



Fachhochschule für
Interkulturelle Theologie
Hermannsburg

University of Applied Sciences for Intercultural Theology Hermannsburg

Manual

B.A. Programme

Intercultural Theology, Migration and Global Cooperation (ITMGC)

Date: 24.10.2017

List of Abbreviations

ECTS	European Credit Transfer System
ITDG	B.A. study programme “Intercultural Theology and Global Diaconia”
L	lecture
LH	(work) load hours
PS	(physical) presence study time
S	seminar
sem.	semester
SST	self-study time
SuS	summer semester /term
T	tutorial /exercise
WiS	winter semester /term
WLH	work load in hours

Intercultural Theology, Migration and Global Cooperation (ITMGC)

The degree programme in 'Intercultural Theology, Migration and Global Cooperation' is intended to enable people of different origins and Christian denominational or other religious backgrounds to engage in cooperation work, dialogue and mutual integration, as well to engage in a critical and constructive appraisal of one's own identity and cultural /religious background.

The students acquire academic and vocationally-oriented knowledge and skills in a) intercultural theology and hermeneutics, b) church work in an intercultural and migration-related context, c) global cooperation in a church, ecumenical and inter-religious context and in d) leadership, organisation and project management within churches and religious NGOs.

This study programme, which is focused on the cross- and intercultural dimension of Christianity throughout all modules, incorporates theological and cultural-hermeneutic questions as interdisciplinary issues and hence enables the development of theological, interreligious and cross-cultural leadership and organisation competency. Graduates of this study programme are familiar with the main contents and characteristics of various forms of Christianity, their theologies and also other religious traditions. They are able to communicate these issues in a materially correct and methodically appropriate form and hence can lead and organise intercultural exchange and cooperation across the boundaries of churches and other religious communities.

A practical semester working in a church or other religious organisation is an integral part of the study programme. The study programme is taught in English.

The manual is an official part of the study and examination regulations for ITMGC.

This translation is provided solely as a courtesy to international students and applicants. Reliance in law may only be placed upon the official German versions of this text and the texts of all other regulations at FIT.

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 01 Basic Module in Theology

Semester	Duration	Type	ECTS credits	Student workload
1. (WiS)	1 sem.	Compulsory module Compulsory courses	15	9 WLH PS (à 45 mins.) 13.5 LH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	Cross-module with ITGD 01	Written examination, 120 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) group work with presentations	Lecture Seminar Tutorial /Exercise Courses taught in English	Ludwig

Qualification Aims

In the module 'Introduction to intercultural theology', students acquire **basic knowledge** in the following areas:

- theological concepts and approaches in history and the present day
- biblical studies and traditions of interpretation
- theological terminologies
- development and relevance of the subject Intercultural Theology
- Mission Studies, Intercultural Theology and its relationship with Religious Studies
- mission and constructions of religious identity in historical and contemporary perspective
- the importance of stimuli from Africa, Asia and Latin America for Ecumenism in Europe and Germany.

Moreover, the students acquire the following **skills**:

- development of a problem awareness for intercultural theological discourses
- reading and interpretation of primary source texts
- acceptance of and appropriate responses to feedback in conversation with fellow students
- evaluation of their own personal skills and requirements for future academic learning
- orientation in the basic categories of academic theology
- understanding biblical and source texts against a background of historical-critical interpretation
- theological positioning of tenets of faith within an overall system of Christian belief.

Module Description		
<p>This module provides a general introduction to the classic subjects within academic theology and conveys basic knowledge of various theological disciplines, whereby the main focus is placed on the tradition of biblical exegesis and the doctrines of Christian faith. Debates and topics within the subject of 'Intercultural Theology' are presented against this background.</p> <p>In this respect, a particular emphasis is placed on African, Asian and Latin American positions. The relationship with Mission Studies and Religious Studies is also established in this context.</p> <p>The introductory lecture cum seminar 'Tenets of the Christian doctrine from an intercultural perspective' reflects on fundamental issues from prolegomena to eschatology, with due consideration of the church and modern society. The module therefore offers a foundation for other theological modules in the two B.A. degree courses at FIT.</p>		
Literature		
<p>Re. 01.01</p> <p>Cartledge, M & Cheetham, D (Ed.) 2011. Intercultural Theology: Approaches and Themes. Louisville: Presbyterian Publishing Corporation.</p> <p>Hock, K 2011. Einführung in die Interkulturelle Theologie. Darmstadt: Wissenschaftliche Buchgesellschaft.</p> <p>Küster, V 2011. Einführung in die Interkulturelle Theologie. Stuttgart: UTB.</p> <p>Re. 01.02.</p> <p>Donaldson, T L 2010. Jews and Anti-Judaism in the New Testament: Decision Points and Divergent Interpretations. London: SPCK.</p> <p>Smith, M S 2008. God in Translation: Deities in Cross-Cultural Discourse in the Biblical World. Grand Rapids, Mich.: Eerdmans.</p> <p>Thomas, O A W 2010. Biblical Resistance Hermeneutics within a Caribbean Context. London: Equinox.</p> <p>Re. 01.03.</p> <p>Migliore, D 2004 (2nd ed.). Faith seeking understanding. Grand Rapids, Mich.: Eerdmans.</p> <p>Pobee, J S 1977. Toward an African Theology. Nashville: Parthenon.</p> <p>Rajkumar, P 2015. Asian Theology on the Way: Christianity, Culture, and Context. Minneapolis: Fortress.</p> <p>Barth, K 1947. Dogmatik im Grundriß. Zurich: TVZ.</p>		
	Courses	WLH
L (compulsory)	01.1. Introduction to Intercultural Theology	2
T (compulsory)	01.1a Tutorial /Exercise	1
L (compulsory)	01.2. Introduction to the Bible and its Exegetical Traditions	2
L (compulsory)	01.3. Tenets of Christian Doctrine From an Intercultural Perspective	2
S (compulsory)	01.3a. Seminar	2

University of Applied Sciences for Intercultural Theology Hermannsburg Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation				
Module: 02A and 02B Introduction to Academic Work				
Semester	Duration	Type	ECTS credits	Student workload
1st and 2nd (WiS and SuS)	2 sem.	Compulsory module Compulsory courses	10 (spread over 2x 5 ECTS)	6 WLH PS (à 45 mins.) 6 LH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	Cross-module with ITGD 02A and 02B	Various samples of work (brief presentation, hand-out, brief review, exposé, short essay) Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) group work with presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Beckmann

Qualification Aims

In the module 'Introduction to academic work', students acquire **basic knowledge** in the following areas:

- Characteristics and principles of academic work,
- Fundamental ethical standards for academic integrity and a Code of Conduct for good academic practice,
- Methodological principles of academic work (in particular the techniques of reading and writing academic texts),
- Other techniques within academic work: literary research, preparing bibliographies, etc.
- Academic communication and language (oral and written),
- Introduction to the preparation and writing of academic papers etc.

Moreover, the students acquire the following **skills**:

- Locating and evaluating specific topics,
- Systematic reading of texts for critical inquiry and discussion,
- Reading of primary and secondary sources,
- Correct and critical approach to textual sources and a critical appraisal of the credibility of sources.
- Basic rules and methods for preparing academic papers

- Preparing verbal presentations, position papers / hand-outs, brief essays etc., in accordance with academic standards.

Module Description

Academic work presents significant challenges to fresh students. This applies in equal measure to an academically profound degree course in theology as it does to the areas of social work, international social-diaconal work and development studies. In this respect, the module provides an introduction, overview, the right set of tools and significant opportunity to practice and to engage in collegial criticism. The module also addresses ethical standards and conventions within academic practice. The students are enabled to apply a systematic and critical approach to managing the flood of information and to conduct methodical literary research into a specific issue. They are also taught practical methods of correct citation, paraphrasing and the preparation of bibliographies. Moreover, the students acquire an exemplary understanding of how to develop, plan and complete an academic paper (in this case initially of a limited scope). Smaller assignments are provided as opportunities to learn based on clearly defined issues. Here, reading techniques and writing in clear and comprehensible language are important elements of the module.

Literature

Frank, N & Stary, J 2009. Die Technik wissenschaftlichen Arbeitens: Eine praktische Anleitung. Paderborn: Schöningh.

Glasman-Deal, H 2009. Science Research Writing for Non-Native Speakers of English. Imperial College Press.

Kornmeier, M 2011. Wissenschaftlich schreiben leicht gemacht, für Bachelor, Master und Dissertation. Bern et al.: Haupt.

OECD Science Forum 2017. Best Practices for Ensuring Scientific Integrity and Preventing Misconduct. <https://www.oecd.org/sti/sci-tech/40188303.pdf>

Voss, R 2011. Wissenschaftliches Arbeiten ... leicht verständlich. Konstanz: UVK.

Courses		WLH
L (compulsory)	02A.1. Introduction to Academic Work (1st semester / WiS)	2
S (compulsory)	02A.2. Planning, Structuring and Completing Academic Projects (1st semester / WiS)	2
T (compulsory)	02B.1 Workshop on Academic Work (2nd semester / SuS)	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 03 Migration and Interculturality in the Bible

Semester	Duration	Type	ECTS credits	Student workload
1. (WiS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	10	6 WLH PS (à 45 mins.) 9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Written Assignment (Essay) Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) two presentations on the basis of the essay in progress	Lecture Seminar Tutorial /Exercise Courses taught in English	Kunz-Lübcke

Qualification Aims

In this module, students acquire the following **knowledge**:

- Intercultural relationships in Israel and early Christianity
- Their influence on the individual books of the Bible
- Biblical debate on the issue of migration
- Various process of religious group and identity-formation in Israel and early Christianity.

Moreover, the students acquire the following **skills**:

- Critical appraisal of the realities of life among migrants, viewed especially from a historical standpoint
- Appreciation of the phenomenon of 'migration' within theological debate
- Reflection on the situation of migrants against the background of biblical statements
- Comprehension of this content viewed in light of its historical background
- Critical reading of bible texts and other sources.

Module Description

The module 'Migration and interculturality in the Bible' mainly explores the issues of migration and interculturality in biblical Israel and early Christianity. The aim is to demonstrate that ethnic, i.e. religious groups do not lead isolated lives, and that instead they exist in a context of mutual cultural exchange with their neighbouring cultures. The students should be enabled to analyse the relevant texts and hence to sharpen their awareness for the issue of 'migration and identity' from a biblical perspective.

The **compulsory course** uses biblical texts to demonstrate that the literature of Israel and early Christianity has experienced a multi-faceted cross-cultural influence. Moreover, the students discuss to which extent forms of religious and ethnic marginalisation and exclusion can be found in both sections of the Bible. The educational objective of the lecture course is to reconstruct the processes of the Hebrew Bible and the New Testament's literary emergence such that the manifold intercultural influences and cross-fertilisation may be illuminated.

The **compulsory-elective courses** should allow students to acquire knowledge in the area of migration and identity from a biblical perspective. This initially involves intense appraisal of the issue of migration within the Hebrew Bible. The manner in which 'strangers' are dealt with is indicated based on narrative discourse on prominent biblical figures associated with the issue of migration. For instance, the stories of Joseph, Ruth, Esther, Daniel and others will be used as examples to discuss which forms of literary processing and reappraisal are evoked by life in the diaspora.

A thorough analysis will be conducted on the issue of 'group formation and identity' based on the example of post-exile texts. Here, the aim is to indicate that Israel cannot be appraised as a homogeneous entity, in particular in the period following exile. The objective of the seminar is to demonstrate that a social and religious differentiation can be proven for Jewish society.

This differentiation will be emphasised for early Christianity and various theological movements using the example of the manifold relationships between Jewish and Gentile Christian communities.

Literature

General information

Ahn, J J & Middlemas, J A 2014. *By the Irrigation Canals of Babylon: Approaches to the Study of the Exile*. New York et al.: Bloomsbury

Assmann, J 2010. *The Price of Monotheism*. California: Stanford University Press.

Assmann, J 2008. *Of God and Gods: Egypt, Israel, and the Rise of Monotheism*. Madison, Wisc.: University of Wisconsin Press.

Assmann, J 1998. *Moses the Egyptian. The memory of Egypt in Western Monotheism*. Cambridge, Mass. et al.: Harvard University Press.

Compulsory-elective courses

Ahn, J J 2010. *Exile as forced migrations: A Sociological, Literary, and Theological Approach on the Displacement and Resettlement of the Southern Kingdom of Judah*. Berlin: De Gruyter.

Donaldson, T L 2010 *Jews and Anti-Judaism in the New Testament: Decision Points and Divergent Interpretations*. London: SPCK.

Robertson, K 2011. *Seeking a Homeland: Sojourn and Ethnic Identity in the Ancestral Narratives of Genesis*. Biblical Interpretation Series 106. Leiden: Brill.

Ruiz, J-P 2011. *Readings from the Edges: The Bible and People on the Move*. Maryknoll, NY: Orbis.

Smith, M S 2008. *God in Translation. Deities in Cross-Culture Discourse in the Biblical World*. Grand Rapids: W.B. Erdmanns Pub. Co.

	Courses	WLH
L (compulsory)	03.1. Intercultural Dimensions of the Bible	2
S (compulsory-elective)	03.2. Migration and Identity in Biblical Perspective	2
	03.2.1. Migration Narratives in the Bible	
	03.2.2. Group Formation and Identity in Biblical Israel	
	03.2.3. Identity Formation in Early Christianity	
	03.2.4. Jews and Christians in the 1st century CE	
T (compulsory-elective)	03.3. Reading tutorial and exercises for the module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 04 Theological Ethics and Anthropology

Semester	Duration	Type	ECTS credits	Student workload	
2. (SuS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	5	6 WLH PS (à 45 mins.) 6 WLH SST (à 45 mins.)	
Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator	
None	Cross-module with ITGD 04	Written examination 90 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) group work with presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Richebächer	

Qualification Aims

In the module 'Theological Ethics and Anthropology', students acquire fundamental **knowledge** in the following areas:

- The term, purpose and delimitation of ethics,
- foundation of ethics and methodologies within ethics,
- axiomatic and hermeneutic decisions of principle within ethical models,
- basics of ethical-cultural judgement,
- tenets of theological and biblical ethics,
- theological-biblical anthropology,
- ethics and the global debate on justice,
- the idea and understanding of humanity from the perspective of theological anthropology,
- current debates on human dignity and living with disability,
- principles defined in the emergent Ethics of Care,

- fields of ethical and anthropological conflict based on different cultural and hermeneutic access points.

Moreover, the students acquire the following **skills**:

- Recognising the interactions between anthropological and ethical principles,
- take up an academically reflected position in the area of theological anthropology and ethics,
- allowing the insight acquired in the module to bear fruit in the development of personal, professional ethics,
- development of personal, reflected ethical principles and adoption of a stance in discussions within pastoral, diaconal and leadership work,
- critical reflection on areas of ethical conflict from an intercultural and theological perspective.

Module Description

The module 'Theological ethics and anthropology' provides a foundation for more advanced discussions on basic principles of socio-ethics in relevant modules held in the following semester. It provides an introduction to the history, establishment and on judgements within general and theological ethics and outlines the underlying positions within theological anthropology.

A **compulsory lecture**, 'Introduction to general and theological ethics and ethical judgement' defines the object of ethics, traces the history and establishment of general and theological ethics and uses examples to outline the process of ethical judgement. The students learn to handle terms such as ethics with confidence and to distinguish various ethical principles. After an introduction to general ethics, theological hermeneutics and premises of ethical discourse, the lecture outlines theological anthropology, using examples from biblical and related texts to elucidate the principles.

In the **compulsory optional area**, students can either place their focus on ethical questions in the field of social-diaconal work or on issues of global ethics.

The compulsory optional seminar 'Anthropology and ethics in socio-diaconal fields of action' addresses fundamental ethical questions, among them living with disability, inclusion, justice within access and participation, human dignity and care models, as well as ethical questions within a context of development cooperation.

The compulsory optional seminar 'Ethics in a globalised world' offers students the opportunity to address broad-based issues of global ethics and to acquire initial understanding of fundamental aspects within intercultural ethics.

Literature

General:

- Brown, M 2010. Tensions in Christian Ethics: An Introduction. London: SPCK.
- Huber, W 2015. Ethics: The Fundamental Questions of Our Lives. Avenel: Georgetown Press.
- Lafollette, H 2000. The Blackwell Guide to Ethical Theory. Malden: Blackwell.
- Mühling, M 2012. Systematische Theologie: Ethik – eine christliche Theorie vorzuziehenden Handelns. Göttingen: UTB.

Compulsory-elective courses:

- Darr, K 2011. Ethics in Health Services Management. Baltimore: Health Professions Press.
- Manohar, M P 2009. A New Political Paradigm for India: A Christian Response. New Delhi: Promilla & Co.
- Osei, J 2010. Ethical Issues in Third World Development: A Philosophy of Social Change. Lewiston: Mellen.
- Todd Peters, R 2004. In Search of the Good Life: The Ethics of Globalization. New York: Continuum.

	Courses	WLH
L (compulsory)	04.1. Introduction to General and Theological Ethics and Ethical Decision Making	2
S (compulsory-elective)	04.2. Perspectives and Approaches to Theological Ethics	2
	04.2.1. Anthropology and Ethics in Social-Diaconal Work and Other Fields of Action	
	04.2.2. Ethics in a Globalised World	
T (compulsory-elective)	04.3. Reading tutorial and exercises for the module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 05 Intercultural Reception of Biblical Topics and Figures

Semester	Duration	Type	ECTS credits	Student workload
2. (SuS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	10	6 WLH PS (à 45 mins.) 9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Oral examination 30 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) presentation, participation in excursion	Lecture Seminar Tutorial /Exercise Courses taught in English	Kunz-Lübcke

Qualification Aims

Students in this module acquire **knowledge** of the intercultural and inter-religious reception of prominent biblical figures, above all in the following areas:

- Methodical knowledge in the analysis of various texts and text types
- Knowledge of the intercultural reception of biblical issues such as creation, the image of man, the perception of state and dominion
- Knowledge of the perception and interpretation of biblical figures outside of Christianity.

Moreover, the students acquire the following **skills**:

- Critical appraisal of gender issues in Old and New Testament texts
- The understanding of, and ability to introduce to debate, textual exegesis in various contexts
- The ability to reflect on the transformation of biblical figures in non-Christian contexts.

Module Description

The module 'Intercultural reception of biblical issues and figures' focuses on the reception and appraisal of biblical issues and figures inside and outside of Christianity. The initial focus will be placed on central biblical themes. Moreover, the reception and influence of individual biblical figures in the world religions will be demonstrated and discussed.

The **compulsory course** 'Intercultural reception of biblical issues' indicates and discusses biblical themes and guiding principles in the various forms of their reception. This will focus on biblical dogmas of creation, the image of man, the perception of state and dominion and suchlike. An overview will be conveyed of the historical and contemporary discussion of relevant issues within their various religious and cultural contexts. The course will also present and discuss the respective perceptions of humanity and their significance for issues such as gender equality, sexuality, anthropology and suchlike.

The **Compulsory-elective courses** will explore prominent biblical figures such as Abraham, Moses and Jesus, as well as individual female figures, in relation to their promulgation in non-Christian literary contexts and traditions. A second focus of the module will be on the analysis and reception of biblical figures and themes in various religious and cultural contexts. Here, a particular focus will be placed on the reception of biblical figures in Muslim traditions and in the contexts of Africa.

Literature

General information

Roncace, M & Weaver, J 2014. Global Perspectives on the Bible. Boston et al.: Pearson.

Roncace, M & Weaver, J 2014. Global Perspectives on the Old Testament. Boston et al.: Pearson.

Roncace, M & Weaver, J 2014. Global Perspectives on the New Testament. Boston et al.: Pearson.

Sugirtharajah, R S 2001. The Bible and the Third World: Precolonial, Colonial, and Postcolonial Encounters. Cambridge: Cambridge University Press.

Compulsory-elective courses

Dube, M W 2001. Other Ways of Reading: African Woman and the Bible. Geneva: WCC.

Gilmour, M J 2004. Tangled Up in the Bible: Bob Dylan and Scripture, London / New York: Continuum.

Lassner, J 1993. Demonizing the Queen of Sheba: Boundaries of Gender and Culture in Postbiblical Judaism and Medieval Islam. Chicago: University of Chicago Press.

Oddbjorn, L 2010. Images of Jesus in Islam. 2nd ed. London et al.: Continuum.

Pennacchietti, F A 2006. Three Mirrors for Two Biblical Ladies: Susanna and the Queen of Sheba in the Eyes of Jews, Christians, and Muslims. Piscataway: Gorgia.

Simon S 2007. A Postcolonial Reading of Mark's story of Jesus. London et al.: T & T Clark.

	Courses	WLH
L (compulsory)	05.1. Intercultural Reception of Biblical Topics	2
S (compulsory-elective)	05.2. Intercultural Reception of Biblical Figures	2
	05.2.1. Abraham, Moses, Prophets	

	05.2.2. Female Figures in the Bible	
	05.2.3. Jesus	
	05.2.3. Biblical Figures in Novels, Modern Music and the History of Art	
T (compulsory-elective)	05.3. Reading tutorial and exercises for the module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 06 Migration in an Interdisciplinary Perspective

Semester	Duration	Type	ECTS credits	Student workload
2. (SuS)	1 sem.	Compulsory module Compulsory courses	10	6 WLH PS (à 45 mins.) 9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Written Assignment (Essay) Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Ludwig

Qualification Aims

In the module 'Migration in an interdisciplinary perspective', students acquire fundamental **knowledge** in the following areas:

- History of migration, especially immigration to, and emigration from, Germany
- Overview of theories and access points for the issue of migration in various perspectives
- Implications of migration and globalisation for selected religious communities and traditions
- Theories concerning the globalisation of religions and concepts of diaspora studies
- Theological approaches and reflections
- Overview of migration and counselling organisations.

Moreover, the students acquire the following **skills**:

- Analysis of source texts within historical migration contexts against the backdrop of various theological approaches
- Empirical perception of, and reflection on, the connection between migration processes and religious diversification in the present day.
- Identification and analysis of challenges and requirements for religious communities in the context with migration and globalisation
- Demonstration of possible courses of action and counselling strategies.

Module Description		
<p>Transnational migratory movements have become one of today's key issues. Some estimates suggest that around 200 million people are affected. New forms of transport and communication set modern migratory movements apart from their previous manifestations. While migration in the past has frequently been arduous and irreversible, modern migrants move back and forth and are engaged in their new and in their old home countries. Migration has become a fluid process of transnational relationships.</p> <p>These processes are addressed in a number of disciplines, and a new area of research has evolved within migration and religion as well. The module conveys knowledge in the history of migratory movements by means of various disciplinary access points and theories. In particular, it addresses the challenges and requirements placed in religious communities and indicates their possible courses of action and counselling strategies.</p>		
Literature		
<p>Bade, K J (ed) 1992. Deutsche im Ausland – Fremde in Deutschland: Migration in Geschichte und Gegenwart. Munich: Beck</p> <p>Brettell, C B & Hollifield, J F (ed) 2014. Migration Theory: Talking across Disciplines. Oxford: Routledge.</p> <p>Gebrewold, B 2007. Africa and Fortress Europe: Threats and Opportunities. Oxford: Routledge.</p> <p>Juss, S 2016. International Migration and Global Justice. Oxford: Routledge.</p> <p>Lucassen, J, Lucassen, L & Manning P 2010. Migration History in World History: Multidisciplinary Approaches. Leiden & Boston: Brill.</p> <p>Oltmer, J 2016. Globale Migration: Geschichte und Gegenwart. Munich: Ch. Beck.</p>		
	Courses	WLH
L (compulsory)	06.1. Overview of Migration Theories, Migration History and Social Transformation Processes	2
S (compulsory-elective)	06.2. Religious Communities and Migration 06.2.1. Religious Communities in the Context of Globalisation, Migration and Transnationalism 06.2.2. Theoretical Approaches: Central Textual Resources 06.2.3. Theological Interpretations of Migration	2
T (compulsory-elective)	06.3. Reading tutorial and exercises for the module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 07 Leadership, Organisation and Work

Semester	Duration	Type	ECTS credits	Student workload
3.	1 sem.	Compulsory module	10	6 WLH PS (à 45 mins.)
SuS		Compulsory courses		9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Written examination Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) group work with presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Richebächer

Qualification Aims

In the module 'Leadership, Organisation and Work', students acquire basic **knowledge** in the following areas:

- History and development of the New Testament perception of office from the Early Church to the onset of the post-apostolic epoch (basic principles)
- Development of the perception of office and leadership in various Christian denominations to the present day (basic principles)
- Foundations and current practice in regard to the legal and organisational constitution of churches, religious communities, NGOs and faith based organisations (FBOs) in Germany and worldwide
- Changes in socio-religious forms and organisation structures over the course of time and under the impact of globalisation, migration and diaspora, as well as their implications for ecumenical cooperation in Germany and worldwide
- Leadership and organisation in religious contexts within inter-religious reflection.

Moreover, the students acquire the following **skills**:

- Classification and critical categorisation of the understanding of office within one's own denomination as part of the overall ecclesiastic tradition
- Recognition of, and response to, different forms of religious leadership
- Reflection on, and questioning of, one's own leadership conduct in light of biblical and social models of church leadership and against the background of pastoral leadership concepts
- The ability to appreciate and discuss the practice of leadership in churches and other religious organisations

with a view to inter-religious cooperation.

Module Description

The module 'Leadership, Organisation and Work' conveys to students advanced knowledge in the areas of leadership and organisation development within churches, religious communities and institutional fields of work. The module focuses on leadership responsibility in churches and congregations, as well as in NGOs/FBOs.

The **compulsory lecture course** 'Leadership in churches and congregations' teaches students the theological, legal and practical principles of church leadership. Viewed against a historical background, the second phase analyses and discusses the transformation of institutional organisation within Christian communities, churches and their leadership concepts in a context with migration and diaspora. This element includes case studies by students, as well as reflecting their own leadership conduct. A tutorial and exercise session on the practice of spiritual leadership and shared responsibility (liturgical and homiletic) is an optional addition to this lecture.

The first **compulsory seminar** in 'Legal forms and organisation of religious communities and FBOs' analyses various – mainly Christian – communities and FBOs in regard to their legal structure and organisational development. Moreover, case studies are used in an attempt to critically appraise the underlying principles for the (fictive) founding of a new community and, last, to analyse existing FBOs in regard to their legal and organisational forms.

The second **compulsory seminar** 'Religious organisations and leadership from an interreligious perspective' builds on the first seminar to illuminate forms and examples of religious self-organisation and leadership structures in various religious communities and (inter-)religious FBOs, especially in the non-Christian sector. Moreover, the social and organisational transformation of religious communities is analysed in a context with migration and diaspora, and the consequences for practical work in and with these communities are discussed based on selected case studies.

Literature

Bartlett, D 1993. Ministry in the New Testament. Augsburg: Fortress.

Callahan, S H 2013. Religious Leadership: A Reference Handbook. Los Angeles: Sage.

Hauschild, W-D et al. 2011. 'Office', in: Religion in Past and Present (RPP), Vol 9, 284-292. Leiden: Brill.

Hopt, K J 2010. Comparative Corporate Governance of Non-Profit Organizations. Cambridge: Cambridge University Press.

Omari, C 1987. Episcopacy: A Sociological Trend in the Lutheran Church in Tanzania. Africa Theological Journal 16, 4-12.

Patel, E 2016. Interfaith Leadership: A Primer. Boston: Press.

Torry, M 2014. Managing Religion: The Management of Christian Religious and Faith-Based Organizations. Basingstoke: Palgrave Macmillan.

Währisch-Oblau, C 2009. The Missionary Self-Perception of Pentecostal/Charismatic Church Leaders From the Global South in Europe. Leiden: Brill.

	Courses	WLH
L (compulsory)	07.1. Leadership in Churches and Congregations Theological and Legal Principles and Developments	2
(T) (optional)	(07.1a) Exercises in Spiritual Leadership (liturgical - practical)	(1)
S (compulsory)	07.2. Legal Forms and Organisation of Religious Communities and FBOs	2
S (compulsory)	07.3. Religious Organisation and Leadership in an Interreligious Perspective	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 08 Intercultural History of Christianity

Semester	Duration	Type	ECTS credits	Student workload
3. (WiS)	1 sem.	Compulsory module Compulsory courses	5	4 WLH PS (à 45 mins.) 4 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Written examination 90 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) participation in excursions, short presentation	Lecture Seminar Courses taught in English	Ludwig

Qualification Aims

In this module, students acquire fundamental **knowledge** in the following areas:

- Models for the classification of state power and religion in the history of Christianity
- From the tolerated minority to the constitutional religion – the transformation of Christianity under Constantine
- The 'kingdom of god' and the 'earthly kingdom' (Augustine)
- Theocracy in Byzantine, Ottonic and papal provinces
- The tenets of the Reformation
- The meaning and significance of separating church and the state in modern secular societies
- Allocation of church duties and state tasks
- The struggle of the church in confrontation with state ideologies
- Interaction between mission and colonialism, i.e. European imperialism
- History of Christianity in Africa, Asia and Latin America
- Church and theology in the 'global South'.

Moreover, the students acquire the following **skills**:

- To appreciate and describe their own position in a democratic society
- To perceive and assess challenges of political responsibility from a Christian perspective
- To understand and outline their own interaction processes in a secular society.

Module Description		
<p>The module 'Intercultural history of Christianity' traces the history of Christianity from the perspective of Christian religion and secular rule. Various models of classification are identified and discussed as textbook cases in the lecture 'Church, mission and state in various contexts'. This outline focuses on the western European history of Christianity from the early Middle Ages to the modern era. The seminar 'Mission history as a narrative of interaction' explores the interaction between European, African, Asian and Latin American manifestations of Christianity.</p>		
Literature		
<p>Hastings, A 1999. A World History of Christianity. London: Cassell.</p> <p>Irvin, D T & Sunquist, S V 2005. History of the World Christian Movement I: Earliest Christianity to 1453. Maryknoll, NY: Orbis.</p> <p>Irvin, D T & Sunquist, S V 2012. History of the World Christian Movement II: Modern Christianity from 1454 to 1800. Maryknoll, NY: Orbis.</p> <p>Koschorke, K, Ludwig F & Delgado, M 2007. A History of Christianity in Asia, Africa, and Latin America 1450-1990. Grand Rapids, Mich.: Eerdmans.</p> <p>McGrath, A 2007. Christianity's Dangerous Idea - the Protestant Revolution: A History from the Sixteenth Century to the Twenty-First. London: SPCK.</p> <p>Sanneh, L & McClymond M J 2016. The Wiley-Blackwell Companion to World Christianity. Chichester: Blackwell.</p>		
	Courses	WLH
L (compulsory)	08.1. Church, Mission, and State in different contexts	2
S (compulsory)	08.2. Mission History as a History of Interaction	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Church Leadership

Module: 09 Interreligious Dialogue

Semester	Duration	Type	ECTS credits	Student workload
3. (WiS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	10	6 WLH PS (à 45 mins.) 6 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration	Teaching and study methods	Module coordinator
None	Cross-module with ITGD 10	Oral examination 30 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) participation in excursion, written homework	Lecture Seminar Tutorial /Exercise Courses taught in English	Schröder

Qualification Aims

In the module 'Introduction to religions and inter-religious discourse processes', students acquire fundamental **knowledge** in the following areas:

- Basic knowledge of the history of religions as well as the practice of faith in selected religious communities or other groups (Judaism, Islam, Hinduism, Buddhism, new religious movements, 'traditional' religious communities, etc.)
- Concepts of mutual inter-religious perceptions in different religions and traditions of faith
- Interreligious relations in historical and contemporary perspective
- Theologies of dialogue and other approaches to dialogue

In the compulsory optional courses, students acquire the following knowledge:

- Different Approaches to inter-religious dialogue from the disciplinary perspective of Religious Studies and Theology
- Approaches and Methods of Religious Studies and Cultural Studies
- Forms, contexts and conditions of inter-religious dialogue in Germany and worldwide
- Practical fields and examples of organised inter-religious dialogue.

Moreover, the students acquire the following **skills**:

- Perceiving and strengthening traditions of multi-religious cohabitation
- Academic reflection of the management of religious diversity in a pluralist society, and creation of personal skills and competencies for action
- Critical reflection of inter-religious relations, especially within one's own community of faith
- Critical analysis of, and possibly active participation in, inter-religious dialogue
- Respectful presentation of one's own beliefs in dealings with others
- Perception and respect of different beliefs and convictions, identification of shared concerns.

Module Description

The new and varied presence of religious groups with very different cultural and religious appreciations is emerging as globalisation unfolds. While European countries are increasingly becoming highly diversified and multi-religious societies in which new forms of handling this diversity still remain to be found, other regional contexts have preserved centuries of well-established traditions of multi-religious cohabitation that are undergoing fundamental transformation in the current, religiously determined conflicts. Against this background, the module, taught as a cross-module for both B.A. programmes together, conveys insight and skills in the handling of diversity in religiously plural societies and in managing organised inter-religious dialogue.

The lecture initially provides an introduction to selected religious traditions and focuses on inter-religious relations and processes of exchange and how religious communities perceive other religious. The compulsory optional seminars investigate the current contexts and conditions of organised inter-religious dialogue, how it is analysed in terms of religious studies and methodology, as well as various religious or theological approaches to dialogue activities. Moreover, the forms and practices of inter-religious dialogue and the different tasks in pastoral and leadership work as well as in diaconal or developmental work are discussed on the basis of selected examples.

Literature

Cheetham, D et al. (eds) 2013. Understanding Interreligious Relations. Oxford: Oxford University Press.
 Cornille, C (ed) 2013. The Wiley-Blackwell Companion to Inter-Religious Dialogue. Chichester: Wiley-Blackwell.
 Küster, V 2011. Einführung in die interkulturelle Theologie. Göttingen: Vandenhoeck & Ruprecht.
 Migliore, D 2004. Faith Seeking Understanding: An Introduction to Christian Theology. Grand Rapids, Mich.: Eerdmans.
 Partridge, C & Dowley, T (eds) 2013. Introduction to World Religions. Oxford: Lion Publishing.
 Schreiner, P et al. (eds) 2005. Handbuch interreligiöses Lernen. Gütersloh: Gütersloher Verlagshaus.

	Courses	WLH
L (compulsory)	09.1. Introduction to Religions and Interreligious Relations	2
S (compulsory-elective)	09.2. Interreligious Dialogue in Practice (Seminar) 09.2.1. Interreligious Dialogue in a Context of Social-diaconal and Development-based Work 09.2.2. Interreligious Dialogue and Cooperation in an Interreligious Context	2

T (compulsory-elective)	09.3. Reading Tutorial and Exercises for the Module	2
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University of Applied Sciences for Intercultural Theology, Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 10 Introduction to the Long-Term Internship

Semester	Duration	Type	ECTS credits	Student workload
3. (WiS)	1 sem.	Compulsory Compulsory courses	5	3 WLH PS (à 45 mins.) 3 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination / duration (Requirement for the award of credits)	Teaching and learning methods	Module coordinator
None	Cross-module with ITGD 12	Personal development plan Prerequisite for admission to the examination: regular participation in the seminars	Seminar Courses taught in English	Fröchtling

Qualification Aims

In the module 'Introduction to the long-term internship', students acquire fundamental **knowledge** in the following areas:

- Procedure, structure, requirements and objectives of the long-term internship
- Processes to prepare for the long-term internship
- Analysis of individual strengths /weaknesses /needs
- Use of internet platforms for applications
- National and international application standards
- Application processes in the areas of global ecumenical cooperation, in international church contexts and FBOs
- Application strategies and self-presentation.

Moreover, the students acquire the following **skills**:

- Realistic appraisal of personal strengths and weaknesses
- Analysis of self and external perceptions of strengths and weaknesses
- Investigation of practical fields that match personal strengths/weaknesses or profiles and learning needs
- Ability to define personal motivation in an application setting
- Ability to word a curriculum vitae and application letter in a formally correct and appealing style

Module Description		
<p>The module takes place in the form of a seminar, providing information on key aspects of the subsequent practical semester and elucidating procedures, frameworks and objectives.</p> <p>In another seminar, the students receive support in the search for an individually suitable internship based on examples and an analysis of strengths/weaknesses and needs; moreover, they receive insight into the profile of requirements for the downstream preparation of an extensive internship report and an introduction to Internet-based research for employment and internship positions, as well as assistance in preparing a personal letter of motivation and a curriculum vitae.</p> <p>The students are familiarised with the particular features of applications in the ecclesiastic-social and development policy sector and through role play receive the opportunity to practice a variety of application settings, which they then analyse in group processes.</p>		
Literature		
<p>Berger, L 2012. All Work, No Pay. Finding an Internship, Building your Resume, Making Connections, and Gaining Job Experience. New York: Ten Speed.</p> <p>Mvenda, N 2013. A Preparatory Guide for Job Seekers. Does and Don'ts on Formal Letters, CV, Resume, Application Form and Interview. Saarbrücken: Lambert Academic Publishing.</p> <p>In addition, internal university documents are used as work materials, including the regulations for the practical semester, workflows and information packages for mentors.</p> <p>Readings in German:</p> <p>Neuhaus, K & Neuhaus, D 2013. Das Bewerbungshandbuch Englisch. Bochum: ILT-Europa Verlag.</p> <p>Pocklington, J, Schulz, P & Zettl, E 2010. Bewerben auf Englisch: Leitfaden mit Tipps und Mustern. Berlin: Cornelsen.</p>		
	Courses	WLH
S (compulsory)	10.1. Introduction to the Long-Term Internship	1
S (compulsory)	10.2. Personal Assessment and Application Training	2

University of Applied Sciences for Intercultural Theology Hermannsburg Study Programme: B.A. Intercultural Theology, Migration and Church Leadership				
Module: 11 Christian Denominations				
Semester	Duration	Type	ECTS credits	Student workload
3. (WiS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	5	4 WLH PS (à 45 mins.) 4 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Oral examination 15 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) presentation	Lecture Seminar Courses taught in English	Ludwig

Qualification Aims

In this module, students acquire fundamental **knowledge** in the following areas:

- History and phenomenology of the most important Christian denomination families
- The correlations of their central biblical and theological constitutions
- Ecclesiological moments of foundation
- Office and institution: Approaches in various denominations
- Spirit and charisma: Approaches in various denominations
- Social contexts of Christian social structures

Moreover, the students acquire the following **skills**:

- Appreciation and description of one's own denominational identity
- Understanding perception of other denominational identities
- Statement of viewpoints for dialogue.

Module Description		
<p>The module 'Christian denominations' initially outlines the broad field of Christian denominational groups as an overview and then presents various families: Orthodox churches, Catholic churches, Protestant churches, Pentecostal churches and the charismatic movement. The comparative benchmark of this presentation is the various perceptions of receiving salvation in a formal and material context.</p> <p>Compulsory-elective courses allow students to acquire advanced knowledge of individual denominational families.</p>		
Literature		
<p>General information</p> <p>Frieling, R, Geldbach, E, Thöle, R 1999. Konfessionskunde: Orientierung im Zeichen der Ökumene. Stuttgart et al.: Kohlhammer.</p> <p>Hamilton, A 2007. Christianity's Family Tree: What Other Christians Believe and Why. Nashville: Abingdon.</p> <p>Kurian, G T, Day C D 2017. The Essential Handbook of Denominations and Ministries. Ada: Baker.</p> <p>Rössler, A 1997. Kleine Kirchenkunde: Ein Wegweiser durch die christlichen Konfessionen und Sondergemeinschaften. Stuttgart: Calwer.</p> <p>Compulsory-elective courses:</p> <p>Bergunder, M 2000. Pfingstbewegung und Basisgemeinden in Lateinamerika: Die Rezeption befreiungstheologischer Konzepte durch die pfingstliche Theologie. Hamburg: EMW.</p> <p>Bergunder, M 2008. The South Indian Pentecostal Movement in the Twentieth Century. Grand Rapids, Mich: Eerdmans.</p> <p>Haustein, J & Quaas, A 2009. Die Pfingstbewegung: Kirchen und Konfessionen. Göttingen: Vandenhoeck & Ruprecht.</p> <p>Hollenweger, W 1997. Charismatisch-pfingstliches Christentum: Herkunft, Situation, ökumenische Chancen. Göttingen: Vandenhoeck & Ruprecht.</p> <p>Kaufmann, T 2016. Erlöste und Verdammte: Eine Geschichte der Reformation. Munich: Beck.</p> <p>Vidmar, J 2005. The Catholic Church Through the Ages. New York & Mahwah: Paulist.</p> <p>Ware, T 1993. The Orthodox Church: An Introduction to Eastern Christianity. London: Penguin</p> <p>Zimmerling, P 2009. Charismatische Bewegungen. Göttingen: Vandenhoeck & Ruprecht.</p>		
	Courses	WLH
L (compulsory)	11.1. Outlines of Denominational Studies	2
S (compulsory-elective)	11.2. Denominations	2
	11.2.1. Orthodox Churches	
	11.2.2. Roman Catholicism	

	11.2.3. Protestant Churches	
	11.2.4. Pentecostal Churches and Charismatic Movements	

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 12 Counselling

Semester	Duration	Type	ECTS credits	Student workload
4. (SuS)	1 sem.	Compulsory Compulsory courses	10	6 WLH PS (à 45 mins.) 9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination / duration (Requirement for the award of credits)	Teaching and learning methods	Module coordinator
None	ITMGC	Oral examination, 30 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) short presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Fröchtling

Qualification Aims

In the module 'Counselling', students acquire fundamental **knowledge** in the following areas:

- Historical overview and theology of pastoral care and counselling
- Basics of pastoral care and counselling based on Christian anthropology
- Foundations of pastoral care and practical counselling from an intercultural perspective
- Methods of pastoral care and practical counselling from an intercultural perspective
- Communication and culture
- Different forms of counselling
- Migration and migration-related, psycho-social challenges.

Moreover, the students acquire the following **skills**:

- Critical evaluation of pastoral and counselling concepts in regard to their intercultural relevance
- Sharpening of communication skills, as well as self and external perception in and for the context of intercultural work
- Reflection on pastoral practice in supervised role play with small groups

- Formulation of a personal self-awareness as a pastoral counsellor and its biographical and cultural-theological conditionality.

Module Description

Migrants always face particular challenges, especially when they experience 'forced migration'. Here, questions of identity and belonging are just as important as the issue of handling foreignness, racist structures in the absorbing society or the management of traumatic experiences. This module addresses migration-related issues within pastoral care and leadership work, providing a differentiated appreciation of the migrant's situation in the first and in the following generations. Moreover, the module 'Counselling' provides an overview of, and allows students to reflect on, the history and theology of pastoral care and on various approaches within intercultural counselling, whereby it focuses not only on questions of cultural conditionality in perceptions and interpretations of the world, but also on forms and structures of communication, while equally addressing the issue of counselling and gender. In addition, students are familiarised with key aspects of intercultural counselling work and their methodical access points. The practical sessions also provide the opportunity to critically appraise one's fundamental self-perception as a counsellor and to experiment with diversity-sensitive forms of pastoral communication and counselling. The students are familiarised with various models of counselling in this respect.

Literature

Patton, J 1993. Pastoral Care in Context: An Introduction to Pastoral Care. Louisville: Westminster/John Knox.
 Pedersen, P 2000. Hidden Messages in Culture-Centered Counseling: A Triad Training Model. Thousand Oaks: Sage.
 Ponterotto, J G (ed) 2010. Handbook of Multicultural Counselling. Thousand Oaks: Sage.
 Waruta, D W & Kinoti, H K 2000. Pastoral Care in African Christianity: Challenging Essays in Pastoral Theology. Nairobi: Acton.
 Wicks, R J, Parson, D & Capps, D (eds) 1993. Clinical Handbook of Pastoral Counseling, vol. 1. New York & Mahwah: Paulist.

	Courses	WLH
L (compulsory)	12.1. Introduction to Pastoral Care and Counselling	2
S (compulsory)	12.2. Counselling in an Intercultural Context	2
T (compulsory)	12.3. Reading Tutorial and Exercises for the Module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 13 Social Justice from a Perspective of Theology and Social Sciences

Semester	Duration	Type	ECTS credits	Student workload
4. (SuS)	1 sem.	Compulsory module Compulsory and Compulsory-elective courses	10	6 WLH PS (à 45 mins.) 9 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Written examination 90 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) presentation	Lecture Seminar Tutorial /Exercise Courses taught in English	Kunz-Lübcke

Qualification Aims

In this module, students acquire knowledge in the following areas:

- Ethical foundations of the Hebrew Bible
- Ethical foundations of the New Testament
- Discourse on the issue of 'global justice' within social sciences and philosophy/theology
- Biblical principles of liberation theology
- Biblical principles in discourse on the issue of 'justice'
- Concepts of 'justice' in other religious traditions of the present day and inter-religious perspectives on justice and advocacy

Moreover, the students acquire the following **skills**:

- Discussion of the issue of social justice on an academically reflected biblical-theological basis
- Analysis of personal experiences of justice issues, i.e. self-perception
- The ability to appropriately discuss the issue of social justice with a due depth of cultural and inter-religious understanding, as well as within an interdisciplinary context

Module Description

In this module, students acquire knowledge within the theological guiding principle of 'social justice'. The components of the module comprise biblical ethics, and biblical, social sciences and theological debates on the issue of justice, as well as an advanced appraisal of biblical roots within liberation theology. In addition, the module provides inter-religious perspectives on the issue of justice, as well as insight into concepts of justice among religious communities.

The **compulsory course** presents and analyses the relevant texts within Biblical Ethics (Hebrew Bible and New Testament). It then discusses biblical statements on the themes of labour, sexuality, human dignity and suchlike. The social provisions in Israel, the prophetic social criticisms and the New Testament references to the issue are also addressed. A further study objective is to outline the socio-historical backgrounds to each of these aspects.

The **Compulsory-elective courses** present and critically appraise, among others, interdisciplinary and theological discourses on the topical groups of 'global justice' and 'North-South injustice'. The African and Asian positions are presented in particular. A further seminar attempts to define clearer theological statements on the issue of 'justice' in a biblical perspective. Besides discussing the concepts and perceptions of justice, the seminar addresses the biblical texts that from a current viewpoint are most suited to a profound discussion of the issue. Moreover, the seminar provides the opportunity to explore the various models of liberation theology in their biblical contexts and reasoning. Other compulsory optional seminars investigate social science and comparative access points to questions of justice in an inter-religious perspective, in which the theological, i.e. biblical issues are enlarged on within an interdisciplinary framework.

Literature

General information

Armitage, D J 2016. Theories of Poverty in the World of the New Testament. WUNT 423. Tübingen: Mohr Siebeck.

Houston, W 2008. Contending for Justice. Ideologies and Theologies of Social Justice in the Old Testament. London: T & T Clark.

Compulsory-elective courses

Mahail, F 2006. The Concept of Poverty in Luke from the Perspective of a Wanji of Tanzania. Neuendettelsau: Erlanger Verlag für Mission und Ökumene.

Siquans, A 2009. Foreignness and Poverty in the Book of Ruth: A Legal Way for a Poor Foreign Woman to be Integrated into Israel. JBL 128, 443-452.

Smith, D & Burr, E 2014. Understanding World Religions: A Road Map for Justice and Peace. 2nd ed. Lanham: Rowman & Littlefield.

Thompson, S 2015. Encyclopedia of Diversity and Social Justice. Lanham: Rowman & Littlefield.

	Courses	WLH
L (compulsory)	13.1. Introduction to Justice and Ethics in the Hebrew Bible and in the New Testament	2
S (compulsory-elective)	13.2. Justice in an Interdisciplinary Perspective and in Different Religious Traditions	2

	13.2.1. Social Justice as a Topic in Theology	
	13.2.2. Social Justice as a Topic in Social Sciences	
	13.2.3. Social Justice in an Comparative Theological and Interreligious Perspective	
T (compulsory-elective)	13.3. Reading Tutorial and Exercises for the Module	2

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 14 Project Management

Semester	Duration	Type	ECTS credits	Student workload
4. (SuS)	1 sem.	Compulsory module Compulsory course	5	6 WLH PS (à 45 mins.) 6 WLH PS (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	Cross-module with ITGD module 13	Presentation of a project, 30 mins. Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) short presentation	Seminar with practical workshop Courses taught in English	Beckmann

Qualification Aims

In the module '13 Project management', students acquire **basic knowledge** in the following areas:

- Particular characteristics of projects and project work
- Stages of the planning cycle: start phase, planning, implementation, monitoring/controlling, evaluation and their respective functions
- Planning tools: target definition, target system, situation analysis, resource and needs analysis, target group analysis, simple monitoring and evaluation tools
- Opportunities and limits of project-based intervention
- Underlying principles of working with the tools of the participatory learning and action approach (PLA), also its opportunities and limits
- Important stakeholders in projects (partners, sponsors, target groups, beneficiaries, etc.)
- Planning the end of projects and their follow-up.

Moreover, the students acquire the following **skills**:

- Basic principles of planning approaches
- Teamwork: various roles and tasks in the team (coordination, monitoring/controlling, time management in the team)

- Presentation and visualisation techniques, such as presentation cards and boards
- Documentation of project-related processes
- Contact with potential funding bodies or donor organisations (principles and strategies in applications for external funding).

Module Description

Project and project-related work are standard features of international development coordination. This applies increasingly also to the international cooperation between churches and faith-based organisations (FBO), as well as to social work, especially in the areas of migration and refugees. This module teaches the underlying theoretical and practical knowledge in these areas. It addresses intercultural issues in project-based work, analysing and critically appraising classic forms of PME, i.e. examining their limits. Students completing the 'Project management' module are given the opportunity to apply the knowledge acquired in theoretical units as part of a project developed individually or in a small group, and to put the project into practice, for instance in their local congregation or field of work. Here, the module offers continuous support as part of the process.

Literature

Cobb, A 2012. Leading Project Teams: The Basics of Project Management and Team Leadership. Los Angeles: Sage.

European Commission EuropAID Cooperation Office 2002. Project Cycle Management Handbook.

Grit, R 2008. Project Management: A Practical Approach. Groningen: Wolters-Noordhoff.

Lewis, J P 2011. Project Planning Scheduling & Control: The Ultimate Hands-on Guide to Bringing Projects in on Time and on Budget. New York: McGraw-Hill.

Osterhaus, J 2000. Gender and Project Management: A contribution to the Quality Management of GTZ. Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit.

	Courses	WLH
S (compulsory)	14.1 Project Management: Seminar with practical workshop	6

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 15 Global Cooperation in Churches and Religious Organisations

Semester	Duration	Type	ECTS credits	Student workload
4. (SuS)	1 sem.	Compulsory module Compulsory courses	5	3 WLH PS (à 45 mins.) 3 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
None	ITMGC	Oral examination (15 mins.) Prerequisite for admission to the examination: regular participation in the seminars and tutorials, (if applicable) presentation	Lecture Tutorial / Exercise Courses taught in English	Beckmann

Qualification Aims

In the module 'Global cooperation between churches and religious organisations', students acquire **basic knowledge** in the following areas:

- History, forms, content and levels of global, international and ecumenical cooperation
- Global cooperation among churches and faith based organisations from the perspective of organisation sociology
- Selected concepts and strategies in the institutional development from informal to formal networking, through to institutional forums, platforms or associations.

Moreover, the students acquire the following **skills**:

- Investigation of, and reflection on, the objectives and particular characteristics of selected processes within international cooperation and faith based organisations (FBOs)
- Development of an understanding for the theological importance of global cooperation in churches and FBOs
- Development of an understanding for the social importance of global cooperation in churches and FBOs from a perspective of peace policies.

Module Description		
<p>The module 'Global cooperation in churches and religious organisations' addresses both the basic principles of how the ecumenical developed from the 19th century to the present day, i.e. its occasioning, meaning, interpretation and objectives, as well as the conditions for cooperation between churches or other religious organisations from a viewpoint of organisation sociology. The impetus of the 19th century missionary movement, the experience of two world wars in the 20th century, the challenges of global social inequality and poverty and clear demands for social justice and peace, were and remain today the main motivations for global cooperation between Christian churches and organisations. In an age of accelerated globalisation and migration, these issues have also led to a broadening of the scope of activity for the stakeholders involved. In order to understand these processes, students in this module are familiarised with ecumenical processes, objectives and actors. Moreover, the students acquire an understanding of research into the issue of institutional cooperation from the perspective of church history and organisation sociology, as well as strategic approaches.</p>		
Literature		
<p>Bauerochse, L 1996. Miteinander leben lernen: Zwischenkirchliche Partnerschaften als ökumenische Lerngemeinschaften. Erlangen: Erlanger Verlag für Mission.</p> <p>Massey, J 2014. Ecumenism Means Justice: Whither Ecumenical Movement? New Delhi: Centre for Dalit/Subaltern Studies.</p> <p>Lossky, N (ed) 1991. Dictionary of the Ecumenical Movement. Geneva: WCC.</p> <p>Pohlmann, M et al. 2011: Soziologie der Organisation. Munich: UVK-UTB.</p> <p>Tomalin, E (ed) 2015. The Routledge Handbook of Religions and Global Development. New York: Routledge.</p> <p>Torry, M 2005. Managing God's Business: Religious and Faith-Based Organizations and their Management. Aldershot: Ashgate.</p>		
	Courses	WLH
L (compulsory)	15.1. Historical and Sociological Basics of Global Cooperation: Churches and other Faith Based Organisations	2
T (compulsory)	15.2. Selected Examples of Global Cooperation in the Sector of Churches and Faith Based Organisations	1

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 16 Long-Term Internship

Semester	Duration	Type	ECTS credits	Student workload
5. (WiS)	1 sem.	Compulsory	25	at least 12 weeks à 40 hrs, 480 hrs

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
Proof of at least 130 ECTS before starting the internship Module 10	Cross-module with ITGD 18	Internship report Prerequisite for admission to the examination: regular participation /attendance, proposal for the mini-project	Internship, 12 weeks à 40 hrs, incl. mini-project (160 hrs)	Zonne-Gätjens

Qualification Aims

In the module 'Long-term internship', students acquire fundamental **knowledge** in the following areas:

- Acquisition of specialist insight in a certain area of work through regular evaluation meetings with the respective mentor
- Familiarisation with their administration and specific contents and challenges, and development of the ability
- to reflect critically on one's own role with the help of supervision.

Moreover, the students acquire the following **skills**:

- To review the practicality of theoretical knowledge in the area of ecumenical or interreligious work, pastoral /leadership or congregational work, development cooperation or missionary work in a project accompanied by a specialist, preferably abroad,
- to apply the theoretical knowledge acquired and
- to experiment with intercultural skills,
- to practice in a recorded project initial responsibility for the planning, implementation, evaluation and documentation of projects.

Module Description

The educational content is defined more precisely in the internship agreement (“learning plan”) for the long-term internship; it may differ, depending on where the internship is completed and following preliminary arrangements between the student, the university and the internship provider.

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 17 Evaluation of the Long-Term Internship

Semester	Duration	Type	ECTS credits	Student workload
5. (WiS)	1 sem.	Compulsory Compulsory course	5	4 WLH PS 4 WLH SST

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
Fully completed internship in module 16	Cross-module with ITGD 19	Poster presentation (15 mins.) Prerequisite for admission to the examination: regular participation in the seminars and tutorials	Seminar with supervision groups Courses taught in English	Zonne-Gätjens

Qualification Aims

In the module 'Evaluation of the practical semester', students acquire fundamental **knowledge** in the following areas:

- Basics and methods of collegial counselling
- Different perceptions of aid, development and development policies in the area of humanitarian aid/assistance, social-diaconal work, missionary or leadership work and development work
- Different perceptions of management and leadership work and cooperative, interreligious work
- Methods of evaluation
- Group moderation.

Moreover, the students acquire the following **skills**:

- Reflection on personal principles of leadership and management /cooperative work against the background of practical experience acquired
- Addressing self perceptions and external perceptions in groups during the long-term internship
- Reflection on intercultural encounters and conflicts and the personal role as an instructor or leader within the context of an religious institution, NGO or FBO

- Handling one's own expectations and disappointments
- Moderation of group processes in small groups or in a plenum
- Transferring the acquired competencies and experiences into a future professional setting.

Module Description

The block module 'Evaluation of the long-term internship', which is a **compulsory module**, gives students the opportunity to reflect on the experience they acquired in the long-term internship and to give and receive collegial advice within the framework of a feedback session and other opportunities. The main focus is placed on the critical reflection of one's own experience, role and self perceptions vis-à-vis external perceptions in religious, church or other international FBO settings.

At the same time, the block module provides the opportunity to accompany group processes after introduction and to practice moderation, feedback and evaluation techniques in small groups, also in a leadership role. The block module ends with a session in which the experience and skills acquired, the expectations, the understanding of roles, the guiding principles and the external perceptions are addressed in relation to a student's career choices.

Literature

Dewe, B et al. 2011. Professionelles soziales Handeln. Weinheim: Juventa.

Heigl-Evers, A 1975. Gruppenpsychotherapie und Gruppendynamik. Göttingen: Verlag für medizinische Psychologie.

Osmer, R R 2008. Practical Theology. Grand Rapids, Mich.: Eerdmans.

Schlee, J 2008. Kollegiale Beratung und Supervision für pädagogische Berufe. Stuttgart: Kohlhammer.

Patel, E 2016. Interfaith Leadership: A Primer. Boston: Press.

	Courses	WLH
S (compulsory)	17.1. Evaluation of the Long-Term Internship	4

University of Applied Sciences for Intercultural Theology Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 18 Preparation for the Bachelor Thesis

Semester	Duration	Type	ECTS credits	Student workload
6. (SuS)	1 sem.	Compulsory module Compulsory courses	5	6 WLH PS (à 45 mins.) 6 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
minimum 150 ECTS Module 02A /02B	Cross-module with ITGD 20	Proposal with presentation in the seminar Prerequisite for admission to the examination: regular participation in the seminars, tutorials, supervision	Seminar Tutorial /Exercise Courses taught in English	Dean of Studies

Qualification Aims

At the end of the 5th semester, the students propose the subject, academic advisor and topic of their bachelor thesis. The research project, i.e. topic, is defined more clearly in a counselling process with the academic advisor. The seminar 'Tools and methods to prepare a major academic paper' repeats and enlarges on the **knowledge** and **skills** acquired in the field of academic work in semesters 1 to 5.

- Implementing and wording personal questions and experiences from the practical semester in meaningful academic topics and research projects
- Appropriately processing topics and questions through the use of proper methodology
- Selection and reception of relevant literature
- Assigning the project to sensible stages and presenting it in a meaningful form
- Discussing the project with the academic advisor/s involved and in presentations to fellow students, and defining its objectives in a clearer manner in response to collegial feedback
- Moderation and evaluation.

By completing the module, the students prove their ability to plan and to create a bachelor thesis on their selected topic or research project and to present their undertaking.

Module Description

The **seminar** 'Tools and methods to prepare a major academic paper' repeats and practices methods of research and presentation, tools and bibliographies, as well as academic work and presentation. Moreover, students learn how to present their project appropriately in an auditorium, to moderate the ensuing discussions and to exploit the collegial feedback they receive for their own work project.

Literature

Bell, J & Waters, S 2014. Doing Your Research Project: A Guide for First-Time Researchers. Maidenhead: McGraw-Hill Open University Press.

Brunner, H et al., 2015. Leitfaden zur Bachelor- und Masterarbeit: Einführung in wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten, 3. Aufl. Marburg: Tectum-Verlag.

Karmasin, M & Ribing, R 2002. Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten, Diplomarbeiten und Dissertationen. Vienna: WUV Facultas-Verlag.

Lipson, C 2007. How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper. Chicago: University of Chicago Press.

	Courses	WLH
S (compulsory)	18.1. Methods and Tools to Write an Academic Thesis	3
T (compulsory)	18.2. Tutorial with Academic Supervisors of the Bachelor Thesis	3

University providing the course University of Applied Sciences for gy Hermannsburg
Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation

Module: 19 Bachelor Thesis

Semester	Duration	Type	ECTS credits	Student workload
6 (SuS)	1 sem.	Compulsory module Compulsory course	10	3 WLH PS (à 45 mins.) 12 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for the award of credits)	Teaching and study methods	Module coordinator
minimum 150 ECTS Module 02A /02B Module 18	Cross-module with ITGD 21	Bachelor thesis (approx. 40 pages) Prerequisite for admission to the examination: regular participation and attendance of supervision sessions	Tutorial with Supervision	Dean of Studies

Qualification Aims

In the B.A. thesis, students prove their **ability**:

- To implement and word personal questions and experiences from the practical semester in meaningful academic topics and research projects
- To create an academic paper within a logical structure and according to the latest academic standards
- To process the research topic using appropriate methodologies
- To select and receive relevant literature
- And to produce an academically comprehensible and profound result.

The details of its preparation, in particular the allotted time, are stated in the General Examination Regulations, in particular section 19.

By presenting and discussing their bachelor thesis at the subsequent colloquium, the students acquire fundamental **knowledge** and **skills** in the following areas:

- Analytic-summarised presentation of the topic or research project
- Presentation and visualisation of the results.

Moreover, the students acquire the following **skills**:

- To focus the results and competencies acquired from the completion of the project, to analyse them in terms of their material and technical merits, and to present them in an analytic form
- To compare the insight acquired in other projects and to reflect and enlarge on their theory in discussion with the academic advisor

- To transport the results and competencies from the project into a practical setting and to use the contacts and networks acquired for one's own practical work.

Module Description		
<p>In the bachelor thesis, students present a selected topic or small research project based on the knowledge and skills they acquired during the Study Programme. The students prove their ability to independently process, i.e. complete a topic or research project using academic methods and within a clearly defined period and to present the results in the form of a written paper. The insight acquired is then presented in a summarised form as part of a bachelor thesis colloquium.</p>		
Literature		
<p>Bell, J & Waters, S 2014. Doing Your Research Project: A Guide for First-Time Researchers. Maidenhead: McGraw-Hill Open University Press.</p> <p>Brunner, H et al., 2015. Leitfaden zur Bachelor- und Masterarbeit: Einführung in wissenschaftliches Arbeiten und berufsfeldbezogenes Forschen an Hochschulen und Universitäten, 3. Aufl. Marburg: Tectum-Verlag.</p> <p>Karmasin, M & Ribing, R 2002. Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten, Bachelor-, Master- und Magisterarbeiten, Diplomarbeiten und Dissertationen. Vienna: WUV Facultas-Verlag.</p> <p>Lipson, C 2007. How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper. Chicago: University of Chicago Press.</p>		
	Courses	WLH
Tutorial (compulsory)	19.1. Supervision by the Academic Advisor of the Bachelor Thesis	3

University of Applied Sciences for Intercultural Theology Hermannsburg Study Programme: B.A. Intercultural Theology, Migration and Global Cooperation				
Module: 20 Bachelor Thesis Colloquium				
Semester	Duration	Type	ECTS-Credits	Student Workload
6. (SuS)	1 Sem.	Compulsory module	10	1 WLH PS (à 45 mins.) 10 WLH SST (à 45 mins.)

Requirements for participation	Applicability	Examination form / duration (required for award of credits)	Teaching and study methods	Module coordinator
Module 19	Cross-module with ITGD 22	Colloquium 30 mins. Prerequisite for admission to the examination: regular participation and attendance of supervision sessions	Tutorial with supervision	Dean of Studies
Qualification Aims				
<p>In this module students prove their ability in:</p> <ul style="list-style-type: none"> – Presentation and visualisation of results of the Bachelor Thesis – Basic methods and techniques of oral presentations. <p>Moreover, the students acquire the following skills,</p> <ul style="list-style-type: none"> – to reprocess the results of the B.A. thesis research according to the target audience – to present the results in a given time frame – to adequately engage in critical discussions and respond to feedback. 				
Module Description				
<p>The students present in a public colloquium the content and results of their Bachelor theses. They prove their ability to present complex content in an intelligible and subject-specific way. Moreover students acquire skills in engaging in critical conversations and in asking and responding to questions and further feedback in a fair and substantiated manner.</p>				
Literature				
Thody, A 2006. Writing and Presenting Research. Los Angeles et al.: SAGE Publications.				

	Courses	SWS
Colloquium (compulsory)	20.1. Colloquium with Presentation and Discussion of Bachelor Thesis	1