



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

GI1202 Inriktning religionsvetenskap - undervisning och lärande i grundskolans senare år och gymnasiet II, 30 högskolepoäng
The Study of Religions – Teaching and Learning in Upper Secondary School II, 30 credits

Main field of study

Religious Studies

Subject Group

Religious Studies

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2010-06-17

The course syllabus is valid from spring semester 2011

Prerequisites

Passed result from GI1200 The Study of Religions – Teaching and Learning in Upper Secondary School I or the equivalent.

Expected learning outcomes

Expected learning outcomes for the entire course

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

- after clear religious didactic reflection and consideration of relevant policies, apply the knowledge received from the study of religion to actual teaching situations in both lower and upper secondary school.
- apply basic methods for scientific study of religious texts;
- account for a selection of sociological and anthropological theories and methods that are relevant within the field of religious studies;
- confidently use basic religious studies concepts both verbally and in writing;
- discuss the changing conditions and manifestations of religions in relation to different social, cultural and political contexts;
- analyse concrete moral problems with clear references to different moral-philosophical and religious ethical traditions.

Expected learning outcomes for module 1, *Teachers Practice*, 15 credits

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

- from relevant policies, conduct a critical discuss about the overall aims and goals of religious education;
- suggest ways in which the overall aims and goals of these policies can be realised in an actual teaching situation;
- through participation observation, literary studies and conversations with active teachers, identify central religious didactic problems as well as reflecting over them both verbally and in writing;
- plan and carry out tuition in the subject of religious studies for lower and/or upper secondary school on the basis of your own subject knowledge and didactic position;
- demonstrate basic intimate knowledge of assignments, including examination and assessment of pupils' performances, frequently used by working teachers within the subject of religious studies;
- suggest and evaluate different forms of teaching relevant within the subject of religious studies for both lower and upper secondary school;
- display basic intimate knowledge and evaluate different types of teaching material.

Expected learning outcomes for module 2, *Religious Words and Institutions*, 5 credits
On completion of the course, students should be able to:

- give an overview of the legislative history of certain religious texts, taking into consideration religious institutions and their importance for the forming and intermediation of traditions;
- account for the different roles texts can play in religious contexts, and, in this respect, take into extra consideration the relationship between verbal and written texts;
- identify and discuss interpretation problems in religious texts in relation to their historical, cultural and literary contexts;
- discuss the modules content starting with didactic reflections.

Expected learning outcomes for module 3, *Religious Actions and Communities*, 5 credits

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

- account for a selection of sociological and anthropological theories and methods applicable within the field of religious studies;
- problematise basic religious studies' concepts that are relevant to religion as a social and ethnic phenomenon;
- analyse religious phenomena with the help of basic gender research methodology;
- discuss the modules content starting with didactic reflections.

Expected learning outcomes for module 4, *Ethics*, 5 credits

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

- account for certain established moral-philosophical traditions;
- apply ethical analysis to concrete and current moral problems;
- discuss the relationship between the changes in moral beliefs and greater societal changes;
- compare how moral codes and ethical systems are expressed and justified in different religious traditions;
- discuss the modules content starting with didactic reflections.

Content

The course is made up of the following modules:

Module 1 Teachers practice 15 credits

During the course of this module the student, during a period of 10 weeks fulltime, will work in, and follow the work of, a school. Together with the supervisor, the student will reflect over didactic questions, as well as teach. Besides teaching, the student, together with a supervisor, will also partake as much as possible in frequent assignments such as staff meetings and discussions on progress. Experience is documented from the aspects planning, accomplishments, evaluation and didactic reflection. The documentation constitutes the foundation for joint discussion seminars.

Module 2 Religious words and institutions 5 credits

In this module, religious words, stories and other verbal and written linguistic manifestations are analysed. Institutional conditions for these religious manifestations are examined, and questions about the role of religious experts, about canonization, editorial work and excommunication are taken up. Methods and theories for analysing and explaining linguistic manifestations and religious institutions are presented. Also included in this module are didactic seminars where central themes are related to the teaching of religious studies in lower and upper secondary school.

Module 3 Religious actions and communities 5 credits

This module deals with religion as a ritual and collective phenomenon. Religious actions and rituals are analysed according to anthropological and sociological theories. Varying forms of religious communities are analysed with the help of sociological theories. Methods for data acquisition, for example, "participant observation" are discussed. This module also touches upon questions concerning gender, ethnicity and modernity. Also included in this module are didactic seminars where central themes are related to the teaching of religious studies in lower and upper secondary school.

Module 4 Ethics 5 credits

In this module moral-philosophy and religious ethical systems are analysed. Questions concerning the legislation of moral codes, and how these codes are articulated symbolically and ritually, are taken up, as well as questions about how morality relates to the surrounding community. This module uses examples from the religions of the world with emphasis on today's modern society. Methods and theories for analysing and explaining moral statements and religious ethical systems are dealt with. Also included in this module are didactic seminars where central themes are related to the teaching of religious studies in lower and upper secondary school.

Type of Instruction

Teaching is in the form of lectures, group work and seminars. The teacher will determine which components of the course are mandatory. Written and/or oral assignments, as well as study visits, are also a part of the course.

The work-based education will take place at a host school, under supervision. University-based seminars are included.

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. Examination occurs through written and/or oral assignments. In order to receive the grade pass with distinction for the entire course, students need to have passed 15 out of 30 credits with the grade pass with distinction.

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

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 - Teachers practice 15 hec

Löfstedt, Malin (red) *Religionsdidaktik*. Student literature, Latest edition [planned date of publication Autumn 2010].

Articles and stencilmaterial: ca 200 pages.

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

Obligatory literature

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

Gilhus, Ingvald Saelid & Mikaelsson, Lisbeth *Nya perspektiv på religion*. Natur & Kultur. 180 pages. Latest edition (Chap. 1-6)

Hayes, John & Carl Holladay *Biblical Exegesis. A beginner's handbook*. Westminster John Knox Press. Latest edition (selected ca 150pages)

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

Relevant extracts from religious documents will be assigned by the teacher, from Internet Sacred Text Archive (www.sacred-texts.com/) among others. Ca 50 pages.

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

Bowie, Fiona. *The Anthropology of Religion. An Introduction*. Blackwell. 2000 eller senare utgåvor. 352s

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

Gilhus, Ingvald Saelid & Mikaelsson, Lisbeth *Nya perspektiv på religion*. Natur & Kultur. Chap. 7-8. 60 pages, latest edition.

Sky, Jeanette *Genus och religion*. Natur och kultur, 213pages, Latest edition.

Articles and stencilmaterial
ca 150 pages.

List of references Module 4 - Ethics 5 hec

Collste, Göran *Inledning till etiken*. Student literature, 113 pages. Latest edition.

Morgan, Peggy *Ethical issues in six religious traditions*. Edinburg university press, 352 pages. Latest edition (selected).

Singer, Peter *Praktisk etik* Thales, 333 pages. Latest edition

Articles and stencilmaterial ca 50 pages.