoch, Reto: Griechischer Lehrgang zum Neuen Testament, 2. Auflage, Tübingen 2013.
- v. Siebenthal, Heinrich: Kurzgrammatik zum Griechischen Neuen Testament, 3. Auflage, Gießen 2013.
- v. Siebenthal, Heinrich: Griechische Grammatik zum Neuen Testament, Gießen 2011.
- Tauberschmidt, Gerhard: Das Koine-Griechisch des Neuen Testaments, Lehrbuch und Arbeitsbuch, Ausgabe 2021

**Percentage of the grade as part of the final grade**

- TSA: Double valuation; TPI: Single valuation

**Academic course coordinator**

- Prof. Dr. Gerhard Tauberschmidt

**Lecturer**

- Prof. Dr. Gerhard Tauberschmidt

**Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.



# B1222 Introduction to the New Testament

<b>Alternative Module</b> B1203	<b>Semester</b> 1 and 2	<b>Teaching Mode</b> Lectures, Exercises
<b>Code</b> INT	<b>Frequency</b> Annually	<b>Contact Time</b> 5 SWS / Sem. = 150 h
<b>Workload</b> 180 h	<b>Duration</b> 2 Semester	<b>Individual Study</b> 180 h
<b>ECTS (Credits)</b> 12 CP	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TPI/TSA	<b>Additional Time Requirement</b> 30 h

## Course objectives: Professional expertise

Students acquire knowledge of:

- Introductory questions to NT writings (author, time and place of composition, historical background).
- Structure, main contents, and profile of the synoptic Gospels, Acts, and the Pauline Epistles.
- The necessary content and meaning of the historical and cultural background for understanding biblical texts.
- Questions of literary unity and authenticity of biblical writings.
- Structure, main contents, and profile of the Johannine Corpus (Gospel of John, Johannine Epistles, Revelation) and the General (or ‚catholic‘) Epistles
- The Development of the Jesus Tradition and the Synoptic Gospels
- The Beginning and Development of the NT canon and its writings

## Course objectives: Skill set

Students are able to

- Understand the historical and cultural context of the NT writings and take it into account in their exegesis
- Observe both the unity and the diversity of the NT writings.
- Independently engage specific themes in the NT writings using secondary literature.
- Know the main features in form and content of the NT writings as well as cite key texts that demonstrate these

## Contents

- The historical and cultural background of the NT
- Introductory questions and the various solutions in scholarship past and present
- History of Israel in NT times
- In-depth analysis of exemplary texts of various genres
- Structure, content and theological emphases in the Synoptic Gospels, Acts, and Pauline Epistles
- The Synoptic Problem and the beginnings of the Jesus Tradition
- The development process of the NT canon

## Teaching Mode

- Lectures

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module’s aims are reached, students’ active participation (e.g. completing the tasks on the handouts) in class is required (pass/fail);
- A thorough reading of the entire NT as independent study is expected.
- For receiving credit points, and to ensure that the module aims are reached, students’ qualified participation (pass/fail) in class and the passing of the exam are required:
  - Written test on NT historical context in the winter semester (pass/fail)
  - Written test on biblical knowledge (selected verses) in the summer semester (pass/fail)
- Final oral exam (20 Min.) – 100%

## Literature

- Barton, Stephen C., and Todd Brewer (eds.): The Cambridge Companion to the Gospels, Cambridge 2021.
- Blomberg, Craig: Jesus and the Gospels, New Testament: Introduction and Survey 1, Nottingham 2014.
- Boxall, Ian: The Books of the New Testament, SCM Studyguide, London 2007.
- Brown, Raymond E.: An Introduction to the New Testament, Anchor Bible Reference Library, New Haven, CT 2010.
- Carson, D. A., and Douglas J. Moo: An Introduction to the New Testament, Grand Rapids, MI 2005.

- Cooke, Richard: New Testament, SCM Core Text, London 2009.
- DeSilva, D. A.: An Introduction to the New Testament: Contexts, Methods and Ministry Formation, Leicester 2004.
- Gray, Patrick (ed.): The Cambridge Companion to the New Testament, Cambridge 2021.
- Helyer, L. R.: Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students, Downers Grove 2002.
- Kruger, Michael J.: The Question of Canon: Challenging the Status Quo in the New Testament Debate, Nottingham 2013.
- Longenecker, Bruce W. (ed.): The New Cambridge Companion to St. Paul, Cambridge 2020.
- Niebuhr, K.-W., and M. Bachmann M. (eds.): Grundinformation Neues Testament. Eine bibelkundlichtheologische Einführung, Göttingen 2011.
- Pilhofer, P.: Das Neue Testament und seine Welt, Tübingen 2010.
- Pokorny, P., and Heckel, U.: Einleitung in das Neue Testament. Seine Literatur und Theologie im Überblick, Tübingen 2007.
- Schnelle, Udo: Einleitung in das Neue Testament, 9th ed., Göttingen 2017.
- Schnelle, Udo: The First One Hundred Years of Christianity: An Introduction to Its History, Literature, and Development, Grand Rapids, MI, 2020.
- Skarsaune, O.: In the Shadow of the Temple: Jewish Influences on Early Christianity, Downers Grove 2002.
- Tomasino, A. J.: Judaism Before Jesus. The Ideas and Events that Shaped the New Testament World, Downers Grove 2003.
- VanderKam, J. C.: An Introduction to Early Judaism, Grand Rapids, MI, 2001.
- Wright, N. T.: Paul: A Biography, London 2018.
- Wright, N.T., and M. F. Bird: The New Testament in Its World. An Introduction to the History, Literature and Theology of the First Christians, London 2019.

#### Percentage of the grade as part of the final grade

- Single value

#### Academic course coordinator

- Prof. Dr. Roland Deines

#### Lecturer

- Prof. Dr. Roland Deines; Dr. Andreas-Christian Heidel, Prof. Dr. Volker Gäckle

#### Additional Information

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1223 The Letter to the Hebrews

<b>Alternative Module</b> B1208	<b>Semester</b> 6 or 8	<b>Teaching Mode</b> Lecture
<b>Code</b> HBR	<b>Frequency</b> Every SS	<b>Contact Hours</b> 3 SWS = 45 h
<b>Workload</b> 120 h	<b>Duration</b> 1 Semester	<b>Individual Study</b> 75 h
<b>ECTS (Credits)</b> 4 CP + 1 or 2 CP for Evaluation	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) WP: ETH; W: TDS	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- The structure, content, theology, and history of interpretation of the Letter to the Hebrews.
- The specific contribution of the Letter to the Hebrews to New Testament theology.
- Major biblical-theological issues raised by the Letter to the Hebrews.

## Course objectives: Skill set

Students are able to

- interpret the argument of the Letter to the Hebrews in their biblical and historical context.
- recognize intertextual connections and the salvation-historical framework of the Letter to the Hebrews as hermeneutical keys to its interpretation and proclamation.
- explain the significance of the person and work of Jesus Christ for the Christian faith based on the unique argument of the Letter to the Hebrews.
- reflect on Hebrews as an important contribution to the question of the Jewish-Christian dialogue.

## Contents

- The (puzzling) introductory questions (author, time, place, addressees, structure).
- The Christ-centered understanding of reality and history and its implications for hermeneutics.
- The distinct use and understanding of scripture within the letter.
- The main theological aspects of the letter:
  - Christology
  - Soteriology
  - Understanding of faith
  - Ecclesiology
  - Pneumatology
  - Eschatology

## Teaching Mode

- Lecture, discussion, working groups

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Exegetical Research Paper (25.000 – 35.000 key strokes; 2 CP) or Written Examination (120 min.; 1 CP)– 100%

## Literature

- Main exegetical commentaries (i.e., Attridge, Ellingworth, Lane, Koester, Johnson)
- A.-C. Heide: Between Times and Spaces: The Understanding of Reality in the Letter to the Hebrews as the Fundamental Framework of its Interpretation, in: *Novum Testamentum* 62.4 (2020), 416–435.
- G. H. Guthrie: Hebrews, in: Beale, Gregory. K./Carson, Donald A. (Hg.): *Commentary on the New Testament Use of the Old Testament*, Grand Rapids (MI) 2007, 919–995.
- H. W. Bateman: *Charts on the Book of Hebrews*, Kriegel Charts of the Bible, Grand Rapids (MI) 2012.
- R. Bauckham *et. al.* (Ed.): *The Epistle to the Hebrews and Christian Theology*, Grand Rapids (MI) 2009.
- S. D. Mackie (Ed.): *The Letter to the Hebrews. Critical Readings*, T&T Clark Critical Readings in Biblical Studies, London 2018.
- E. F. Mason/K. B. McCrudden (Ed.): *Reading the Epistle to the Hebrews: A Resource for Students*, RBS 65, Atlanta 2011.

**Percentage of the grade as part of the final grade**

- Double valuation

**Academic course coordinator**

- Prof. Dr. Volker Gäckle

**Lecturer**

- Dr. Andreas-Christian Heidel

**Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1320 Overview of Church History

<b>Alternative Module</b> B1300	<b>Semester</b> ETH/TDS: 1 and 2;	<b>Teaching Mode</b> Lectures
<b>Code</b> OCH	TPI: 5 and 6 or 7 and 8	<b>Contact Hours</b> 4 SWS / Sem. = 120 h
<b>Workload</b> 300 h	<b>Frequency</b> Annually	<b>Individual Study</b> 180 h
<b>ECTS (Credits)</b> 10 CP (P) or 8 CP + 2 CP for Evaluation (W)	<b>Duration</b> 2 Semester	<b>Additional Time Requirement</b>
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH; W: TPI	

## Course objectives: Professional expertise

Students acquire knowledge of:

- The development and expansion of the Church during the time of the Roman Empire, the Germanic national churches, the Middle Ages period of Christendom up to the time of the Reformation and Modernity
- The various branches of Christianity, split into state and free churches, other groups, monastic traditions and new reform and revival movements
- The development of heretical groups, abuse of power in clerical hierarchies, and significant decisions in church politics
- The worldwide development of Christianity

## Course objectives: Skill set

Students are able to:

- Understand, to distinguish between, and to explain a number of complex historical developments, movements, and facts from various periods of church and mission history.
- To apply and to connect historical facts to contemporary trends and developments in church and society, demonstrating both understanding and critical discernment.
- To locate church historical persons and events chronologically.
- To handle, read, and evaluate historical documents and sources.

## Contents

- Beginnings, Development and Spread of the Church in the first five centuries
- Key Theologians/Church Fathers and their literary works, heretical groups and history of dogma in the first 1000 years
- Monastic Movement: Beginnings, Spread, missionary engagement, and various monastic reform movements
- Relationship of Church and State in the first 1500 years of church history
- The Reformation
- Pietism
- Revivals in the 18th and 19th centuries
- The modern mission movements (18th – 20th century)
- Church history in the 19th century (social questions, confessionalism, nationalism)
- The Church and National Socialism in the 20th century

## Teaching Mode

- Lectures with accompanying exercises; reading and working with historical sources in discussion groups; excursions to historical sites with academic evaluations; use of media (films)

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail) (8CP)
- Research Paper (23.000-28.000 key strokes, 2 CP) – 100%

## Literature

- Fiedrowicz, Michael: Theologie der Kirchenväter: Grundlage frühchristlicher Glaubensreflexion, Freiburg 2007.
- Hägglund, Bengt: Geschichte der Theologie: Ein Abriss, Gütersloh 3. Auflage 1997.
- Moeller, Bernd: Geschichte des Christentums in Grundzügen, Göttingen 7. Auflage 2000 (in Auszügen).

- Neill, Stephen: Geschichte der christlichen Mission, Erlangen 1990 (in Auszügen) oder als Alternative: Schnabel, Eckhard: Urchristliche Mission, Wuppertal, 2002.
- Ritter, Adolf u.a. (Hg.) Kirchen- und Theologiegeschichte in Quellen. Bd. 1-4, Neukirchen-Vluyn 1997.
- Sierszyn, Armin: Zweitausend Jahre Kirchengeschichte. Bd. 1-4, Stuttgart 2000 (in Auszügen).
- Sievernich, Michael: Die christliche Mission. Geschichte und Gegenwart, Darmstadt 2009.
- Tucker, Ruth A.: Bis an die Enden der Erde. Missionsgeschichte in Biographien, Metzingen 1995.
- Wallmann, Johannes: Kirchengeschichte Deutschlands seit der Reformation, Göttingen 5. Auflage 2000.

#### **Percentage of the grade as part of the final grade**

- ETH/TDS: Single valuation; TPI: Double valuation

#### **Academic course coordinator**

- Prof. Dr. Volker Gäckle

#### **Lecturer**

- Dr. Eduard Ferderer

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1405 Dogmatics I

## Alternative Module

B1403

## Code

DOC I

## Workload

150 h

## ECTS (Credits)

5 CP (P) or 4 CP +1 CP for  
Evaluation (WP)

## Semester

TDS/ETH/TPI: 3; TSA: 5 oder 7

## Frequency

Annually

## Duration

1 Semester

## Class type

(Core Course: P / Elective: W / Partial  
Elective: WP)  
P: TDS/ETH/TPI; WP: TSA

## Teaching Mode

Lecture

## Contact Hours

4 SWS = 60 h

## Individual Study

90 h

## Add. Time Requirement

## Course objectives: Professional expertise

Students acquire knowledge of

- important theological foundations of the Christian faith, their biblical grounding and inner connections.
- various approaches to and variations in Christian teaching and confessions of faith.
- the relevance of dogmatics for understanding current questions and problems in church and society.

## Course objectives: Skill set

Students are able to

- explain basic concepts of the Christian faith and their inner connections before the horizon of contemporary thought.
- compare different theological models on relevant dogmatic questions.
- to acquire, articulate and defend their own theological standpoint.
- to apply dogmatic insights to questions of church, mission and society.

## Contents

- Prolegomena: Sources of Knowledge for Systematic Theology
- Doctrines of God and Creation
- Doctrines of Sin, Christ and Salvation (Hamartiology, Christology, Soteriology)

## Teaching Mode

- Lecture, Discussions, Group Work

## Pre-requisites

- none

## Examination and Evaluation

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP). This includes mandatory reading.
- Reading Report (14.000 – 17.000 key strokes, 1 CP), 100%

## Literature

- Erickson, Millard J.: Christian Theology, Grand Rapids: 2nd edition, Baker Books, 1998.
- Grudem, Wayne: Systematic Theology. An Introduction to Biblical Doctrine, Leicester/Grand Rapids 1994.
- Kopic, Kelly M. and Bruce L. McCormack (eds.): Mapping Modern Theology. A Thematic and Historical Introduction, Grand Rapids, 2012.
- McGrath, Alister E.: Christian Theology. An Introduction, 3rd edition, Oxford 2001.
- Thiselton, Anthony C.: The Hermeneutics of Doctrine, Grand Rapids, 2007.
- Webster, John, Kathryn Tanner, and Iain Torrance, (eds.): The Oxford Handbook of Systematic Theology, Oxford 2007.

## Percentage of the grade as part of the final grade

- Single valuation: ETH/TPI, double valuation: TSA

## Academic course coordinator

- Prof. Dr. Wilfried Sturm

## Lecturer

- Dr. E. J. David Kramer

### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.



# B1406 Dogmatics II

## Alternative Module

B1404

## Code

DOC II

## Workload

150 h

## ECTS (Credits)

5 CP (P) or 4 CP + 1 CP for

Evaluation (WP)

## Semester

TDS/ETH: 4; TPI: 2; TSA: 6 or 8

## Frequency

Annually

## Duration

1 Semester

## Class type

(Core Course: P / Elective: W / Partial

Elective: WP)

P: TDS/ ETH/TPI; WP: TSA

## Teaching Mode

Lecture

## Contact Hours

4 SWS = 60 h

## Individual Study

90 h

## Add. Time Requirement

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### Course objectives: Professional expertise

Students acquire knowledge of

- Important theological foundations of the Christian faith, their biblical grounding and inner connections.
- Various approaches to and variations in Christian teaching and confessions of faith.
- The relevance of dogmatics for understanding current questions and problems in church and society.

### Course objectives: Skill set and Key Qualifications

Students are able to

- Explain basic concepts of the Christian faith and their inner connections before the horizon of contemporary thought.
- Compare different theological models on relevant dogmatic questions.
- To acquire, articulate and defend their own theological standpoint.
- To apply dogmatic insights to questions of church, mission and society.

### Contents

- Themes in Soteriology (cont.)
- Pneumatology (Person and Work of the Holy Spirit)
- Ecclesiology
- Eschatology

### Teaching Mode

- Lecture, Discussions, Group Work

### Pre-requisites

- none

### Examination and Evaluation

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP). This includes mandatory reading.
- Exam (120 min., 1 CP) at the end of the summer semester - 100%

### Literature

- Erickson, Millard J.: Christian Theology, 2nd edition, Grand Rapids 1998.
- Grudem, Wayne: Systematic Theology. An Introduction to Biblical Doctrine, Leicester/Grand Rapids 1994.
- Kopic, Kelly M. and Bruce L. McCormack (eds.): Mapping Modern Theology. A Thematic and Historical Introduction, Grand Rapids 2012.
- McGrath, Alister E.: Christian Theology. An Introduction, 3rd edition, Oxford: 2001.
- Thiselton, Anthony C.: The Hermeneutics of Doctrine, Grand Rapids 2007.
- Webster, John, Kathryn Tanner, and Iain Torrance, (eds.): The Oxford Handbook of Systematic Theology, Oxford 2007.

**Percentage of the grade as part of the final grade**

- Single valuation: ETH/TPI; double valuation: TSA

**Academic course coordinator**

- Prof. Dr. Wilfried Sturm

**Lecturer**

- Dr. E. J. David Kramer

**Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1409 Christian Eschatology in Context

<b>Code</b> CEC	<b>Semester</b> 6 or 8	<b>Teaching Mode</b> Seminar
<b>Workload</b> 120 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 3 SWS = 45 h
<b>ECTS (Credits)</b> 4 CP + 1 or 2 CP for Evaluation	<b>Duration</b> 1 Semester	<b>Individual Study</b> 75 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) WP: ETH/TSA; W: TDS/ TPI	<b>Add. Time Requirement</b>

## Learning Results: Knowledge

Students acquire knowledge of

- The dogmatic locus of eschatology and its interdisciplinary relation to the fields of the arts, natural sciences, and missiology.
- Several contemporary systematic theological models of Christian eschatology understood in their respective discursive contexts and with respect to the viability of their reception for contemporary thought and praxis.

## Learning Results: Competence

Students are able to

- Analyze and critically reflect upon various eschatological models and positions.
- Find their personal theological standpoint and defend it argumentatively.
- Converse about the Christian hope in critically-constructive discussion with traditional and modern questions, and the eschatologies of other cultures.
- Apply dogmatic insights to ecclesial and missiological questions.

## Contents

- Theological presentation of the main themes of Christian eschatology
- The central role of Jesus Christ in Christian eschatology
- Appraisal of several major eschatological models in 20th and 21st century theology
- Eschatology and the Arts
- Eschatology and the Natural Sciences
- Eschatology in Mission and the World Religions

## Teaching Mode

- Seminar

## Pre-requisite

- none

## Examination and Evaluation

- For the acquirement of credit points and to ensure that the module's goals are reached, the presence and active participation of students in class time (pass/fail) is required. (4 CP)
- Oral exam (1 CP)
- Evaluated papers (25.000-35.000 key strokes, 2 CP) or evaluated oral exam (20 Min., 1 CP) – 100%

## Literature

- Braaten, Carl E., and Robert W. Jenson, eds: The Last Things. Biblical and Theological Perspectives on Eschatology, Grand Rapids: Eerdmans, 2002.
- Grudem, Wayne: Systematic Theology. An Introduction to Biblical Doctrine, Leicester/Grand Rapids: InterVarsity/Zondervan, 1994.
- McGrath, Alister E.: A Brief History of Heaven, Malden/Oxford: Blackwell, 2003.
- McDannell, Colleen, and Bernhard Lang: Heaven. A History, 2nd edition, New Haven 2001.
- Moltmann, Jürgen: The Coming of God. Christian Eschatology, Minneapolis, 22004.
- Pannenberg, Wolfhart: Systematic Theology, 3 vols., 2nd edition, Grand Rapids 2009.
- Peters, Ted, Robert John Russell, and Michael Welker, eds.: Resurrection. Theological and Scientific Assessments, Grand Rapids/Cambridge 2002.
- Polkinghorne, John, and Michael Welker, eds.: The End of the World and the Ends of God. Science and Theology on Eschatology, Harrisburg 2000.
- Walls, Jerry L., ed.: The Oxford Handbook of Eschatology, New York 2008.
- Webster, John, Kathryn Tanner, and Iain Torrance: The Oxford Handbook of Systematic Theology, Oxford 2007.

- Wright, N.T.: Surprised by Hope. Rethinking Heaven, the Resurrection and the Mission of the Church, New York 2008.
- Zaleski, Carol, and Philip Zaleski, eds.: The Book of Heaven. An Anthology of Writings from Ancient to Modern Times, New York 2000.

**Percentage of the grade as part of the final grade**

- Double valuation

**Academic course coordinator**

- Prof. Dr. Wilfried Sturm

**Lecturer**

- Dr. E. J. David Kramer

# B1520 Ethics

<b>Alternative Module</b> B1500	<b>Semester</b> 5 or 7	<b>Teaching Mode</b> Lectures
<b>Code</b> ETC	<b>Frequency</b> Annually	<b>Contact Hours</b> 4 SWS = 60 h
<b>Workload</b> 150 h	<b>Duration</b> 1 Semester	<b>Individual Study inkl. Exam.</b> 90 h
<b>ECTS (Credits)</b> 5 CP	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TSA/TPI	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- Conceptions of Christian and non-Christian Ethics.
- Criteria and steps towards ethical judgements.
- Central and contemporary problems in ethics.
- The complexity and limitations of ethical decisions.

## Course objectives: Skill set

Students are able to

- Acquire and defend argumentatively their own Christian position in view of the plurality of ethical conceptions.
- Analyze ethical conceptions and convictions in a constructively critical manner.
- Formulate ethical convictions in an intercultural context and communicate them appropriately.
- Reflect on how ethical convictions are acquired and on the possibilities and limitations of ethical formation.
- Accompany ethical decision-making processes constructively.

## Contents

- Introduction to the basic concepts of philosophical and theological ethics
- Overview of the main types of Christian and non-Christian ethics
- The distinguishing marks of Christian ethics vis-à-vis philosophical ethics and the ethical systems of other religions
- Questions of Fundamental Ethics (Fundamentals of Ethics, Relationship of Is and Ought, Creation Ethics and Kingdom Ethics, Law and Gospel, etc.).
- Life Ethics (Gene- and Biotechnology, medical ethics, environmental ethics, etc.).
- Sexual Ethics (Relationship of the Sexes, Marriage, Forms of Sexual Identity, etc.).
- Ethics of Social Order (Family, State, Politics).
- Economic Ethics
- Cultural Ethics

## Teaching Mode

- Lecture in Seminar style

## Pre-requisites

- None

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required
- Oral Exam (20 Min) – 100%

## Literature

- Adeney, Bernard T.: Strange Virtues. Ethics in a Multicultural World, Leicester 1995.
- Burkardt, Helmut: Ethik, 4 Bände, Gießen 2003–2017.
- Ernst, Stephan: Grundfragen theologischer Ethik. Eine Einführung, München 2009.
- Fischer, Johannes u.a.: Grundkurs Ethik. Grundbegriffe philosophischer und theologischer Ethik, 2. Auflage, Stuttgart 2008.
- Grabner-Haider, Anton (Hg.): Ethos der Weltkulturen. Religion und Ethik, Göttingen 2006.
- Härle, Wilfried: Ethik, 2. Auflage, Berlin/Boston 2018.
- Honecker, Martin: Einführung in die Theologische Ethik. Grundlagen und Grundbegriffe, Berlin/New York 1990.
- Honecker, Martin: Grundriss der Sozialethik, Berlin 1995.
- Merks, Karl-Wilhelm: Grundlinien einer interkulturellen Ethik. Moral zwischen Pluralismus und Universalismus, Studien zur theologischen Ethik 132, Fribourg 2012.
- Schockenhoff, Eberhard: Ethik des Lebens. Grundlagen und neue Herausforderungen, 2. Auflage, Freiburg 2013.

- Spaemann, Robert; Schweidler, Walter (Hg.): Ethik. Lehr- und Lesebuch. Texte – Fragen – Antworten, 2. Auflage, Stuttgart 2007.
- Yousefi, Hamid Reza; Seubert, Harald (Hg.): Ethik im Weltkontext. Geschichten – Erscheinungsformen – Neuere Konzepte, Wiesbaden 2014.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- Prof. Dr. Wilfried Sturm

#### **Lecturer**

- Prof. Dr. Wilfried Sturm / Prof. Dr. Harald Jung

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1601 Cultures and Religions

<b>Alternative Module</b> B1600	<b>Semester</b> ETH/TPI/TSA 3 and 4, TDS 1 and 2	<b>Teaching Mode</b> Lecture
<b>Code</b> CAR	<b>Frequency</b> Annually	<b>Contact Hours</b> 5 SWS + 4 SWS = 135 h
<b>Workload</b> 240 h	<b>Duration</b> 2 Semester	<b>Individual Study inkl. Evaluation</b> 105 h
<b>ECTS</b> 8 CP	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TPI/TSA	<b>Add. Time Requirement</b>

## Learning Results: Knowledge

Students acquire knowledge of

- Overview of the field Intercultural Theology/Missiology.
- Central concepts of cultural anthropology.
- Guiding frameworks for intercultural communication.
- Introduction to intercultural studies.
- Introduction to the studies of religions.
- Introduction to world religions, their history, teachings, and practices.

## Course objectives: Skill set and Key Qualifications

Students are able to

- Do first steps in ethnographic studies in order to understand cultural and religious differences and be able to orient themselves in a culturally different setting.
- Reflect on one's own cultural and religious experience in the light of cultural and religious studies.
- Dialogue with people from a different religious and cultural background than one's own.
- Represent the perspectives and opinions of others in an appropriate form.

## Contents

- Overview of the field of Intercultural Theology/Missiology
- Overview of the field of Cultural Anthropology
- The concept of culture
- Process of intercultural communication
- Culture and social structures
- The application of cultural studies for intercultural ministry
- Introduction of empirical study methods with practical exercises
- Engagement with relevant texts
- Introduction to the study of religions (fundamental concepts and methods)
- Overview of specific religions (Animism, Hinduism, Buddhism, Islam, Shinto, postmodern religiosity)
- Encounter with adherents of other faiths
- Encounters with active missionaries

## Teaching Mode

- Lecture, excursions, discussions, short movies, conversations with adherents of other faiths, exercises and evaluation

## Pre-requisite

- None

## Examination and Evaluation

- For the acquirement of credit points and to ensure that the module's goals are reached, the presence and active participation of students in class time (pass/fail) is required.
- Summary of one of the introduced textbooks (2,000-2,500 key strokes, pass/fail)
- Reflection on one essay (2,000-2,500 key strokes, pass/fail)
- Three reports on three conversations with adherents of other faiths (1,800-2,000 key strokes/each, pass/fail)
- Evaluated papers on the conversations with adherents of other faiths (25.000-35.000 key strokes, included are the 6,000 key strokes of the previous reports) – 100%

## Literature

- Bolger, Ryan: The Gospel After Christendom, Grand Rapids, 2012.

- Callagher, Robert and Paul Hertig (Eds.): Landmark Essays in Mission and World Christianity, Maryknoll, 2009.
- Clandinin, Jean: Engaging in Narrative Inquiry, Walnut Creek, 2013.
- Gibbs, Graham, Analyzing Qualitative Data, Los Angeles, 2013.
- Hanciles, Jehu: Beyond Christendom - Globalization, African Migration, and the Transformation of the West, Maryknoll, 2008.
- Hiebert, Paul: Anthropological Insights for Missionaries, Grand Rapids, Mich. (23rd printing 2008) 1985.
- Kärkkäinen, Veli-Matti: An Introduction to the Theology of Religions, Downers Grove, 2003.
- Knitter, Paul: Introducing Theologies of Religions, Maryknoll, 2002.
- Lingenfelter, Sherwood: Transforming Culture: A Challenge for Christian Mission, Grand Rapids, 1998.
- Muck, Terry et al.: Handbook of Religion: A Christian Engagement with Traditions, Teachings, and Practices, Grand Rapids, 2014.
- Reisacher, Evelyn (Ed): Toward a Respectful Understanding and Witness among Muslims, Pasadena 2012.
- Robert, Dana: Christian Mission – How Christianity Became a World Religion, Malden, 2009.
- Sanneh, Lamin: Summoned from the Margin – the Homecoming of an African, Grand Rapids, 2012.
- Winzeler, Robert: Anthropology and Religion, Lanham, 2012.

#### **Percentage of the grade as part of the final grade**

- single valuation

#### **Academic course coordinator**

- Prof. Dr. Jürgen Schuster

#### **Lecturer**

- Dr. Tobias Schuckert, PhD

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.



# B1603 Theology of Missional Living

<b>Alternative Module</b> B1602	<b>Semester</b> 5 or 7	<b>Teaching Mode</b> Lecture
<b>Code</b> TOM	<b>Frequency</b> Annually	<b>Contact Hours</b> 3 SWS = 45 h
<b>Workload</b> 150 h	<b>Duration</b> 1 Semester	<b>Individual Study inkl. Evaluation</b> 135 h
<b>ECTS (Credits)</b> 5 CP	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS/ETH/TPI/TSA	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- A biblically grounded concept of Christian mission in word and deed.
- Approaches of a missional hermeneutics.
- Various models of Christian theology of mission.
- Implications of a theological foundation for living missionally and mission praxis.

## Course objectives: Skill set

Students are able to

- Develop a biblically founded conception and vision for mission service.
- Evaluate critically relevant themes in theology of mission.
- Articulate the foundation, motivation and aims of their own participation in the missio Dei, both in their own and other cultural contexts.

## Contents

- Biblical foundations of Christian mission (Mission in the Old Testament; Mission Mandates of the New Testament; the missionary nature of the church based on Paul's example and exhortations)
- Universal horizon, Christological centre, and eschatological framework of Christian mission
- Missio Dei in the context of a missional hermeneutics
- Various approaches to a Christian Theology of Mission
- Bases, Methods and Aims of Christian Mission
- Historical overview of mission paradigms.

## Teaching Mode

- Lecture, Discussions, Group Work, Guest Speakers

## Pre-requisites

- B1101 Introduction to the Old Testament, B1203 Introduction to the New Testament

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required.
- Written Examination (120 Min) – 100%

## Literature

- Bauckham, Richard J.: Bible and Mission. Christian Witness in a Postmodern World, Milton Keynes: Paternoster, 2003.
- Bosch, David J.: Transforming Mission. Paradigm Shifts in Theology of Mission, Maryknoll/NY: Orbis, 1991.
- Goheen, Michael W. (ed.): Reading the Bible Missionally, Grand Rapids: Eerdmans, 2016.
- Guder, Darrell L.: Called to Witness. Doing Missional Theology, Grand Rapids: Eerdmans, 2015.
- Guder, Darrell L. (ed.): Missional Church. A Vision for the Sending of the Church in North America, Grand Rapids: Eerdmans, 1998.
- Moreau, Scott A., Harold Netland, and Charles Van Engen. Evangelical Dictionary of World Mission. Grand Rapids: Baker, 2000.
- Newbigin, Lesslie: The Open Secret. An Introduction to the Theology of Mission, Grand Rapids: Eerdmans, 1995.
- Ott, Craig, Stephen J. Strauss, with Timothy C. Tennent: Encountering Theology of Mission. Biblical Foundations, Historical Developments, and Contemporary Issues, Grand Rapids: Baker Academic, 2010.
- Paas, Stefan: Missional Christian Communities in Conditions of Marginality. On Finding a ‚Missional Existence‘ in the Post-Christian West, in: Mission Studies 38 (2021), 142-160.
- Sanneh, Lamin: Whose Religion is Christianity? The Gospel Beyond the West, Grand Rapids: Eerdmans, 2003.
- Schnabel, Eckhard J.: Early Christian Mission, 2 vols., Downers Grove: InterVarsity, 2004.

- Tennent, Timothy C.: Invitation to World Missions. A Trinitarian Missiology for the Twenty-first Century, Grand Rapids: Kregel, 2010.
- Walls, Andrew F.: Culture and Coherence in Christian History, in: The Missionary Movement in Christian History. Studies in the Transmission of Faith, Maryknoll, NY: T&T Clark, 1996, 16-25.
- Walls, Andrew F., and Cathy Ross: Mission in the 21st Century. Exploring the Five Marks of Mission, Maryknoll, N.Y.: Orbis, 2008.
- Wright, Christopher J. H.: The Mission of God. Unlocking the Bible's Grand Narrative, Downers Grove 2006.
- Wright, Christopher J. H.: The Mission of God's People. A Biblical Theology of the Church's Mission, Grand Rapids: Zondervan, 2010.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- Prof. Dr. Jürgen Schuster

#### **Lecturer**

- Dr. E. J. David Kramer

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1621 Issues in World Christianity

## Alternative Module

B1616

## Code

IWC

## Workload

150 h

## ECTS (Credits)

5 CP (P) or 4 CP + 1 CP for  
Evaluation (WP/W)

## Semester

ETH/TDS: 3; TPI/TSA: 5 or 7

## Frequency

Annually

## Duration

1 Semester

## Class type

(Core Course: P / Elective: W / Partial  
Elective: WP)

P: ETH/TDS; WP: TSA; W: TPI

## Teaching Mode

Lectures, Seminar

## Contact Hours

3 SWS = 45 h

## Individual Study

105 h

## Additional Time Requirement

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### Course objectives: Professional expertise

Students acquire knowledge of:

- The pluriform character of Global Christianity, including the intra- and interreligious relations.
- The contextual character of Christian theology and the significance of intercultural hermeneutics.
- The development of adequate methods and strategies for reaching goals in partnership.
- Contemporary developments, opportunities, and challenges in Christian mission.

### Course objectives: Skill set

Students are able to

- Critically reflect on their own understanding of mission in a global context.
- Understand developments in the ecumenical movement.
- Understand questions of a theology of religion and make them fruitful for dialogue.
- Understand the basic concept of intercultural hermeneutics and develop a sensitivity for context-relevant theology.
- Develop methods and strategies in partnership with indigenous churches.
- Develop competency in contemporary issues in Christian mission, in order to make their own contribution.

### Contents

- World Christianity and Mission against the horizon of Globalization
- Ecumenism
- Interreligious Dialogue and Mission
- Contextual Theology and Intercultural Hermeneutics
- Dealing with Crises/Catastrophes
- Dealing with Poverty and Injustice
- Reverse Mission

### Teaching Mode

- Lectures, Discussions, Short Films

### Pre-requisites

- None

### Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Written Examination (90 Min., 1 CP) – 100%

### Literature

- Ariarajah, S. Wesley. Strangers or Co-Pilgrims?: The Impact of Interfaith Dialogue on Christian Faith and Practice, Minneapolis, MN 2017.
- Byrd, Brian. Post-disaster theology from Japan: How can we start again? Centurial vision for post-disaster Japan: The Great East Japan Earthquake international theological symposium, Saitama 2013.
- Flett, John G., and David W. Congdon, eds. Converting Witness: The Future of Christian Mission in the New Millennium, Lanham, MD 2019.
- Hiebert, Paul G. "Critical Contextualization." International Bulletin of Missionary Research 11, no. 3 (1987): 104-12.
- Jenkins, Philip. The Next Christendom: The Coming of Global Christianity, 3rd ed., New York, NY 2011.
- Kalu, Ogbu U., Peter Vethanayagamony, and Edmund Kee-Fook Chia (Hg.). Mission after Christendom: Emergent Themes in Contemporary Mission. Louisville, KY 2010.
- Kwiyani, Harvey C. Multicultural Kingdom: Ethnic Diversity, Mission and the Church, London 2020.

- McConnell, Douglas and Michael Pocock. The Changing Face of World Missions: Engaging Contemporary Issues and Trends. Encountering Mission. Grand Rapids, MI: Baker Academic, 2005.
- Myers, Bryant L. Walking with the Poor: Principles and Practices of Transformational Development. Rev. and updated ed. Maryknoll, N.Y., 2011.
- Pachuau, Lalsangkima. World Christianity: A Historical and Theological Introduction, Nashville, TN: Abingdon Press 2018.
- Sunquist, Scott W. Understanding Christian Mission: Participation in Suffering and Glory, Grand Rapids, MI 2013.
- Wrogemann, Henning. A Theology of Interreligious Relations. Intercultural Theology. Vol. 3, Downers Grove, IL 2019.

#### **Percentage of the grade as part of the final grade**

- Single valuation ETH/TDS; Double valuation TPI/TSA

#### **Academic course coordinator**

- N.N. (Prof. of Intercultural Theology)

#### **Lecturer**

- Dr. Simon Herrmann
- Dr. E. J. David Kramer
- Dr. Tobias Schuckert, PhD

#### **Additional Information**

- The topics ‚Interreligious Dialogue and Mission‘ and ‚Contextual Theology and Intercultural Hermeneutics‘ are treated in more depth in their own modules.
- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1624 Theology of Ecumenical and Interreligious Encounters

<b>Alternative Module</b> B1604	<b>Semester</b> 4	<b>Teaching Mode</b> Lecture
<b>Code</b> TIE	<b>Frequency</b> Every SS	<b>Contact Time</b> 3 SWS = 45 h
<b>Workload</b> 150 h	<b>Duration</b> 1 Semester	<b>Individual Study</b> 105 h
<b>ECTS (Credits)</b> 5 CP (P) or 4 CP + 1 or 2 CP for Evaluation (WP)	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS; WP: ETH/TSA; W: TPI	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- The history of the Evangelical Alliance and the Ecumenical Movement from the 19th century to the present.
- Questions in Theology of Missions from the 20th century to the present.
- Classic and contemporary models of a Christian Theology of Religions.

## Course objectives: Skill set

Students are able to

- Understand the origins and historical developments of the Evangelical Alliance and the Ecumenical Movement.
- Compare and contrast the development of the understanding of mission among different streams of Christianity.
- Appreciate and critically reflect on various models of a Christian Theology of Religions.
- Contribute their own position respectfully in dialogue with members of other religious communities.

## Contents

- Establishment, growth, and development of the Evangelical Alliance and the Ecumenical Movement.
- Rapprochement and areas of collaboration between Roman Catholic, mainline protestant and evangelical Christians.
- Developments and questions concerning the International Missionary Council (IMC) and the Commission for World Mission and Evangelism (CWME) from the 20th century to the present.
- Major gatherings and significant declarations concerning mission of the Roman Catholic Church, the World Council of Churches and the Lausanne Movement.
- Positions of a Theology of Religions in historical overview.
- Engagement with contemporary models of and thinking on a Christian Theology of Religions
- Models of Interreligious Dialogue

## Teaching Mode

- Lectures, Discussions

## Pre-requisites

- B1601 Cultures and Religions

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Evaluated Research paper (25.000-35.000 Key Strokes, 2CP) or Written Examination (90 Min., 1 CP) – 100%

## Literature

- Beyreuther, Erich: Der Weg der Evangelischen Allianz in Deutschland, Wuppertal 1969. • Ernesti, Jörg: Kleine Geschichte der Ökumene, Freiburg i. Br. u.a. 2007
- Kottje, R. u. Moeller, Bernd (Hg.): Ökumenische Kirchengeschichte. Bd. 3: Neuzeit, Mainz/München 3. Auflage 1983.
- Davies, Noel & Martin Conway: World Christianity in the 20th Century (Text and Reader), London 2008.
- Biehl, Michael & Klaus Vellguth: Christliches Zeugnis in ökumenischer Weite: Konvergenzen und Divergenzen des Missionsverständnisses, Aachen 2016.
- Kirchenamt der Evangelischen Kirche in Deutschland (Hg.): Ökumene im 21. Jahrhundert: Bedingungen – theologische Grundlegungen – Perspektiven. [https://www.ekd.de/ekdtext\\_124\\_oekumene.htm](https://www.ekd.de/ekdtext_124_oekumene.htm).
- Abbott, Walter M. (ed.): The Documents of Vatican II: With notes and comments by Catholic, Protestant, and Orthodox Authorities, New York, NY 1966.
- Yeh, Allen: Polycentric Missiology. Twenty-First Century Mission. From Everywhere to Everywhere, Downers Grove, IL 2016.

- Dehn, Ulrich: Handbuch Dialog der Religionen. Christliche Quellen zur Religionstheologie und zum interreligiösen Dialog, Frankfurt/Main 2008.
- Plantinga, Richard J.: Christianity and Plurality. Classic and Contemporary Readings, Oxford; Malden, Mass. 1999.
- Congregation For The Doctrine Of The Faith: Declaration "Dominus Iesus." On the Unicity and Salvific Universality of Jesus Christ and The Church. Rom/Bonn 2000.
- Wrogemann, Henning: Theologies of Mission: Intercultural Theology, Volume 1-3, Downers Grove, IL 2017-2019.
- Kärkkäinen Veli-Matti: An introduction to the theology of religions: biblical, historical, and contemporary perspectives. Downers Grove, Ill., 2003.
- Knitter, Paul F.: Introducing Theologies of Religions, Maryknoll, N.Y., 2002.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- N.N. (Prof. of Intercultural Theology)

#### **Lecturer**

- Dr. Tobias Schuckert, PhD
- Dr. Simon Herrmann

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.

# B1625 Theology in Context

<b>Alternative Module</b> B1605	<b>Semester</b> 6 or 8	<b>Teaching Mode</b> Lecture/Seminar
<b>Code</b> TIC	<b>Frequency</b> Every SS	<b>Contact Time</b> 3 SWS = 45 h
<b>Workload</b> 150 h	<b>Duration</b> 1 Semester	<b>Individual Study</b> 105 h
<b>ECTS (Credits)</b> 5 CP (P) or 4 CP + 1 CP for Evaluation (WP)	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS; WP: ETH/TSA; W: TPI	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- The Origin, Meaning, and Function of „Contextualization“ in contemporary mission praxis.
- The Contextual Character of Theological Reflection.
- Various Models of Contextualization.

## Course objectives: Skill set

Students are able to

- Explain the Contextual Character of their own Theological Tradition.
- Appreciate and evaluate various Contextual Theological Models.
- Contribute to the Process of Theologizing in the Context of a Hermeneutical Community.

## Contents

- Definition and historical development of „Contextualization“
- Models of Contextualization
- Basic Epistemological Questions
- The Question of the Plurality and Unity of Theology
- Examples of Contextual Theological Models

## Teaching Mode

- Lecture, Group Work, Discussions

## Pre-requisites

- B1601 Cultures and Religions

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Evaluated Research paper (25.000-35.000 Key Strokes, 2CP) or Written Examination (90 Min., 1 CP) – 100%

## Literature

- Bevans, Stephen B.: Models of Contextual Theology. Revised and expanded, Maryknoll, NY 2002.
- Fleming, Dean. Contextualization in the New Testament: Patterns for Theology and Mission, Downers Grove, IL 2005.
- Green, Gene L., Stephen T. Pardue, and K. K. Yeo (eds.): Majority World Theology: Christian Doctrine in Global Context, Downers Grove, IL 2020.
- Longgar, William Kenny, and T. J. Meadowcroft: Living in the Family of Jesus: Critical Contextualization in Melanesia and Beyond, Auckland 2016.
- Moreau, A. Scott: Contextualization in World Missions: Mapping and Assessing Evangelical Models, Grand Rapids, MI 2012.
- Ott, Craig: "Globalization and Contextualization: Reframing the Task of Contextualization in the Twenty-First Century." Missiology 43, no. 1 (2015): 43-58.
- Ott, Craig und Harold A. Netland (Hg.): Globalizing Theology. Belief and Practice in an Era of World Christianity, Grand Rapids: Baker Academic 2006.
- Schreiter, Robert J.: The New Catholicity. Theology between the Global and the Local, Maryknoll 7th ed. 2004.
- Shaw, R. Daniel, and Charles E. van Engen: Communicating God's Word in a Complex World: God's Truth or Hocus Pocus?, Lanham, MD 2003.
- Shaw, Daniel R., and William R. Burrows (eds.): Traditional Ritual as Christian Worship: Dangerous Syncretism or Necessary Hybridity, Maryknoll, NY 2018.
- Schreiter, Robert J.: Constructing Local Theologies. 30th Anniversary Edition, Maryknoll, NY 2015.
- Strauss, Stephen J. "Contextualization and Mission", in: Craig Ott and Stephen J. Strauss (eds.): Encountering Theology of Mission. Biblical Foundations, Historical Developments, and Contemporary Issues, Grand Rapids, MI 2010, 265-291.

- Tennent, Timothy C.: Theology in the Context of World Christianity. How the Global Church Is Influencing the Way We Think About and Discuss Theology, Grand Rapids 2007.
- Wrogemann, Henning: Intercultural Hermeneutics. Translated by Karl E. Böhmer. Intercultural Theology. Vol. 1, Downers Grove, IL 2016.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- N.N. (Prof. of Intercultural Theology)

#### **Lecturer**

- Dr. Simon Herrmann

#### **Additional Information**

- In the ETH / TPI / TSA programs, English-language modules can alternatively be taken in German, provided this is offered. This is not possible in the English-language TDS program. In the case of alternative registration, the alternative module description applies, especially with regard to the type of examination.



# B2004 Ethics, Pedagogy and Social Responsibility in the Biblical Tradition

<b>Code</b> EPR	<b>Semester</b> 5 or 7	<b>Teaching Mode</b> Seminar
<b>Workload</b> 120 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 3 SWS = 45 h
<b>ECTS</b> 4 CP + 1 CP for Evaluation	<b>Duration</b> 1 Semester	<b>Individual Study</b> 75 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) WP: TSA; W: TDS/TPI	<b>Add. Time Requirement</b>

## Learning Outcomes: Knowledge

Students will gain knowledge about

- a range of ethical teaching within the biblical tradition
- the importance of social justice and care for the poor and helpless in the biblical tradition
- the emphasis placed on education within ancient Israel
- the development from private education within the family to schools, synagogues and trained teachers

## Learning Outcomes: Competencies and Key Qualifications

Students are able to

- enlarge their understanding of biblical sources related to ethical, social and pedagogical questions
- engage with recent biblical scholarship in the field of biblical ethics and pedagogy with an appropriate criticality and methodological awareness
- develop critical analytical skills in the historical and literary study of texts
- understand and evaluate behavioural patterns based on religiously defined ethics
- reflect upon the relevance of ethical guidance in "Holy Scripture(s)" within contemporary secular societies

## Contents

This module will examine a range of ethical and pedagogical issues presented in the Bible and their theological foundations ("Why does God expect believers to act in certain prescribed ways?" "What is right or wrong in the eyes of God?"). Topics will include the expected behaviours in the relationship between the divine and human realm (e.g. the divine command to teach children, to care for the needy); close human relationships (biological and ecclesial family; neighbours; compatriots, including sexual and economic issues; addressing questions like "Do I have to care about my parents?" and other issues of social ethics; educational obligations within the family); and relationships to those "structurally" close (e.g. state and empire; nation and people; social issues like the "poor," "sinners" and other "outcasts" of society; answering questions like "Does God expect me to obey the political rulers?" and other issues of a political ethics). The precise details can be adjusted according to the interests of the participants.

## Teaching Mode

- Seminar, papers by students, discussion

## Pre-requisite

- none

## Examination and Evaluation

- For the acquirement of credit points and to ensure that the module's goals are reached, the presence and active participation of students in class time (pass/fail) is required. (4CP)
- Recension (15.000-25.000 Zeichen, 1 CP) – 100%

## Literature

### a) Biblical ethics in general

- Barmash, P., ed. The Oxford Handbook of Biblical Law (New York: Oxford University Press, 2019).
- Bauckham, R. The Bible in Politics: How to Read the Bible Politically (2nd ed. London: SPCK, 2010).
- Bauckham, Richard. Bible and Ecology: Rediscovering the Community of Creation (Waco, TX: Baylor University Press, 2010).
- Burrige, Richard A. Imitating Jesus: An Inclusive Approach to New Testament Ethics (Grand Rapids: Eerdmans, 2007).
- Grudem, Wayne A. Christian Ethics: An Introduction to Biblical Moral Reasoning (Wheaton, Illinois: Crossway, 2018).
- Hays, Richard B. The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics (London: Continuum T&T Clark 1997).
- Longenecker, B. W., and K. D. Liebengood, eds. Engaging Economics: New Testament Scenarios and Early Christian Reception (Grand Rapids: Eerdmans, 2009).

- Meeks, Wayne A. *The Origins of Christian Morality: The First Two Centuries* (New Haven, CT.: Yale University Press, 1993).
- Wheeler, Sondra Ely. *Wealth as Peril and Obligation: The New Testament on Possessions* (Grand Rapids: Eerdmans, 1995).
- Wright, Christopher J. H. *Old Testament Ethics for the People of God* (Nottingham: Inter-Varsity, 2004; 2nd. Rev. ed. 2009).

#### b) Pedagogy and education

- Balla, Peter. *The Child-Parent Relationship in the New Testament and its Environment* (WUNT 155; Tübingen: Mohr Siebeck, 2003).
- Hauge, M. R., and A. W. Pitts, eds. *Ancient Education and Early Christianity* (LNTS 533; New York: Bloomsbury T&T Clark, 2016).
- Hogan, K. M., M. J. Goff, and E. Wasserman, eds. *Pedagogy in Ancient Judaism and Early Christianity* (Early Judaism and its Literature 41; Atlanta, GA: SBL Press, 2017).
- Zamfir, Korinna. *Men and Women in the Household of God: A Contextual Approach to Roles and Ministries in the Pastoral Epistles* (NTOA/StUNT 103; Göttingen: Vandenhoeck and Ruprecht, 2013).
- Zurawski, J. M., and G. Boccaccini, eds. *Second Temple Jewish Paideia in Context* (BZNTW 228; Berlin u. Boston: De Gruyter, 2017).

#### Percentage of the grade as part of the final grade

- Double valuation

#### Academic course coordinator

- Prof. Dr. Roland Deines

#### Lecturer

- Prof. Dr. Roland Deines

#### Other Information

The module will be taught in English. Students are expected to present a paper and to read at least one paper or book chapter each week (up to 30 pages).

# B2020 Basics for Studying

<b>Code</b> BFS	<b>Semester</b> 1	<b>Teaching Mode</b> Lecture/Seminar
<b>Workload</b> 150 h	<b>Frequency</b> Annually	<b>Contact Time</b> 6 SWS = 90 h
<b>ECTS (Credits)</b> 5 CP	<b>Duration</b> 1 Semester	<b>Individual Study</b> 60 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS	<b>Additional Time Requirement</b>

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## This class consists of the partial classes:

- Introduction to academic work (1 SWS within fall semester)
- Major-specific introduction to the study program

## Course objectives: Professional expertise

Students acquire knowledge of:

- the foundations of academic work.
- the overall design, structure, profile and objective of the chosen major.
- the specifics and understanding of the issues of the chosen major.
- the understanding of the relationships between Protestant theology, various sub-disciplines and related sciences.
- the relationship between theology, religious studies, social sciences and professional and social action.

## Course objectives: Skill set

Students are able to

- deal with important tools of the study.
- reflect on the relationship between thinking, faith and life and to take their own position.

## Contents

Introduction to academic work

- General introduction to the study and scientific work
- Effective working methods
- Overview of basic methods and tools

Introduction to course of studies

- The study program and its structure
- Theology, religious studies, social sciences and the humanities as academic disciplines
- Clarification of relations between sub-disciplines and reference sciences
- Scientific paradigms, their axioms, aims and consequences for the formation of motives for action, faith and theology.

Personal development

- Growing as leader (one's own biography and personality, leadership skills, soft-skills, key qualifications)
- Time- and self-management
- Spirituality – its place in personal life, studies and profession

## Teaching Mode

- lectures; individual, partner and group work, introduction to the use of the library, own presentation, practical exercises

## Pre-requisites

- none

## Forms of examination and assessment

- Active participation (pass/fail) of the students in the course is required for credit transfer and to ensure achievement of the learning objectives.
- Paper at the end of the fall semester: (10,000 - 12,000 characters without spaces) (pass/fail). The paper consists of 1 or 2 "reviews" - depending on the assignment in the course.

## Literature

- Bonhoeffer, Dietrich: Life Together. San Francisco 1993.
- Bonhoeffer, Dietrich: The Cost of Discipleship. First Touchstone ed. New York 1995.
- Gede, Maia: Working in International Development and Humanitarian Assistance. A career guide, London/NewYork 2015
- Gibaldi, Joseph: MLA Handbook for Writers of Research Papers. 6th ed. New York 2003.

- Gilbert, M., Johnson, A. R., & Lewis, P. W. (Eds.): *Missiological research: interdisciplinary foundations, methods, and integration*, Pasadena 2018.
- Hinnells, John R. (ed.): *The Routledge Companion to the Study of Religion*, 2nd ed. London 2010.
- Lewis CS: *The Four Loves*. New York 1991.
- Mathis, David: *Habits of Grace*, Wheaton 2017.
- Marsden, GM: *The Outrageous Idea of Christian Scholarship*. New York 1997.
- Yong, Amos: *The Dialogical Spirit: Christian Reason and Theological Method in the Third Millennium*, Eugene 2014.

Reading in selection from the literature given. In addition to the literature listed here, the respective lecturer for the corresponding course of study will designate the literature.

**Percentage of the grade as part of the final grade**

- without valuation

**Academic course coordinator**

- Prof. Dr. Harald Jung

**Lecturer**

- Dr. Simon Herrmann; Dr. Tobias Schuckert, PhD

# B2021 Organizing a Study Abroad Semester

<b>Code</b> OAS	<b>Semester</b> 4 bis 7	<b>Teaching Mode</b> Seminar
<b>Workload</b> 180 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 4. Sem.: 2 SWS = 30 h
<b>ECTS</b> 6 CP	<b>Duration</b> 2 Semester	6. oder 7. Sem.: 1 SWS = 15 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP)	<b>Individual Study</b> 75 h
	P: TDS and international concentration of ETH, TSA & TPI	<b>Additional Time Requirement</b> 60 h organisatorische Vor- und Nachbereitung des Auslandssemesters

## Course objectives: Professional expertise

Students acquire knowledge of:

- the organizational and legal framework of a semester abroad.
- cybernetics and structure of the higher education systems in the country of the host university.
- theories and concepts of globalization.
- methods of culture and country analysis.
- religious paradigms in the host country.

## Course objectives: Skill set

Students are able to

- plan their semester abroad independently.
- analyze cultural contexts as academic researchers.
- reflect on one's own behavior in a different cultural context.
- critically and constructively reflect on the experiences gained abroad with regard to their own personal and professional development.
- analyze religious contexts as academics researchers.
- reflect on and evaluate the relationship of the host country's ideological landscape to one's own religious imprints, experiences, and contexts.

## Contents

- Organizational and legal framework of a semester abroad (visa, transfer of credits and grades achieved abroad, application procedure, financial aid, insurances, learning agreement, ...)
- Development and organization of the higher education system in the country of the host university
- Concepts of globalization
- International job profiles
- Tools for the analysis of cultures and countries
- Finding subject matters and conducting research abroad
- Reflection of the cultural experience

## Teaching Mode

- Presentations
- Group projects
- Practical exercises
- Mandatory preparatory talk at the International Office

## Pre-requisites

- Proof of knowledge of the English language at level B2 according to the Common European Framework of Reference for Languages (CEFR).

## Examination and Evaluation

- Active participation (pass/fail) of students in the course is required for credit transfer and to ensure achievement of course objectives.
- Presentation of a research project carried out abroad (pass/fail)

**Percentage of the grade as part of the final grade**

- Without evaluation

**Academic course coordinator**

- Prof. Dr. Harald Jung

**Lecturer**

- Lucas Wehner, MBA (CBU)

# B2604 Internship Semester TDS

<b>Code</b> PXD	<b>Semester</b> TDS 5 or 6	<b>Teaching Mode</b> Internship min. 820 hrs.
<b>Workload</b> 900 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 40 – 50 h (for preparation, supervision and reporting)
<b>ECTS (Credits)</b> 30 CP	<b>Duration</b> 1 Semester plus preparation before and report afterwards	<b>Individual Study</b> 40 h for report writing
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- One specific organisation / project in the field of development or humanitarian aid.
- The structures and practical assignments in this field.
- The general and particular system in which the organisation/project participates.
- Public Relations and Fundraising
- Networking and intersectoral and interorganisational cooperation

## Course objectives: Skill set

Students are able to

- To see the professional action in the context of organisational and institutional competencies and limits.
- To see the professional action in the context of personal competencies and limits.
- To reflect and critically examine on the conditions and legal and institutional frameworks and structures in which the project/organisation they work with is embedded.
- To reflect and critically examine on the internal structures and conditions of the project/organisation they work with.
- To understand the work and the ground situation to be able to act professionally.
- To clarify their own professional responsibility and role.
- To communicate within the system and according to the standards.
- To do teamwork and deal appropriately with stress and conflicts at the workplace, reflect on interaction processes are able to handle diversity (of all kinds!).
- To understand the importance of human dignity in all developmental or humanitarian efforts.

## Contents

- The students familiarize themselves with the realities of professional work by taking on tasks to be completed independently under guidance and supervision.
- Their experiences and learnings are documented in a written documentation with an evaluation.
- During the internship follow-up supervision/practice reflection takes place.
- After completion a final presentation and evaluation will be done.

## Teaching Mode

- Preparatory tutorial, follow-up supervision/practice reflection, final presentation and evaluation

## Pre-requisites

- none

## Forms of examination and assessment

- Confirmation of the completion of period of internship by the IHL-Internship-Office,
- Certificate from the workplace resp. supervisor of the project/organisation,
- Confirmation of participation in supervision sessions by the IHL-Internship-Office
- Final Report (25,000 - 35,000 characters incl. spaces, pass/fail)
- Confirmation and evaluation of IHL-Internship-Office regarding the Final Report.
- Final presentation and interview (pass/fail)

**Percentage of the grade as part of the final grade**

- No valuation

**Academic course coordinator**

- Prof. Dr. Detlef Hiller

**Lecturer**

- Regelindis Reusch, M.A.

**Miscellaneous**

- The rules and regulations on internships form the basis of this module.



# B4021 Methods of Empirical Research

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
MER	TDS 4	Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	4 SWS = 60 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study inkl. Exam.</b>
5 CP	1 Semester	90 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS	

## Course objectives: Professional expertise

Students acquire knowledge of:

- methods in empirical research
- basic methods of quantitative research
- basic methods of qualitative research
- analysis of empirical data concerning social issues

## Course objectives: Skill set

Students are able to

- collect significant data for the analysis of social questioning
- summarize and present collected data
- capture and evaluate social circumstances from a theoretical perspective and by use of scientific methods
- reflect critically academic findings and reasoning

## Contents

- basics of theory of science: truth, knowledge, interest, critical rationalism and critical theory
- empirical and hermeneutical theory
- methods in qualitative research
- foundations of quantitative research methods
- data collecting and analysis
- content analysis
- ethics in human research and data privacy
- methods of evaluation

## Teaching Mode

- Lecture and exercises

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required.
- Planning and conducting of a research project as group: research design, presentation of findings, and reflection (100%). The grade for the individual student will be decided by the content of individual parts in the project.

## Literature

- Bailey, Carrol A.: A Guide to Qualitative Field Research, London <sup>3</sup>2018.
- Bernard, Russel (ed.): Handbook of Methods in Cultural Anthropology. Qualitative and Quantitative Approaches, Littlefield <sup>2</sup>2015. Open access: <https://doku.pub/download/bernard-harvey-russell-2011research-methods-in-anthropology-qualitative-and-quantitative-approaches-5thpdf-oq1n68e49802>
- Bernard, R.: Social Research Methods: Qualitative and Quantitative Approaches. 2nd ed. Los Angeles 2013.
- Chevalier, Jacques M. /Buckles, Daniel J.: Participatory Action Research. Theory and Methods for Engaged Inquiry, Oxon / New York 2013.
- Flick, Uwe (Ed.): The Sage Qualitative Research Kit, SAGE <sup>2</sup>2018
- Designing Qualitative Research, Uwe Flick
- Doing Interviews, Svend Brinkmann and Steinar Kvale
- Doing Ethnography, Amanda Coffey
- Doing Focus Groups, Rosaline Barbour
- Using Visual Data in Qualitative Research, Marcus Banks

- Analyzing Qualitative Data, Graham R. Gibbs
- Doing Conversation, Discourse and Document Analysis, Tim Rapley
- Doing Grounded Theory, Uwe Flick
- Doing Triangulation and Mixed Methods, Uwe Flick
- Managing Quality in Qualitative Research, Uwe Flick
- Gibbs G, Gibbs G: Analyzing Qualitative Data. Los Angeles 2007.
- Lichtman, Marilyn: Qualitative Research for the Social Sciences. Thousand Oaks 2014.
- Spradley, James P.: Participant Observation. New York 1980.
- Denzin Norman K. and Yvonna S. Lincoln (eds.): The Sage Handbook of Qualitative Research. Fifth ed. Thousand Oaks 2018.

#### **Percentage of the grade as part of the final grade**

- Single valuation

#### **Academic course coordinator**

- Dr. Tobias Schuckert, PhD

#### **Lecturer**

- Dr. Tobias Schuckert, PhD

# B4401 History and Theory of Development

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
HTD	TDS 1, TSA 5 or 7	Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	4 SWS = 60 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study</b>
5 CP (P) or 4 CP + 1 CP for Evaluation (WP)	1 Semester	90 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS; WP: TSA	

## Course objectives: Professional expertise

Students acquire knowledge of:

- origins of development
- historical and political development of development policies;
- basic theories of development
- role of Germany and EU in development
- shift in paradigm: “from aid to partnership” (?)
- the role of the eco-system and environment for development

## Course objectives: Skill set

Students are able to

- understand the complexity of the history of development
- analyse the major stages of development
- explain basic theories of development
- evaluate development policies and strategies in the light of theory and historical practise
- realistically analyse the global politics and prospects
- understand better their own role and motivation

## Contents

- Economic and political theories of development
- Trade and politics during colonialism
- A troublesome heritage: Independence and Nation building
- Historical beginnings of development politics (containment and roll-back)
- The development decades
- Development under the conditions of globalisation and need for sustainability
- European and German development policies
- the development of development concepts: Charity, development, rights-based-approach

## Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module’s aims are reached, students’ active participation in class is required (pass/fail; 4 CP)
- Written Examination (120 Min., 1 CP) – 100%

## Literature

- Bok, D. C. (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks: Sage Publications.
- Hofstede, G. (2001). *Culture’s consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks: Sage Publications.
- Jandt, F. E. (2017). *An introduction to intercultural communication: Identities in a global community*. Thousand Oaks: Sage Publications.
- Landis, D., Bennett, J., & Bennett, M. (2003). *Handbook of intercultural training*. Thousand Oaks: Sage Publications.
- Thomas, A., Kinast, E. U., & Schroll-Machl, S. (2010). *Handbook of intercultural communication and cooperation: Basics and areas of application*. Göttingen: Vandenhoeck & Ruprecht.
- Ward, C., Bochner, S., & Furnham, A. (2005). *The psychology of culture shock*. Hove: Routledge.

**Percentage of the grade as part of the final grade**

- TDS: Single, TSA: Double valuation

**Academic course coordinator**

- Prof. Dr. Detlef Hiller

**Lecturer**

- Prof. Dr. Detlef Hiller

# B4402 Contexts of International Development

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
CID	TDS 2, TSA 6 or 8	Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	4 SWS = 60 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study</b>
5 CP (P) or 4 CP + 1 CP for Evaluation (WP)	1 Semester	90 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS; WP: TSA	

## Course objectives: Professional expertise

Students acquire knowledge of:

- The major supranational and international stakeholders in development
- Their missions, functions and policies
- The current international economic and trade system
- The informal sector and urban/rural dichotomy
- The global planetarian challenges (migration, environment, resource shortage etc.)

## Course objectives: Skill set

Students are able to

- Understand the basics of the international and supranational development system
- Explain missions, functions and strategies of the major stakeholders
- Critically assess the global economic and trade system
- Analyse major endogenous challenges of developing countries
- Understand the global struggle for resources in a growing world with quickly changing environmental parameters

## Contents

- Multilateral / supranational Organisations of Development: UN-Organisations, WB and other Development Banks, IMF, OECD/DAC, WTO, etc.
- Important Governmental Donor Agencies: US AID, EU, BMZ etc.
- Major INGOs and German NGOs
- The international trade system and financial flows (public as well as private, direct investments and remittances)
- International Development Agendas (MDG / SDG / Climate Agenda etc.)
- The role of the informal sector of economy in the context of development
- The difference between rural and urban development
- Planetarian resources: population growth, food security and environment

## Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Written Examination (120 Min., 1 CP) – 100%

## Literature

- Bebbington, Anthony / Mitlin, Diana / Hickey, Samuel (Eds.): Can NGOs make a difference? The challenge of development alternatives, London / New York 2008.
- Fowler, Alan: Striking a balance. A Guide to Enhancing the Effectiveness of Non-Governmental Organisations in International Development. London / New York 2006.
- Gould, W.T.S.: Population and Development. Routledge Perspectives on Development, New York 2015.
- Haan, Arjan de: How the Aid Industry Works: An Introduction to International Development. Sterling 2009.
- Hanlon, Bernadette / Vicino, Thomas J. : Global Migration. The Basics, London / New York 2014.
- Kraas, Frauke et al (Eds): Megacities. Our Global Urban Future, Heidelberg / New York / London 2013.
- Parnell, Susan / Oldfiel Sophie (Eds): The Routledge Handbook on Cities of the Global South, New York 2014.
- Journal: World Development, <https://www.sciencedirect.com/journal/world-development>

- Reports: OECD Development Cooperation Report, UNICEF State of the World's Children, Worldbank Report, others

#### **Percentage of the grade as part of the final grade**

- TDS: Single, TSA: Double valuation

#### **Academic course coordinator**

- Prof. Dr. Detlef Hiller

#### **Lecturer**

- Prof. Dr. Detlef Hiller

# B4403 Project Cycle Management

<b>Code</b> PCM	<b>Semester</b> TDS 2	<b>Teaching Mode</b> Seminar, Lecture
<b>Workload</b> 150 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 4 SWS = 60 h
<b>ECTS (Credits)</b> 5 CP	<b>Duration</b> 1 Semester	<b>Individual Study inkl. Exam.</b> 90 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS	<b>Additional Time Requirement</b>

## Course objectives: Professional expertise

Students acquire knowledge of:

- Basic business administration
- Organisational development and planning
- Social Management (Participation, Motivation etc.)
- Analysing tools
- Monitoring and Evaluation
- Application writing

## Course objectives: Skill set

Students are able to

- Understand the project cycle in all its aspects (finances, clients, staff, monitoring, goal achievement etc.)
- Develop and write applications and identify donors
- Prepare evaluations
- Report writing

## Contents

- Understanding, strategies and tools for community / target group participation on all levels
- Basics of system theory. Understanding complex systems with unpredictable behaviours
- Skills and tools for analysis
- Skills and tools for planning
- Knowing and writing project applications
- Systematic monitoring and steering of project implementation
- Learning about different ways of evaluation, developing term of reference for evaluations
- Budgeting
- Financial monitoring and reporting

## Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail)
- Written Examination (120 Min., 1 CP) – 100%

## Literature

- Andler, Nicolai: Tools for project management, workshops and consulting, Erlangen 32016.
- Burke, Rory: Project Management, Chichester 42008.
- Hatten, Timothy S.: Small Business Management. Creating a sustainable competitive advantage, London et al 72020.
- Köster, Kathrin: International Project Management, London 2010. (nur online: <https://studysites.uk.sagepub.com/koster/book.htm>)
- Lock, Dennis: Project Management, Farnham / Burlington 102013
- TEAR FUND: Project Cycle Management, Roots 5, 22020 ([learn.tearfund.org](http://learn.tearfund.org))
- TEAR FUND: Several Material on Evaluation, Planning etc. ([learn.tearfund.org](http://learn.tearfund.org))

**Percentage of the grade as part of the final grade**

- Single valuation

**Academic course coordinator**

- Prof. Dr. Detlef Hiller

**Lecturer**

- N.N.



# B4404 Intercultural Communication and Competence

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
ICC	TDS 3, ETH/TSA/TPI 6 or 8	Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	3 SWS = 45 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study</b>
5 CP (P) or 4 CP + 1 CP for Evaluation (WP/W)	1 Semester	105 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS; WP: ETH/TSA; W: TPI	

## Course objectives: Professional expertise

Students acquire knowledge of:

- central concepts, models and theories within the field of intercultural communication and competence.
- the importance of intercultural competence.
- selected findings on comparative cultural research and are able to critically reflect them.
- objectives and limitations of intercultural competence.
- selected methods of intercultural competence trainings.

## Course objectives: Skill set

Students are able to

- understand and appreciate intercultural differences.
- display intercultural sensitivity and intercultural communicative competence when experiencing cultural diversity.
- reflect their own cultural imprint and show sensitivity concerning their own communication behavior.
- motivate others to intercultural learning and to instruct intercultural learning.
- critically perceive ethnocentrism, analyse situations of discrimination and use suitable methods to overcome them.
- analyse and deal with intercultural challenges they face within their everyday lives and to apply their knowledge to intercultural settings.

## Contents

- Central theories concerning culture, cultural dimensions and methods of comparative cultural psychology.
- Fundamental related constructs from social psychology concerning the self and the other.
- Research questions and empirical findings concerning the impact of specific cultural variables especially on behavior in organizations and organisational processes.
- Concept of culture shock.
- Theories of acculturation.
- Intercultural learning and methods to develop skills of intercultural competence, such as intercultural trainings and their evaluation.
- Intercultural Competence and Cooperation in Organizations.
- Intercultural Conflict Management.
- Aspects of intercultural settings and varieties of intercultural situations and experiences, e.g. international students or business people, immigrants, or refugees.

## Teaching Mode

- lecture, discussion, student presentations, exercises, case studies, critical incidents

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Written Examination (120 Min., 1 CP) – 100%

## Literature

- Bok, D. C. (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks: Sage Publications.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks: Sage Publications.
- Jandt, F. E. (2017). *An introduction to intercultural communication: Identities in a global community*. Thousand Oaks: Sage Publications.

- Landis, D., Bennett, J., & Bennett, M. (2003). *Handbook of intercultural training*. Thousand Oaks: Sage Publications.
- Thomas, A., Kinast, E. U., & Schroll-Machl, S. (2010). *Handbook of intercultural communication and cooperation: Basics and areas of application*. Göttingen: Vandenhoeck & Ruprecht.
- Ward, C., Bochner, S., & Furnham, A. (2005). *The psychology of culture shock*. Hove: Routledge.

#### **Percentage of the grade as part of the final grade**

- TDS: Single, ETH/TSA/TPI: Double valuation

#### **Academic course coordinator**

- Prof. Dr. Kathrin Thiel

#### **Lecturer**

- Prof. Dr. Kathrin Thiel

# B4405 Christian Approaches in Poverty Alleviation

<b>Code</b> CAP	<b>Semester</b> TDS 3, TSA 5 or 7	<b>Teaching Mode</b> Seminar, Lecture
<b>Workload</b> 270 h	<b>Frequency</b> Annually	<b>Contact Hours</b> 7 SWS = 105 h
<b>ECTS (Credits)</b> 9 CP (P) or 7 CP + 2 CP for Evaluation (WP)	<b>Duration</b> 1 Semester	<b>Individual Study</b> 165 h
	<b>Class type</b> (Core Course: P / Elective: W / Partial Elective: WP) P: TDS, WP: TSA	<b>Additional Time Requirement</b>

## Submodule 1: Faith-based Organisations (FBO)/ Churches engaged in Development

### Course objectives: Professional expertise

Students acquire knowledge of:

- theological and inter-disciplinarily approaches to poverty and development
- a variety of approaches and examples of faith-based poverty alleviation
- principles of faith motivated development practise
- approaches that strengthen local church congregations as agents for positive change in communities

### Course objectives: Skill set

Students are able to

- gain competency with key interdisciplinary (theological, sociological, political, economic, etc.) concepts and tools useful in the analysis of poverty and practice of development
- critically reflect their own roles as actors in development
- experience and practically apply some elements of development practise

### Contents

- History of Faith Based Poverty Alleviation
- Current Trends and Challenges
- Theology, Poverty and Development
- Christian Perspectives on Development
- Overview of Approaches
- Development Practise: Principles and Practitioners
- Case Studies of Development Practice
- Collaboration & Partnership
- Church & Community Mobilisation Process

## Submodule 2: Sustainable Community Development

### Course objectives: Professional expertise

Students acquire knowledge of:

- the history and genesis of the community development approach
- several current theories about the practice of sustainable community development on an international level in rural and urban contexts
- theological aspects of community development
- the mechanics of project work
- ideas for resource mobilisation and technical aspects of community development
- theoretical knowledge for process-based adult learning, training and capacity development

### Course objectives: Skill set

Students are able to

- develop their own skills in process based community work and facilitation in cross-cultural settings
- engage in people-centred and participatory development
- analyse social structures and lead collaborative change processes for overcoming poverty
- reflect critically their own roles and attitudes as actors in development
- respond to new challenges for communities posed by a changing global context

### Contents

- People-Centred Participatory Development

- Social Structures, Institutions and Stakeholders
- Rural vs. Urban Development
- New Forms of Community in the Digital Age
- Community from a Theological View
- Community Work Principles
- Community Work Skills and Roles
- The Life of a Project
- Technical Aspects in Community Development
- Resourcing Community Development
- Training and Capacity Development

### Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

### Pre-requisites

- none

### Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 7 CP)
- Essay / Paper (25.000 – 35.000 characters without spaces, 2 CP) – 100%

### Literature Submodule 1

- Blackman, Rachel. *ROOTS 11: Partnering with the Local Church*. Tearfund, 2007.
- Chester, Tim. "What Makes Christian Development Christian?" UK, 2002.
- Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power & the Kingdom of God*. 2nd ed. Brunswick East, Victoria, Australia: Acorn Press Ltd, 2011.
- Corbett, Steve, Brian Fikkert, John Perkins, and David Platt. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor . . . and Yourself*. Moody Publishers, 2014.
- Dalrymple, Terry. *Beyond Poverty: Multiplying Sustainable Community Development*. Littleton: William Carey Library, 2021.
- Keller, Timothy. *Generous Justice: How God's Grace Makes Us Just*. Penguin Books, 2012.
- Myers, Bryant L. *Walking with the Poor: Principles and Practice of Transformational Development*. Rev. and Updated ed. Orbis Books, 2011.
- TEARFUND: *Church and Community Mobilisation Process: Facilitator's Manual*, 2019

### Literature Submodule 2

- Andrews, Dave. *Compassionate Community Work: An Introductory Course for Christians*. Piquant, 2006.
- Chambers, Robert. *Revolutions in Development Inquiry*. Earthscan, 2008.
- De Beer, Frik. "Community Development approaches and debates." In *Partnerschaft. Gerechtigkeit. Transformation: Christliche Perspektiven der Entwicklungszusammenarbeit*, edited by Thomas Kröck and Gisela Schneider, 45–59. 1., Auflage. Marburg: Francke-Buchhandlung, 2015.
- Gilchrist, Alison: *The Well-Connected Community. A Networking to Community Development*, Bristol 32019.
- Hope, Anne / Timmel, Sally: *Training for Transformation Book 4: A Handbook for Community Workers*. Stylus Pub Llc (Va), 1999.
- Korten, David C. "Community Organization and Rural Development: A Learning Process Approach." *Public Administration Review* 40, no. 5 (September 1980): 480 et sqq.
- Swanepoel, Hennie, and De Beer, Frik. *Community Development: Breaking the Cycle of Poverty*. Juta and Company Ltd, 2006.
- *The International Journal of Community and Social Development*, open access: <https://journals.sagepub.com/loi/coda> (The peer reviewed quarterly journal aims to focus on community and social development theory and practice at the grassroots/local level with a view to create knowledge and skills base for social development of local level communities not limited to the Indian, South Asian and Asia-Pacific region, and disseminate the same throughout the world. Since 2019. One volume per year.)
- Timmel, Sally / Hope, Anne: *Training for Transformation: Handbook for Community Workers: Bk. 1-3*. 2nd Revised edition. Practical Action, 1984.

### Percentage of the grade as part of the final grade

- TDS: Single, TSA: Double valuation

### Academic course coordinator

- Prof. Dr. Detlef Hiller

### Lecturer

- Andreas Jenny, M.A.

# B4406 Education, Health and Vulnerable Groups

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
EHV	TDS 4, ETH/TSA/TPI 6 or 8	Seminar, Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
270 h	Annually	6 SWS = 90 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study inkl. Exam.</b>
9 CP	1 Semester	180 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS	

## Submodul 1: Education

### Course objectives: Professional expertise

Students acquire knowledge of:

- Several systems and ways of public education
- Different traditions and systems of learning
- Governmental and administrative restraints
- Cultural, psychological and mental attitudes and preconditions which affect education systems
- Challenges due to population growth

### Course objectives: Skill set

Students are able to

- Assess educational systems and analyse strength and weaknesses in given situations
- Understand the cultural, religious and psychological influences
- Explain poverty induced challenges for establishing efficient educational systems

### Contents

- Pros and Cons of formal, nonformal and informal (functional) general and vocational education
- Introduction into different ways of learning
- Public administration and financial support of education
- Education for all!(?) (Boys, Girls, disadvantaged?)
- Education and Religion and Culture
- White-collar mentality and job security
- Education and population growth (Kerala factor)

## Submodul 2: Health

### Course objectives: Professional expertise

Students acquire knowledge of:

- Public Health concepts
- The main health issues and diseases
- Socially induced health hazards
- International health programmes

### Course objectives: Skill set

Students are able to

- Understand the public health challenges and potentials in developing countries
- explain the major aspects of diseases and epidemics
- broadly assess health situations with regard to gravity, prevention and possible interventions
- describe the missions and potentials of international health organisations in regard to tackling health issues

### Contents

- Public Health and Health education
- Health systems and basic Health Services
- Water born diseases and new epidemics
- Social diseases and addictions
- Financial aspects of health programmes
- Major players in global Health: WHO programme, Bill & Melinda Gates Foundation etc.

### Submodul 3: Vulnerable Groups

#### Course objectives: Professional expertise

Students acquire knowledge of:

- origins of development
- historical and political development of development policies;
- basic theories of development
- role of Germany and EU in development
- shift in paradigm: from aid to partnership
- the role of the eco-system and environment for development

#### Course objectives: Skill set

Students are able to

- understand the complexity of the history of development
- analyse the major stages of development
- explain basic theories of development
- evaluate development policies and strategies in the light of theory and historical practise
- realistically analyse the global politics and prospects
- understand their own role and motivation

#### Contents

- Inclusive development / making the unseen seen
- Community based rehabilitation
- Labour rights and advocacy
- Community care for the aged
- Work with Streetkids, drug addicts, prostitutes, transgenders
- Groupspecified income generating activities
- Culture and self-esteem

#### Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

#### Pre-requisites

- B4401 History and Theory of Development, B4402 Contexts of International Development

#### Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail)
- Essay / Paper (25.000 – 35.000 characters without spaces) – 100%

#### Literature

- Clarke, Matthew / Feeny, Simon (Eds.): Education for the end of poverty. Implementing all the Millenium Poverty Goals, New York 2007.
- Edmonds, Eric V. / Schady, Norbert: Poverty alleviation and child labor, open access: <http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-4702>
- Journal of Health Research in Community, open access: [http://jhc.mazums.ac.ir/index.php?&slct\\_pg\\_id=10&sid=1&slc\\_lang=en](http://jhc.mazums.ac.ir/index.php?&slct_pg_id=10&sid=1&slc_lang=en)
- Journal of Nonformal Education, open access: <http://journal.unnes.ac.id/nju/index.php/jne>
- Latchem, Colin: Open and distance non-formal education in developing countries, Singapore 2018.
- Mpofu, Elias (Ed.): Sustainable community health. Systems and Practices in Diverse Settings, 2020.
- Nichter, Mark: Global health: Why Cultural Perceptions, Social Representations, and Biopolitics matter. Tucson 2008.
- Riggs, Damien W.: Working with transgender young people and their families. A critical developmental approach, 2019 (E-Book) <https://doi.org/10.1007/978-3-030-14231-5>
- Sharpes, Donald K. (Ed.): Handbook on comparative and international studies in education, 2017.
- Waller, Tom / Rumball, Daphne: Treating drinkers and drug users in the community, E-Book: <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470693742>

#### Percentage of the grade as part of the final grade

- Single valuation

#### Academic course coordinator

- Prof. Dr. Detlef Hiller

#### Lecturer

- N.N.

# B4407 Human Rights and Humanitarian Issues and Discourses

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
HRI	TDS 7	Seminar, Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	3 SWS = 45 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study inkl. Exam.</b>
5 CP	1 Semester	105 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS	

## Course objectives: Professional expertise

Students acquire knowledge of:

- The development of the human rights discourse,
- The major international laws
- The international human rights organisations and institutions
- The discourse of the validity of human rights between different cultures
- The major human rights issues and crises, with essential impact on the discourse

## Course objectives: Skill set

Students are able to

- Understand the essentials of international human rights discourse
- Identify human rights issues and classify them to the respective international law
- To discuss and consider critically human rights issues

## Contents

- The historical development of Human Rights
- The main international conventions and contracts on Human Rights (general, labour, migrants and refugees, children, women, disabled)
- International Human Rights organisations and (special) courts (supernational as well as non-governmental)
- Case studies on Human Rights Issues and national/local Human Rights organisations
- The discourse on Human Rights between the cultures (Western, Chinese, Islamic understanding)
- Special Human Rights Issues such as war against terrorism, military interventions to stop genocide, the discourse on torture, rights of migrants, women and children rights, religious freedom and the rights of the transgenders etc

## Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Written Examination (120 Min., 1CP) – 100%

## Literature

- Armstrong, David (Ed.): Routledge Handbook of International Law, Oxon / New York 2009.
- Bantekas, Ilias / Oette, Lutz: International Human Rights. Law and Practice, Cambridge / New York 32020.
- Bielefeldt, Heiner / Ghanea, Nazila / Wiener, Michael : Freedom of Religion or Belief: An International Law Commentary, Oxford 2016.
- Ernst, Gerhard / Heilinger, Jan-Christoph (Eds.): The philosophy of Human Rights. Contemporary Controversies, Berlin/Boston 2012. Open Access: <https://library.oapen.org/handle/20.500.12657/31638>
- Fabian Klose/Mirjam Thulin (ed.), Humanity. A History of European Concepts in Practice From the Sixteenth Century to the Present, Göttingen 2016. Open Access: <https://library.oapen.org/handle/20.500.12657/25385>
- Heintze, Hans-Joachim / Zwitter, Andrej (Eds.): International Law and Humanitarian Assistance. A Crosscut through Legal Issues Pertaining to Humanitarianism, Heidelberg / London et al 2011.
- Sheeran, Scott / Rodley, Sir Nigel (Eds.): Routledge Handbook of International Human Rights Law, Oxon / New York 2013.
- Ziebertz, Hans-Georg / Črpić, Gordana: Religion and Human Rights: An International Perspective, Springer 2015.

**Percentage of the grade as part of the final grade**

- Double valuation

**Academic course coordinator**

- Prof. Dr. Detlef Hiller

**Lecturer**

- Prof. Dr. Detlef Hiller



# B4408 Humanitarian Aid – History, Theory, Functions and Principles

<b>Code</b>	<b>Semester</b>	<b>Teaching Mode</b>
HUA	TDS 8	Seminar, Lecture
<b>Workload</b>	<b>Frequency</b>	<b>Contact Hours</b>
150 h	Annually	3 SWS = 45 h
<b>ECTS (Credits)</b>	<b>Duration</b>	<b>Individual Study inkl. Exam.</b>
5 CP	1 Semester	105 h
	<b>Class type</b>	<b>Additional Time Requirement</b>
	(Core Course: P / Elective: W / Partial Elective: WP)	
	P: TDS	

## Course objectives: Professional expertise

Students acquire knowledge of:

- The framework and system of International Humanitarian Aid
- The Humanitarian commonly accepted international code of conducts and handbooks
- Vulnerability and capacities
- disaster risk reduction and preparedness,
- relief, reconstruction, rehabilitation
- the nexus to development
- Bilateral and multilateral donors
- INGOs and NGOs
- Permanent/complex emergencies
- Security challenges

## Course objectives: Skill set

Students are able to

- understand and analyse the history of humanitarian action,
- comprehend the differences of humanitarian challenges and needs
- identify humanitarian key players and institutions and understand their capabilities and capacities
- analyse humanitarian issues and contexts internationally and nationally and develop proposals for action
- combine theoretical knowledge with case study/empirical knowledge

## Contents

- The history of Humanitarian Aid.
- Humanitarian approaches, principles and standards as specified in commonly accepted international code of conducts and handbooks
- The global Humanitarian Aid System
- Humanitarian Players on international and selected national levels
- Different sorts of Humanitarian Crises (man-made and natural, new humanitarian challenges like failed states and climate change)
- Analysis and Learnings of selected humanitarian crises in history and presence
- Analysis of selected humanitarian Aid agencies, their philosophy, functioning, strengthes and limitations.
- The nexus of Humanitarian Aid and Development
- The future of Humanitarian Aid

## Teaching Mode

- Lecture, students presentations, group discussion, reading assignments

## Pre-requisites

- none

## Forms of examination and assessment

- For acquiring credit points, and to ensure that the module's aims are reached, students' active participation in class is required (pass/fail; 4 CP)
- Written Examination (120 Min. 1CP) – 100%

## Literature

- Ahmad, Ayesha / Smith, James (Eds.): Humanitarian Action and Ethics, London 2018.
- Cahill, Kevin M. (Ed.): The Pulse of Humanitarian Assistance, New York 2007.
- Duffield, Mark: Post-humanitarianism. Governing precarity in the digital world. Cambridge 2018.

- Fast, Larissa: Ais in Danger. The Perils and Promise of Humanitarianism. Pennsylvania Studies in Human Rights, 2014. Online Ressource: <https://doi.org/10.9783/9780812209631>
- Keen, David: Complex Emergencies. Cambridge, 2008.
- Scheid, Don E. (Ed.): Armed Humanitarian Intervention, Cambridge 2014.
- Seybolt, Taylor B.: Humanitarian military intervention. The Conditions for Success and Failure, Oxford 2007.
- Simms, Brendan / Trim, D.J.B. (Eds.): Humanitarian Intervention. A History. Cambridge 2011.
- Waal, Alex de: Mass Starvation. The history and future of famine. Cambridge, 2018.

#### **Percentage of the grade as part of the final grade**

- Double valuation

#### **Academic course coordinator**

- Prof. Dr. Detlef Hiller

#### **Lecturer**

- Prof. Dr. Detlef Hiller