



Faculties of Humanities and Theology

ÄRED02, Religious Education 2, 30 credits

Religionskunskap 2, 30 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus is an old version, 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 2019-12-09. The revised syllabus applied from 2019-12-09, spring semester 2020.

General Information

The course is included in the Master's programme in Secondary Education at Lund University.

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree requirements

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

Learning outcomes

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

Knowledge and understanding

- account for different ways to describe, analyse and take a position on ethical problems and of 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
- apply religious texts in religious education

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
- assess and critically judge textbooks in religion.

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

In module 1, 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 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. The didactic components of the course deal with the use of religious texts in religious education, analysis of textbooks focusing especially on Islam and teaching about Judaism.

Course design

The teaching of module 1 consists of lectures, seminars and exercises. Compulsory participation is required in approximately 5 seminars and exercises. Students who have been unable to participate will be offered the opportunity to compensate for or re-take compulsory components in writing in accordance with the lecturer's instructions.

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

The teaching of module 4 consists of lectures, seminars and supervision. Compulsory participation is required in approximately 5 seminars in religious education didactics. Students who have been unable to participate will be offered the opportunity to compensate for or re-take compulsory components in writing in accordance with the lecturer's instructions.

Assessment

The assessment of module 1 is based partly on a written lesson plan on ethics produced in groups and an oral presentation and discussion of the plan, and partly on an individual written assignment on the topic of the teacher's profession and identity.

The assessment of module 2 is based on a take-home exam.

The assessment of module 3 is based on a 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.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

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

Entry requirements

To be admitted to the course, students must have passed at least 18 credits of Religious Education 1 (ÅRED01) or the equivalent.

Further information

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

Subcourses in ÄRED02, Religious Education 2

Applies from V19

- 1901 Ethics, Identity and Education, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1902 Religion and Society Today, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1903 Religion and Politics in History, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1904 Religion and Text, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction