1. **Title of the module**

RSST3420 (TH342) – Religion in the Contemporary World

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA Religious Studies (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Articulate clearly core concepts and arguments in key theories and debates in the social and cultural study of contemporary religion;

8.2 Articulate clearly relevant criticisms of key theories and ideas, and evaluate the validity of these;

8.3 Demonstrate some understanding of how different theories or accounts of religion in the contemporary world could be understood in relation to each other;

8.4 Identify ways in which particular theories or debates may be relevant for specific case examples in contemporary culture and society.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate a clear understanding of the content of secondary literature which provides introductions and overviews of key theories and debates;

9.2 Identify and critically evaluate sources relevant to a particular theory or debate;

9.3 Present their ideas clearly verbally and in writing at a level appropriate to first year, undergraduate study.

1. **A synopsis of the curriculum**

The curriculum will be structured to introduce students to a range of key theories and debates which provide a basic framework for the social and cultural study of contemporary religion. Each session will introduce students to a particular theory or debate, using panel presentations in the seminars to get a small group to present their initial understanding and questions of relevant introductory literature. Throughout the module, students will be helped to see possible connections between these various theories and debates, as well as think about current issues to which these theories and debates might be relevant.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Davie, G. (2007). *The Sociology of Religion*. London: Sage

Furseth, I. & Repstad, P. (2006). *An Introduction to the Sociology of Religion*. Aldershot: Ashgate

Hinnells, J. (2010). *The Routledge Companion to the Study of Religion* (2nd edition). London and New York: Taylor & Francis Group

Woodhead, L. et al. (2009). *Religions in the Modern World* (2nd edition). London and New York: Routledge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay (2,000 words) – 50%
* Examination (2 hours) – 50%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students take these module from a wide range of international and cultural backgrounds. The learning outcomes for this module have been written in such a way as to encourage students to develop skills and knowledge in understanding issues in the study of contemporary religion in ways that they can use in relation to these diverse backgrounds. Understanding the study of contemporary religion in international and trans-national perspective is explicitly addressed in the module subject content. Examples of this include the significance of colonialism as an aspect of modernity and its global impact on religion, the extent to which secularisation theories are applicable only to Western Europe and less so to other parts of the world, and the diverse ways that the mediatisation and commodification of religion can find expression in different national and cultural contexts.

Students are encouraged to make explicit connections between wider theoretical debates and their own background in seminar discussions, and assessment tasks (both in the assignment and written exam) allow students to critique theories examined in the module in relation to their applicability to different national contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |