



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

GI1200 Religionsvetenskap – inriktning undervisning och lärande i grundskolans senare år och gymnasiet I, 30 högskolepoäng

The Study of Religions – Teaching and Learning in Upper Secondary School I, 30 credits

Main field of study

Religious Studies

Subject Group

Religious Studies

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2009-11-02

Revised 2010-10-07. English translation added.

The course syllabus is valid from spring semester 2011

Prerequisites

General entry requirements.

Expected learning outcomes

Overall expected learning outcomes for the entire course:

On completion of the course, students should be able to:

- differentiate between a scientific on religion and a confessional-religious perspective, and demonstrate knowledge, both verbally and in writing, in a way that emphasizes the diversity and change of religion over time;
- account for general concepts, dogmas, rituals, texts and ideohistorical trends (both past and present) within a range of religious traditions;
- identify problems, describe general methods, and apply basic terminology;
- differentiate between the different roles religion plays on society, group and individual levels (both past and present), with regard to ecological, economical, social and cultural conditions;
- account for certain religious tendencies, as well as certain alternative philosophies to religion, in a modern, globalised world.
- using current policies and research as a basis, reflect over, and discuss, didactic problems concerning selection, realization and assessment in relation to the teaching of religion in lower and upper secondary school.

Expected learning outcomes for module 1, *Religious Studies - an introduction*

On completion of this module, students should be able to:

- briefly account for, and compare, the different ways in which to scientifically study religion and, in this respect, differentiate between a scientific-humanistic outlook on religion and a confessional-religious perspective;
- briefly account for the essential elements of Norse Paganism, for example, myths, rituals and ideologies, and relate them to social, economical and cultural conditions in Norse Pagan societies;
- apply simpler methods of interpretation to images and texts found in religious material, and conduct source criticism of religious material;
- through practical exercises, apply critical thinking and gender perspectives to religious phenomena and statements;
- briefly account for the contents of current policies for the subject of religious studies in lower and upper secondary school.

Expected learning outcomes for module 2, *Religions in Asia*

On completion of this module, students should be able to:

- from a scientifically critical approach, briefly account for general concepts, central texts, prominent religious figures, dogmas, institutions and rituals (both past and present) within Zoroastrianism, Hinduism, Buddhism and Chinese religion;
- demonstrate, both verbally and in writing, an awareness of the diversity of religious manifestations and historical variability with Zoroastrianism, Buddhism, Hinduism and Chinese religion (both past and present);
- discuss and evaluate (either verbally or in writing) literary, journalistic and popular-cultural works that are connected to Zoroastrianism, Hinduism, Buddhism and Chinese religion;
- demonstrate the ability to critically examine, evaluate and discuss the course content, and course literature, from a gender perspective;
- using current policies and religious-didactical research as a basis, discuss questions concerning selection and realization in relation to the teaching of religions in Asia in religious studies.

Expected learning outcomes for module 3, *Judaism, Christianity and Islam*

On completion of this module, students should be able to:

- from a scientifically critical approach, briefly account for general concepts, central texts, prominent religious figures, dogmas, institutions and rituals (both past and present) within Judaism, Christianity and Islam;
- demonstrate, both verbally and in writing, an awareness of the diversity of religious manifestations and historical variability within Judaism, Christianity and Islam (both past and present);
- discuss and evaluate (either verbally or in writing) literary, journalistic and popular-cultural works that are connected to Judaism, Christianity and Islam;
- using current policies and religious-didactical research as a basis, discuss questions concerning selection and realization in relation to the teaching of Judaism, Christianity and Islam in religious studies.

Expected learning outcomes for module 4, *Religions in the Contemporary World*

On completion of this module, students should be able to:

- demonstrate brief knowledge of theories concerning the conditions and roles of religions in a modern, globalised world;
- demonstrate knowledge of ideological alternatives to religion in modern times;
- demonstrate knowledge of key concepts and phenomena within new spiritual

- movements;
- conduct a minor field study and orally present the results to others;
- using current policies and religious-didactical research as a basis, discuss questions concerning selection and realization in relation to the teaching of religions and other philosophical conditions in a modern, globalised world.

Content

Obligatory elements will be assigned by the teacher.

Module 1 The Study of Religions - An Introduction 4.5 credits

The Study of Religion is an interdisciplinary subject in which humanistic and scientific, as well as social scientific, perspectives are used. The course provides an introduction in these perspectives. General concepts are introduced and applied in the example Norse Paganism. The didactical elements of the module deal with current policies and their importance for practical teaching within the subject of religion in school.

Module 2 Religions in Asia 7.5 credits

This module concerns the origins of Zoroastrianism, Hinduism, Buddhism and Chinese religion, along with their historical development up to the present day. Theological conceptions, institutions and ritual acts are dealt with, and religious traditions and institutional changes are analyzed. Particular emphasis is placed on the diversity and variation of religions. The didactical elements of the module deal with questions concerning selection and focus in the teaching of religions in Asia in lower and upper secondary school.

Module 3 Judaism, Christianity, and Islam 12 credits

This module concerns the origins of Judaism, Christianity and Islam, along with their historical development up to the present day. Theological conceptions, institutions and ritual acts are dealt with, and religious traditions and institutional changes are analyzed. Particular emphasis is placed on the diversity and variation of religions. The didactical elements of the module deal with questions concerning selection and focus in the teaching of Judaism, Christianity and Islam in lower and upper secondary school.

Module 4 Religions in the contemporary world 6 credits

This module deals with the conditions for articulating religious beliefs, exercising religious acts and organizing religious groups in a modern, secular society. Phenomena such as religious modernism, fundamentalism and various forms of politicized religion are discussed. New religions in today's society are analyzed and discussed against the backdrop of secularization theories. This module also deals with non-religious ideologies. Didactical elements deal with questions concerning selection and focus in the teaching of religions and non-religious ideologies in a modern, globalised world.

Type of Instruction

Teaching is in the form of lectures, group exercises, "blended learning" and seminars.

Examination

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

In order to pass the course, students need to meet the expected learning outcomes. In order to receive the grade pass with distinction for the entire course, students need to have passed 19 out of 30 credits with the grade pass with distinction. Examination occurs as follows:

Module 1 (depending on the number of students) 1. Oral group exams or a home assignment, 2. Active participation at seminars, 3. Comments on themes included by the teacher at the discussion forums in the learning platform;

Module 2. 1. Joint exam, 2. Active participation at seminars, 3. Comments on themes included by the teacher at the discussion forums in the learning platforms, 4.

Participation at a discussion forum concerning fiction/popular science work;

Module 3. 1. Joint exam, 2. Active participation at seminars, 3. Comments on themes

included by the teacher at the discussion forums in the learning platforms, 4. Participation at a discussion forum concerning fiction/popular science work;
Module 4. 1. Home assignment in the form of a reflexive extractive exam, 2. Active participation at seminars, 3. Comments on themes included by the teacher at the discussion forums in the learning platforms, 4. Oral presentation in group from a field study.

All modules require participation. If students do not attend the seminars, they need to hand in a written completion.

A resit is offered within six weeks (within the framework of regular terms) and the number of resits is limited to five (in accordance with the Higher Education Ordinance 6 chap. 21§).

Course Evaluation

Tuition is continually evaluated during the course of the semester. At the end of every course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Required Reading and Additional Study Material

List of references Module 1 - The Study of Religions - An Introduction 4.5 hec

Klausen, Søren Harnow. *Vad är vetenskap*. Natur och kultur. (chapters 2-6) 180pages. 2006.

Steinsland, Gro. *Fornnordisk religion*. Natur och kultur. 2007 (selected ca 250pages).

Svensson, Jonas & Stefan Arvidsson (red.). *Människor och makter. En introduktion till religionsvetenskap*. Högskolan i Halmstad. 200pages. 2010.

Articles and stencilmaterial. 50pages

List of references Module 2 - Religions in Asia 7.5 hec

Obligatory course literature

Adler, Joseph A. *Chinese religion*. Routledge, 128pages. Latest edition.

Hellman, Eva. *Hinduiska gudinnor och kvinnor. En introduktion*. Nya Doxa. 80pages. Latest edition.

Jacobsen, Knut. *Buddhism. Kultur, historia, tradition*. Natur & Kultur, 318pages. Latest edition.

Jacobsen, Knut. *Hinduismen. Historia, tradition och mångfald*. Natur & Kultur, 393pages. Latest edition.

Stausberg, Michael. *Zarathustra och zoroastrismen*. Nya Doxa, 140pages. Latest edition.

Documents

Links to online material will be assigned by the teacher

Literary/popular science discussion literature

Kerouac, Jack. *Dharma Bums*. Penguin. 224pages. Latest edition.

O'Yeah, Zac. *Guru. En resa i underlandet*. Ordfront. 375pages. Latest edition.

Articles according to the teacher's direction

List of references Module 3 - Judaism, Christianity, and Islam 12 hec

Obligatory course literature

Ford, David F., *Theology: a very short introduction*, Reissue, Oxford Univ. Press, Oxford, Latest edition.

Groth, Bente. *Judendomen. Kultur, historia, tradition*. Natur & Kultur. 344pages. Latest edition.

Hjärpe, Jan. (red.) *99 frågor om islam och något färre svar* Leopard. 173pages. Latest edition.

Hjärpe, Jan. *Islam – lära och livsmönster*. Norstedts Förlag. 136pages. Latest edition.

Olivestam, Carl E. *Från kyrka till wellbeing. Handbok i kyrkokunskap*. Student literature. Latest edition (selected ca 200pages).

Otterbeck, Jonas, *Samtidsislam: unga muslimer i Malmö och Köpenhamn*, Carlsson, Stockholm, 229pages. Latest edition.

Rasmussen, Tarald & Einar Thomassen. *Kristendomen. En historisk introduktion*. Artos & Norma bokförlag AB. Latest edition (selected ca 200pages).

Westerlund, David, *Islam eller kristendom?: nutida polemik och konflikter bland kristna och muslimer*, 1. uppl., Dialogos, 159pages, Latest edition.

Documents

Bibel 2000. Bibelkommissionens översättning. Liber (or other publishers). Latest edition. On internet: bibeln.se.

Koranens budskap. M.K Bernströms översättning. Proprius förlag AB. Latest edition. On internet: www.koranensbudskap.se

Skönlitterär/populärvetenskaplig diskussionslitteratur

Enquist, Per Olov. *Lewis resa*. Norstedts Förlag. 597pages. Latest edition.

Froman, Ingmari *Islam, brudar och paljetter*, Ordfront, 209pages. Latest edition.

Gardell, Jonas. *Om Jesus*. Norstedts Förlag. 368pages. Latest edition.

Solomin, Nina. *OK, amen. Om kärlek och fientlighet i chassidernas NewYork*. Wahlström & Widstrand. 325pages. Latest edition.

Articles according to the teacher's direction.

List of references Module 4 - Religions in the contemporary world 6 hec

Hammer, Olav. *På spaning efter helheten – New Age en ny folketro?* Wahlström och Widstrand, 389pages. Latest edition.

Klausen, Søren Harnow. *Vad är vetenskap?* Natur och kultur. Latest edition. (Chapters. 1 och 7. 63pages)

Raudvere, Catharina & Olav Hammer (red.) *Med gudomlig auktoritet. Om religionens kraft i politiken*. Makadam. 271pages. Latest edition.

Svanberg, Ingvar & David Westerlund (red.) *Religion i Sverige*. Dialogos. Latest

edition (selected ca 200pages)

Documents

Dawkins, Richard. *Illusionen om Gud*. Pocketförlaget. 412pages. Latest edition.

Hammar, KG & Ami Lönnroth. *Jag har inte sanningen, jag söker den*. Ordfront. 208pages. Latest edition.

Marx, Karl & Fredrich Engels. *Kommunistiska manifestet*. Nixon. 108pages. Latest edition.

Articles after the teacher's direction. Ca 50pages.