

Topic	Content	Key Knowledge
Gender and theology	<ul style="list-style-type: none"> <li>• The reinterpretation of God by feminist theologians, including:               <ul style="list-style-type: none"> <li>◦ the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ruether’s discussion of the maleness of Christ and its implications for salvation including:               <ul style="list-style-type: none"> <li>◦ Jesus’ challenge to the male warrior-messiah expectation</li> <li>◦ God as the female wisdom principle</li> <li>◦ Jesus as the incarnation of wisdom</li> </ul> </li> <li>• Daly’s claim that ‘if God is male then the male is God’ and its implications for Christianity, including:               <ul style="list-style-type: none"> <li>◦ Christianity’s ‘Unholy Trinity’ of rape, genocide and war</li> <li>◦ spirituality experienced through nature</li> </ul> </li> </ul>
<p>Learners should have the opportunity to discuss issues related to God, gender and feminist theology, including:</p>		
<ul style="list-style-type: none"> <li>• a comparison of Ruether’s and Daly’s feminist theologies           <ul style="list-style-type: none"> <li>◦ sexism and patriarchy in Christianity, as it has developed in the mainstream Churches</li> <li>◦ whether Christianity can be changed or should be abandoned</li> </ul> </li> <li>• whether or not Christianity is essentially sexist</li> <li>• whether or not a male saviour can save women</li> <li>• whether or not only women can develop a genuine spirituality</li> <li>• whether or not the Christian God can be presented in female terms</li> </ul>		
<p><b>Contextual references</b></p>		
<p><i>For reference, the ideas of Radford Ruether and Daly listed above can be found in:</i></p>		
<ul style="list-style-type: none"> <li>• Radford Ruether, R. <i>Sexism and God-Talk</i>, Chapter 9</li> <li>• Daly, M. <i>Beyond God the Father</i>, Chapter 4</li> </ul>		
<p><b>Suggested scholarly views, academic approaches and sources of wisdom and authority</b></p>		
<p><i>Learners will be given credit for referring to any <b>appropriate</b> scholarly views, academic approaches and sources of wisdom and authority, however the following examples may prove useful</i></p>		
<ul style="list-style-type: none"> <li>• Phyllis Trible, P. (1984) <i>Texts of Terror</i>, Fortress Press, Introduction and Chapter 2</li> <li>• Wilcockson, M. (2010) <i>Social Ethics</i>, Hodder Education, Chapter 2</li> <li>• Luke 24:9–12</li> <li>• Acts 16:13–15</li> </ul>		