

## ÄRED02, Religious Education 2, 30 credits

*Religionskunskap 2, 30 högskolepoäng*

First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-12-07 and was last revised on 2024-06-07 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2024/458). The revised syllabus comes into effect 2024-09-01 and is valid from the spring semester 2025.

### General information

The course is included in the Teacher Education Programme at Lund University.

*Language of instruction:* Swedish

*Main field of study*      *Specialisation*

-                      G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

### Learning outcomes

On completion of the course, the student shall be able to

#### Knowledge and understanding

- account for different ways to describe, analyse and take a position on ethical problems and on learning and teaching about this
- understand the significance of identity, its different dimensions and how it is shaped and developed by different factors
- account for the content of school syllabi with regard to the parts of religious education that the course deals with
- account for didactic models and concepts that can be used to reflect on how the course's different themes can be addressed in school

- account for the role and function of religion in present-day society, using theories of modernity, post-modernity, secularisation, globalisation, migration and post-colonialism
- account for and compare a selection of past and present religio-political expressions
- summarise and explain some models for understanding religio-political expressions from religious studies, political science and sociology
- describe how a selected religious text has emerged and gained religious authority, and how it can be used in ideological and ritual contexts
- formulate an issue based on the subject of religion and text with a clear aim and question
- explain the distinctive traits of an academic paper in comparison with other genres/text types, e.g. journalistic features or political opinion pieces

### **Competence and skills**

- discuss and critically assess ethical theories
- discuss different modes of action based on ethical concepts and theories
- compare and analyse different theories about identity
- use didactic concepts and adapt didactic models to the different areas and learning outcomes covered in the course
- use a didactic analysis to independently devise and convert content and working methods in relation to the learning of groups and individuals and to school policy documents
- explain, analyse and interpret the situation and function of religion in present-day society, using theories of modernity, post-modernity, secularisation, globalisation, migration and post-colonialism
- describe, analyse and interpret how religious texts and historical processes are used to sanction political and/or ideological positions and to legitimatise what is a correct life style
- critically assimilate research about religion and politics in Swedish and English
- produce a minor paper on the topic of religion and text, select and assess scholarly literature of relevance to the assignment, and present and discuss the topic in comprehensible written Swedish and using an academically accepted system for quotations, references and works cited

### **Judgement and approach**

- take informed positions on practical ethical problems
- express a specialised awareness about the meanings created in encounters between the religious education teacher and pupil with regard to questions raised in religious education, especially ethical issues and issues of identity
- express the importance of knowledge, respect and perceptiveness in meetings with pupils with different cultural backgrounds and perspectives on life
- assess and reflect on their own religious education teaching by relating it to their own intentions, the pupils' learning and policy documents

- take a critical position on theories of modernity, post-modernity, secularisation, globalisation, migration and post-colonialism
- distinguish, compare and take a position on religious and scientific terminology
- critically assess the content of religio-political statements
- distinguish between the application of a scholarly and a religious perspective on a religious text

## Course content

The course consists of four modules:

1. Ethics, Identity and Education, 7.5 credits
2. Religion and Society Today, 7.5 credits
3. Religion and Politics in History, 7.5 credits
4. Religion and Text, 7.5 credits

Module 1 consists of two components: 1. Ethics didactics and 2. Didactic perspectives on identity, ethical problems and views and questions about identity are analysed and discussed. Subject didactics is integrated in all components with reflection, discussion and exercises that address the roles of teacher and pupil, learning outcomes, learning, teaching and assessment.

Module 2 is an introduction to theories explaining contemporary society and how they can explain the place and function of religion in present-day society. Students are introduced to theories of modernity, post-modernity, secularisation, globalisation, migration and post-colonialism and practise discussing their relevance to the the study of religion.

Module 3 examines the intimate relationship between religion and politics throughout history and in several cultural contexts. Furthermore, it deals with modern religious uses of history and political/ideological interpretations of religious texts from a historical perspective.

Module 4 enables students to engage with an independent assignment which is to be reported in a minor paper. The aim of the course is to introduce and provide training in academic writing. The assignment is limited to an oral or written text of religio-historical significance that is selected in consultation with the examiner and studied closely.

## Course design

The teaching of module 1 consists of lectures and seminars. Attendance at the module's seminars (around six) is compulsory. Some absence can be compensated for in writing according to the teacher's instructions. If absence exceeds 20% of the seminars in the course, students may compensate for it through attendance at the same course component next time the course is offered.

The teaching of module 2 and 3 consists of lectures and seminars.

The teaching of module 4 consists of lectures, seminars and supervision.

## Assessment

Module 1, Component 1, Ethics of didactics, is assessed through an individual written assignment. Component 2, Didactic perspectives on identity, is assessed through an individual written assignment.

Assessment of Module 2 is based on a written take-home exam.

Assessment of Module 3 is based on a written take-home exam.

The assessment of module 4 is based on the composition of a minor paper of approximately 40 000 characters including spaces and a title page, table of contents and list of references, and a final defence seminar.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

Module 1: The grades awarded for Component 1 are Pass or Fail. The grades awarded for Component 2 are Fail, Pass or Pass with Distinction. For a grade of Pass, the student must have been awarded at least the grade of Pass on both components. For a grade of Pass with Distinction, the student must also have been awarded the grade of Pass with Distinction on the second component.

For the grade of Pass on the course, students must have been awarded at least the grade of Pass on all modules. For the grade of Pass with Distinction on the course, the student must also have been awarded this grade on at least two of the modules.

## Entry requirements

To be admitted to the course, students must have passed at least 15 credits of Religious Education 1 (ÄRED11) or the equivalent.

## Further information

- The course is offered at the Centre for Theology and Religious Studies, Lund University.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- Module names in Swedish:
  1. Etik, identitet och lärande
  2. Religion och samhälle i nutid
  3. Religion och politik i historien
  4. Religion och text