



## 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 2018-06-07 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2019

### **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 manifestations of different religions in relation to various social and cultural contexts,
- analyse concrete moral issues, with clear references to various traditions in moral philosophy and religious, ethical traditions,
- at a basic level plan, conduct and evaluate the communication of knowledge in the field of religious studies, taking variation in contexts, media and target groups into consideration.

**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 and a diverse school.

**Module – Religious words and institutions, 5 credits**

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

- at a basic level apply established methods for the scientific interpretation of religious texts,
- 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 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 research areas related to people's religious experiences and manifestations,
- with a certain degree of confidence apply some theories and basic concepts concerning people's religious experiences and manifestations,
- discuss ways in which people's religious experiences and convictions can manifest themselves aesthetically in for example art and music,
- 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,
- compare how moral rules and ethical systems are manifested and justified in various religious traditions and non-religious views of life,
- 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 in various forms, taking variation in contexts, media and target groups into consideration,
- plan both a separate lesson and a coherent series of teaching, taking variation in target groups into consideration,
- critically discuss selection criteria and forms for and functions of the communication of knowledge of religions in various contexts,
- discuss methods for the communication of knowledge in the humanities on the

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basis of didactic research,

- discuss the assessment and grading of pupils' knowledge of religion on the basis of concrete examples and current policy documents.

#### **Module – Subject-didactic essay, 5 credits**

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

- identify and define a research field in religious studies of subject-didactic relevance, on the basis of policy documents and traditions in the subject of religious studies,
- retrieve, analyse, compile and present research literature with scholarly precision in an academic essay,
- account for what is lacking and what could be developed in the chosen research field,
- in speech present a popular version of their essay.

#### **Content**

This course is a continuation course and the first part covers three theoretical and comparative modules related to empirical knowledge acquired in previous studies. After this, ethical and ideological issues are discussed. The course also includes a module discussing methods for the communication of knowledge of religion in relation to didactic theory and practical methodology. 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. 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 relevant theories and concepts in religion didactics.

#### **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 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 relevant theories and concepts in religion didactics.

#### **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. In subject-didactic seminars, the students practise defining and reflecting on religion-didactic issues in relation to the general theme of the module and in relation to a diverse school. Reflection and discussion are based on the content in policy documents, experience from field studies and relevant theories and concepts in religion didactics.

#### **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. 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 relevant theories and concepts in religion didactics.

#### **Module – Didactics and communication, 5 credits**

The aim of this module is for the students to practise their abilities to communicate research in religious studies in both speech and writing, in various contexts and to various audiences, including pupils in secondary school and the general public. The students develop awareness of varying conditions for communication in various contexts, for various target groups and with various aims, and of how these circumstances influence the selection of material, methods, language and style. The students also practise assessment and grading. Much of the teaching is delivered in the form of practical exercises including writing texts and giving oral presentations using ICT. The teaching is continuously related to research, especially in the field of religion didactics.

#### **Module – Subject-didactic essay, 5 credits**

In this module the student identifies and defines a research field in religion didactics, which includes presenting an overview of the research field and identifying possible research focus. On the basis of this, the student writes a minor academic report. The module includes supervised practice in finding relevant literature in the subject field and writing a minor academic report. The module also includes an oral presentation of the report at a seminar.

#### 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

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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 including one assessment and grading of a pupil's work. Oral presentations.

- Active participation in seminars.

*The module Subject-didactic essay is examined through:*

- An essay.
- An oral presentation.

For students who do not pass their 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 (80 p. in selection). 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 (200 p. in selection). 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/](http://www.sacredtexts.com/)). Ca 100 p. provided by the department.

#### **Module – Religious actions and communities, 5 credits**

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

Hammer, Olav & Sørensen, Jesper, *Religion i människors medvetanden och i samhällen*, Studentlitteratur (50 p. in selection). 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, (ca 200 p. in selection). 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, (100 p. in selection). 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* (utgivna av Svenska språknämnden). Liber. 220 p. The latest edition.