



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1RKÄ04 Religionsvetenskap II - inriktning mot arbete i
gymnasieskolan, 30 högskolepoäng

Religious Studies II - for Upper Secondary School Teachers, 30
credits

Main field of study

Religious Studies

Subject Group

Religious Studies

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2011-08-19

Revised 2015-12-11 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2016

Prerequisites

Religious studies I, 30 credits.

Objectives

After completing the course, the student should be able to:

- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- discuss and analyse subject-didactic attitudes in relation to the areas covered by the education,
- apply basic methods for the theoretical study of authoritative religious texts,
- account for some psychological, sociological and anthropological theories and methods applicable within the field of religious studies,
- produce a minor written project in subject-didactics with a certain degree of independence,
- discuss the conditions and expressions of different religions in relation to various social, cultural and political contexts,
- analyse concrete moral issues, with clear references to various traditions in moral philosophy and religious, ethical traditions,
- critically analyse concrete existential questions in relation to relevant religious and non-religious views of life.

Module 1, Religious experiences and manifestations, 5 credits

After completing the module, the student should be able to:

- identify problem areas within the psychology of religion,
- with a certain degree of confidence apply theories and basic concepts within the psychology of religion,
- discuss ways in which people's religious experiences and convictions can be expressed aesthetically in for example art and music, focusing especially on the use of different media,
- identify and reflect on religion-didactic problem areas in relation to people's religious experiences and religious manifestations in various media.

Module 2, Religious words and institutions, 5 credits

After completing the module, the student should be able to:

- in general terms account for the historical origin of some religious texts, taking into consideration the impact of institutions on the creation and development of traditions,
- account for the various roles of texts in religious contexts, focusing especially on the relation between oral and written texts,
- identify and discuss problems of interpretation with regard to the historical, cultural and literary contexts of religious texts,
- identify and reflect on religion-didactic problem areas in relation to the interpretation and use of religious texts.

Module 3, Religious actions and communities, 5 credits

After completing the module, the student should be able to:

- account for some sociological and anthropological theories and methods applicable within the field of religious studies,
- problematise basic concepts within religious studies relevant to the view on religion as a social and ethnic phenomenon,
- analyse religious phenomena using basic methods within gender studies,
- identify and reflect on religion-didactic problem areas in relation to social aspects of religions, focusing especially on gender issues.

Module 4, Ethics and analysis of views of life, 7.5 credits

After completing the module, the student should be able to:

- account for some established traditions in moral philosophy,
- apply philosophical analysis on concrete and relevant moral issues, focusing especially on the relation between changes in morality and society,
- compare how moral rules and ethical systems are manifested and justified in various religious traditions,
- apply argumentative analysis on theological and philosophical answers to central existential questions in religions and non-religious views of life,
- identify and reflect on religion-didactic problem areas in relation to the teaching of ethics and existential questions in secondary school, taking into consideration the basic values in Swedish schools as well as diversity in groups of pupils concerning views of life and religion.

Module 5, Subject-didactic essay, 7.5 credits

After completing the module the student should, with a certain degree of independence, be able to:

- formulate well-defined subject-didactic research questions,
- collect, analyse, critically review, compile and present material in writing, using correct structure, format and layout,
- demonstrate basic knowledge of modern information technology and the university's resources in this respect.

- present the results of their work for others in speech.

Content

Scientific approach and scientific progression

In relation to previous levels of progression, the students develop their knowledge of various established perspectives in religious studies. The students practise their abilities to apply methods and theories in religious studies, including philosophical ways to analyse religious phenomena. The final module includes basic practice in writing an independent academic project.

Professional basis and professional progression

During the course, the students conduct field studies. All modules include didactic elements in which the discussions from the previous semester are developed, focusing on general questions concerning basic values in Swedish schools and the conditions of teaching religion in a diverse, globalised society. In their writing of a religion-didactic essay, the students have the opportunity to reflect on religion-didactic issues relevant to their future careers, on the basis of experiences from field studies and relevant religion-didactic literature.

The teacher informs the students about compulsory parts of the teaching.

Module 1 Religious experiences and manifestations 5 credits

This module covers religious manifestations, focusing on artistic manifestations. The module discusses questions of how religious conceptions are mediated and how the medium affects the content. The module also focuses on religious experiences of individuals and how these are related to historical, biographical and cognitive conditions. Methods and theories used to analyse and explain artistic manifestations and religious experiences are covered. In subject-didactic seminars, the students practise identifying and reflecting on religion-didactic issues in relation to the general theme of the module. Reflection and discussion are based on the content in policy documents, experience from field studies and current research within religion didactics. Participation in seminars is compulsory.

Module 2 Religious words and institutions 5 credits

This module analyses religious words and accounts and other oral and written manifestations. Institutional conditions for religious manifestations are studied and questions about the role of religious experts, canonisation, editorial work and excommunication are discussed. Methods and theories used to analyse and explain linguistic expressions and religious institutions are covered. In subject-didactic seminars, the students practise identifying and reflecting on religion-didactic issues in relation to the general theme of the module. Reflection and discussion are based on the content in policy documents, experience from field studies and current research within religion didactics. Participation in seminars is compulsory.

Module 3 Religious actions and communities 5 credits

This module covers religion as a ritual and collective phenomenon. Religious actions and rituals are analysed on the basis of anthropological and sociological theories. Different forms of religious communities are analysed on the basis of sociological theories. Methods for collecting data, for example "participant observation", are discussed. The module also covers questions about gender, ethnicity and modernity. In subject-didactic seminars, the students practise identifying and reflecting on religion-didactic issues in relation to the general theme of the module. Reflection and discussion are based on the content in policy documents, experience from field studies and current research within religion didactics. Participation in seminars is compulsory.

Module 4 Ethics and analysis of views of life 7.5 credits

This module discusses methods for analysing ethical reasoning, religious ethical systems, and theological argumentation and argumentation concerning different views of life.

Questions of how moral rules are justified and articulated symbolically and ritually are discussed, as well as questions concerning the relation between morality and the surrounding society. The module includes examples from the world religions, focusing on modern society. The students practise analysing mainly contemporary systematic theological and philosophical views of life, focusing especially on basic existential questions.

In subject-didactic seminars, the students practise identifying and reflecting on religion-didactic issues in relation to the general theme of the module. Reflection and discussion are based on the content in policy documents, experience from field studies and current research within religion didactics. The module focuses especially on critical reflections of the teaching of ethics and existential questions in a school characterised by a diversity of religions and views of life, taking into special consideration the basic values and ideological conditions in Swedish schools. Participation in seminars is compulsory.

Module 5 Subject-didactic essay 7.5 credits

In this module the students practise critical and analytical reading, formulating subject-didactic research questions, retrieving subject-relevant literature, and writing an essay, with supervision. The students also present the results of their work for others in speech. Participation in group-supervision seminars is compulsory.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group work and educational visits. The subject didactics is dealt with and examined in the form of seminars. The didactic independent project is conducted with supervision individually and in groups.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 22.5 credits.

Examination

Module 1 is examined through:

- Written examination or take-home examination.
- Participation in seminars.
- Contributions to discussion fora on topics specified by the teacher on the online learning platform. The contributions are graded.

Module 2 is examined through:

- Written examination or take-home examination.
- Participation in seminars.
- Interpretation assignment.
- Contributions to discussion fora on topics specified by the teacher on the online learning platform. The contributions are graded.

Module 3 is examined through:

- Written examination or take-home examination.
- Participation in seminars.
- Contributions to discussion fora on topics specified by the teacher on the online learning platform. The contributions are graded.

Module 4 is examined through:

- Written examination or take-home examination.
- Participation in seminars.
- Problem-oriented assignment.
- Contributions to discussion fora on topics specified by the teacher on the online learning platform. The contributions are graded.

Module 5 is examined through:

- An essay.
- An oral presentation of the essay.

For all modules, absence from seminars must be complemented in writing.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to institutional bodies and the programme council concerned, and is archived by the institution responsible for the course.

Required Reading and Additional Study Material

Didactic literature for all modules

Jackson, Robert, *Rethinking religious education and plurality: issues in diversity and pedagogy*, RoutledgeFalmer, the latest edition.

Kamali, Masod. *Utbildningens dilemma: demokratiska ideal och andrafterande praxis*, Fritze, Stockholm, the latest edition. (available at www.regeringen.se/content/1/c6/06/17/98/1fb66fa9.pdf)

Roos, Lena & Berghund, Jenny *Your heritage and mine. Teaching in a multi-religious classroom*. Swedish Science Press, 180 p, the latest edition.

List of references Module 1 - Religious experiences and manifestations 5 credits

Geels, Antoon & Wikström, Owe *Den religiösa människan. Psykologiska perspektiv. En introduktion till religionspsykologin*, Natur & Kultur (in selection, 250 p). The latest edition.

Hammer, Olov & Sørensen, Jesper *Religion i människors medvetanden och samhällen*, Studentlitteratur. The latest edition (in selection, 80 p).

Morgan, David *The sacred gaze: religious visual culture in theory and practice* University of California Press. 318 p. The latest edition.

Articles and handouts, ca 100 p.

List of references Module 2 - Religious words and institutions 5 credits

Cook, Michael *The Koran. A very short introduction*. 176 p. The latest edition.

Gilhus, Ingvald Saelid & Mikaelsson, Lisbeth *Nya perspektiv på religion*. Natur & Kultur. The latest edition (in selection, ca 185 p)

Hayes, John & Holladay, Carl *Biblical Exegesis. A beginner's handbook*. Westminster John Knox Press. 236 p. The latest edition.

Riches, John *The Bible. A very short introduction*. Oxford Univ. Press. 160 p. The latest edition.

Relevant extracts from religious documents provided by the teacher, for example from Internet Sacred Text Archive (www.sacredtexts.com/). Ca 100 p.

List of references Module 3 - Religious actions and communities 5 credits

Furseth, Inger & Pål Repstad *Religions sociologi*. Liber. 308 p. The latest edition.

Gilhus, Ingvald Saelid & Mikaelsson, Lisbeth *Nya perspektiv på religion*. Natur & Kultur. The latest edition (in selection, ca 60 p).

Hammer, Olov & Sørensen, Jesper *Religion i människors medvetanden och i samhällen*, Studentlitteratur. The latest edition (in selection, 50 p.).

Sky, Jeanette *Genus och religion*. Natur & kultur. 213 p. The latest edition.

Articles and handouts, ca 100 p.

List of references Module 4 - Ethics and analysis of views of life 7.5 credits

Anderberg, Thomas *Guds moral. En essä om lidandets och ondskans problem*. Nya Doxa. 143 p. The latest edition.

Baggini, Julian *What's it all about?: Philosophy and the meaning of life*. Granta, 215 p. The latest edition.

Berkhof, Hendrikus *Introduction to the Study of Dogmatics*. Eerdmans, 114 p. The latest edition.

Jonsson, Ulf (2008) *Med tanke på Gud: en introduktion till religionsfilosofin*. 2nd revised edition. Skellefteå: Artos

Morgan, Peggy. *Ethical issues in six religious traditions*. Edinburgh University Press. The latest edition (in selection, ca 200 p)

Rachels, James & Rachels, Stuart (2010) *Rätt och fel: introduktion till moralfilosofi*. 2nd ed. Lund: Studentlitteratur

Stevenson, Leslie Forster. & Haberman, David L. (2008). *Ten theories of human nature*. 5th ed. New York: Oxford University Press, ISBN: 9780195368253

Articles and handouts.

List of references Module 5 - Subject-didactic essay 7.5 credits

Recommended literature

Rienecker, Lotte & Stray Jørgensen, Peter, *Att skriva en bra uppsats*. Liber. 416 p. The latest edition.

Svenska skrivregler (Published by Svenska språknämnden (the Swedish Language Council)). Liber. 220 p. The latest edition.