



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 2016-10-26 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2017

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 – 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 – 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 – Religious experiences and manifestations, 5 credits

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

- identify academic problem areas related to people's religious experiences and manifestations,
- with a certain degree of confidence apply theories and basic concepts concerning people's religious experiences and manifestations,
- 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 – Ethics and analysis of views of life, 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,
- identify and analyse how an ethical problem is dealt with in at least two religious traditions, focusing especially on diversity and change,
- 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 – Didactics and communication, 5 credits

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

- communicate knowledge of religion within the humanities, taking variations in receivers, media and contexts into consideration,
- vary their methods of communicating knowledge of religion within the humanities,
- critically discuss selection criteria, forms and purposes of communicating

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- knowledge of religions in various contexts,
 - discuss methods for communicating knowledge in the humanities on the basis of established didactic research.

Module – Subject-didactic essay, 5 credits

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

- identify and delimit a research field within religious studies with subject-didactic relevance,
- retrieve, analyse, compile and with academic accuracy present research literature in an academic report,
- account for what is missing and what could be developed in their chosen research field,
- in speech present a popular summary of their report.

Content

This course is a continuation course and the first part covers three theoretical and comparative modules related to empirical knowledge acquired at previous levels. After this, ethical and ideological issues are discussed. This is followed by a module discussing methods for communicating knowledge of religion within the humanities, in relation to didactic theories and practical methods. Finally, a minor essay is written. The teacher informs the students about compulsory parts of the course.

Module – 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. Subject didactics is discussed in seminars, in which the students practise identifying and reflecting on religion-didactic issues in relation to the general theme. 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 – 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. Subject didactics is discussed in seminars, in which the students practise identifying and reflecting on religion-didactic issues in relation to the general theme. 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 – 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. Subject didactics is discussed in seminars, in which the students practise identifying and reflecting on religion-didactic issues in relation to the general theme. 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 – Ethics and analysis of views of life, 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. Subject didactics is discussed in seminars, in which the students practise identifying and reflecting on religion-didactic issues in relation to the general theme. 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 – Didactics and communication, 5 credits

In this module the students develop their ability to communicate knowledge of religion within the humanities in speech and writing in various contexts and to various audiences such as pupils in lower and upper secondary school or the general public. The students should develop an awareness of the conditions for communicating knowledge in various contexts, with different receivers and purposes, and how these conditions influence the choice of material, methods, language and style. A major part of the teaching is delivered in the form of practical assignments in which the students produce texts, and oral presentations using audiovisual aids. The teaching is continuously related to established research, focusing on religion-didactic research. Participation in seminars is compulsory.

Module – Subject-didactic essay, 5 credits

In this module the students identify and delimit a research field within religious studies. This includes producing an overview of research in the field and identifying possible research questions. On the basis of this work, the students produce a minor academic report. The module also includes practice in retrieving relevant literature in a subject, with the help of a supervisor, and writing a short academic report. The students also present their report in speech at a seminar. Participation in seminars is compulsory.

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.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group exercises and study 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, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 20 credits.

The module Religious actions and communities is examined through:

- A written examination.
- Active participation in seminars.

The module Religious words and institutions is examined through:

- A written examination.
- Active participation in seminars.
- Interpretation assignment.

The module Religious experiences and manifestations is examined through:

- Written assignments.
- Active participation in seminars.

The module Ethics and analysis of views of life is examined through:

- Written assignments.
- Active participation in seminars.

The module Didactics and communication is examined through:

- Written assignments and oral presentations.
- Active participation in seminars.

The module Subject-didactic essay is examined through:

- An essay.
- An oral presentation.

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. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Module – Religious experiences and manifestations, 5 credits

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

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

Thurfjell, David (ed.) *Varför finns religion?*, Molin & Sorgenfrei (in selection, 200 p). The latest edition.

Articles and handouts provided by the department, ca 100 p.

Module – Religious words and institutions, 5 credits

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

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. Provided by the department.

Module – Religious actions and communities, 5 credits

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

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

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

Articles and handouts provided by the department, ca 160 p.

Module – Ethics and analysis of views of life, 5 credits

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

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

Rachels, James & Rachels, Stuart, *Rätt och fel: introduktion till moralfilosofi*. Studentlitteratur. 230 p. The latest edition.

Stevenson, Leslie Forster. & Haberman, David L, *Ten theories of human nature*. Oxford University Press, (in selection, 100 p.) The latest edition.

Module – Didactics and communication, 5 credits

Falkevall, Björn (ed.) *Att undervisa i religionskunskap: en ämnesdidaktisk introduktion*. Stockholm: Liber. 178 p. The latest edition.

Franck, Olof & Stenmark, Mikael (eds.). *Att undervisa om religion och vetenskap: med grund i ämnesplanen för religionskunskap*. Lund: Studentlitteratur. 159 p. The latest edition.

Klepke, Birgitta & Rydell, Susanne. *Skriv populärvetenskapligt*. Stockholm: Liber. 144 p. The latest edition.

Löfstedt, Torsten (ed.) *Religionsdidaktiska studier*. Linnaeus University Press. 137 p. The latest edition.

Articles and handouts provided by the department, 100 p.

Module – Subject-didactic essay, 5 credits

Recommended literature

Booth, Wayne C., Colomb, Gregory G. & Williams, Joseph M, *Forskning och skrivande: konsten att skriva enkelt och effektivt*. Lund: Studentlitteratur. The latest edition.

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