



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

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

1RKÄ04 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 2022-11-14 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2023

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 the areas covered by the education, from a subject-didactic perspective
- apply basic methods for the theoretical study of authoritative religious texts
- present some psychological, sociological and anthropological theories and methods applicable within the field of religious studies
- produce a small written project in subject-didactics with a certain degree of independence
- discuss the changing conditions for and manifestations of different religions in relation to different social and cultural contexts
- analyse concrete moral issues, with clear references to different traditions in

moral philosophy and religious, ethical traditions

- plan, conduct, and evaluate the communication of knowledge in the field of religious studies, at a basic level and taking variations in contexts, media and target groups into consideration.

Module – Religious acts and communities, 5 credits

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

- present 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:

- apply established methods for the scientific interpretation of religious texts, at a basic level
- describe the historical origin of some religious texts at a basic level, considering the impact of religious institutions on the creation and communication of traditions
- present 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
- apply some theories and basic concepts concerning people's religious experiences and manifestations, with a certain degree of confidence
- discuss ways in which people's religious experiences and convictions can manifest 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 different media.

Module – Ethics and world views, 5 credits

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

- present some established traditions in moral philosophy
- compare how moral rules and ethical systems are manifested and justified in different 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 over time
- identify and reflect on religion-didactic problem areas in relation to the teaching of ethics and existential questions in secondary school, considering 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 humanistic knowledge in the field of religious studies in various forms, taking into account variation in contexts, media, and target groups
- plan both a single teaching session and a coherent series of sessions, considering variation in target groups
- critically discuss selection criteria and forms for and functions of the communication of knowledge of religions in different contexts
- discuss methods for the communication of knowledge in the humanities on the basis of established 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 that is of subject-didactic relevance, based on reflection on policy documents and traditions in the subject of religious studies
- gather, analyse, compile, and present research literature with scholarly precision in an academic essay
- discuss what is lacking and what could be developed in the chosen research field
- give an oral presentation of a popular version of their essay.

Content

This course is a continuation course, which begins with three theoretical and comparative modules building on empirical knowledge acquired in previous studies. After this, there is a module on ethical and ideological issues, followed by a module on methods for the communication of humanistic knowledge in the field of religious studies, relative to didactic theory and practical methodology. Finally, a short essay is written.

Module – Religious experiences and manifestations, 5 credits

This module covers religious manifestations, focusing on artistic expression. The module discusses questions of how religious conceptions are mediated and how the medium affects 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, stories, 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 presented. 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 acts and communities, 5 credits

This module covers religion as a ritualistic and collective phenomenon. Religious acts 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 school characterised by diversity. 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 world views, 5 credits

This module discusses methods for analysing ethical reasoning, religious ethical systems, 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 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 humanistic research in the field of religious studies in both speech and writing, in different contexts, and to various audiences, including pupils in secondary school and the general public. The students develop awareness of the different conditions for communication in different contexts, with different audiences and different 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 approaches. Based on this, the student writes a short academic report. The module includes supervised practice in finding relevant literature in the subject field and writing a short 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 of analysing religious phenomena. The final module includes basic practice in conducting 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 mandatory parts of the teaching.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, group exercises and study visits. Subject didactics is discussed and examined in seminars. The didactic independent project is conducted under 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 in writing when the course starts. In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for at least 20 credits.

The module Religious acts and communities is examined through:

- a room examination
- oral presentations.

The module Religious words and institutions is examined through:

- a room examination
- an interpretation assignment.

The module Religious experiences and manifestations is examined through:

- written assignments
- oral presentations.

The module Ethics and world views is examined through:

- written assignments
- oral presentations.

The module Didactics and communication is examined through:

- written assignments – one of which consists in assessment and grading of a pupil's project – and oral presentations.

The module Subject-didactic essay is examined through:

- an essay
- an oral presentation.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation should be conducted. The result and analysis of the course evaluation should be promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time should be informed of the result at the course introduction. The course evaluation is anonymous.

Required Reading and Additional Study Material

Module – Religious experiences and manifestations, 5 credits

Grieser, Alexandra K. & Johnston, Jay (eds.). *Aesthetics of Religion: A Connective Concept*. Berlin: De Gruyter. (in selection, ca 230 pages). The latest edition.

Koch, Anne & Wilkens, Katharina (eds.). *The Bloomsbury handbook of cultural and cognitive aesthetics of religion*. London: Bloomsbury Academic. (in selection, ca 200 pages). The latest edition.

Watts, Fraser N. *Psychology, religion and spirituality: concepts and applications*. Cambridge, United Kingdom: Cambridge University Press <https://www.cambridge-org.proxy.lnu.se/core/books/psychology-religion-and-spirituality/0795EAC115D417BA37AADBAD1EB53D48> (in selection, ca 200 pages). The latest edition.

Module – Religious words and institutions, 5 credits

Coogan, Michael, *The Old Testament: A Very Short Introduction*. Oxford University Press. 134 pages. The latest edition.

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

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

Johnson, Luke Timothy, *The New Testament: A Very Short Introduction*. Oxford University Press. 133 pages. The latest edition.

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

Module – Religious actions and communities, 5 credits

Furseth, Inger & Repstad, Pål, *Religionssociologi*. Liber. 308 s. Senaste upplagan.

Bowie, Fiona, *The Anthropology of Religion : An introduction*, Oxford: Blackwell (in selection, ca 200 pages.). The latest edition.

Articles and other written material, ca 160 pages, provided by the department.

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 pages. The latest edition.

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

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

Stevenson, Leslie m fl, *Thirteen theories of human nature*. Oxford University Press. 336 pages. The latest edition.

Module – Didactics and communication, 5 credits

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

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

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

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

Articles and other written material provided by the department, 100 pages.

Module – Subject-didactic essay, 5 credits

Recommended reading

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 (Svenska språknämnden). Liber. 220 pages. The latest edition.