1. **Title of the module**

RSST6480/RSST6490 (TH648/TH649) Religion and Japanese Culture

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 5 (RSST6480) and Level 6 (RSST6490)

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

30 Credits (15 ECTS)

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

Autumn or Spring

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

None

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

Optional for BA Asian Studies (Joint Honours); BA Religious Studies (Single and Joint Honours); BA Global Philosophies (Single Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module, Level 5 students will be able to:**

8.1 Demonstrate an understanding of and be able to examine a range of Japanese traditions associated with the category of religion, including Buddhism and Shinto;

8.2 Examine a key concept, idea, theme or practice occurring in Japanese traditions;

8.3 Demonstrate an appreciation of the problems of translating Japanese culture, traditions, practices and concepts into a western interpretive framework and language, for instance the problems of using terms like ‘religion’ and ‘philosophy’ or western notions of ‘literature’ in relation to Japanese contexts.

**On successfully completing the module, Level 6 students will be able to:**

8.4 Demonstrate a comprehensive understanding of and be able to critically examine a range of Japanese traditions associated with the category of religion, including Buddhism and Shinto;

8.5 Critically analyse a key concept, idea, theme or practice occurring in Japanese traditions;

8.6 Demonstrate a critical and systematic understanding of the problems of translating Japanese culture, traditions, practices and concepts into a western interpretive framework and language, for instance the problems of using terms like ‘religion’ and ‘philosophy’ or western notions of ‘literature’ in relation to Japanese contexts.

1. **The intended generic learning outcomes.
On successfully completing the module, Level 5 students will be able to:**

9.1 Demonstrate their communication skills and organise information in a clear and coherent fashion through note-taking, independent research, writing and organising skills in the completion of their written assignments;

9.2 Demonstrate their own learning by applying humanities and social scientific approaches to their object of study;

9.3 Use electronic media to identify and collate appropriate academic resources from the library material, including primary sources, as well as online journals, and other reliable electronic sources, and reference this material effectively;

9.4 Deploy a range of IT skills effectively, such as word-processing text with footnotes, basic formatting, searching databases and text files;

9.5 Demonstrate a capacity to take responsibility for their own personal and professional learning and development.

**On successfully completing the module, Level 6 students will be able to:**

9.6 Demonstrate their communication skills and organise information in a clear and coherent fashion through note-taking, independent research, writing and organising skills in the completion of their written assignments;

9.7 Demonstrate an ability to engage in critical independent research and appropriate humanities and social scientific approaches to their object of study;

9.8 Use electronic media to identify and analyse appropriate academic resources based upon independent research from library materials, including primary sources, as well as online journals, and other reliable electronic sources, and reference this material effectively;

9.9 Deploy a range of IT skills with a high degree of effectiveness, such as use of online search-engines, word-processing text with footnotes, basic formatting, searching databases and text files;

9.10 Demonstrate a well-developed capacity to take responsibility for their own personal and professional learning and development.

1. **A synopsis of the curriculum**

This module explores the cultural specificity and diversity of Japanese culture, traditions, social and political systems and literature from a variety of disciplinary perspectives. The topic of Japan will be approached on a thematic basis but with particular emphasis on an understanding of the historical and interpretive challenges to inter-cultural understanding between Japan and Europe/the West.

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

de Bary, W. Th (2000), *Sources of Japanese Tradition, Vol 1*, New York: Columbia University Press.

de Bary, W. Th (2010), *Sources of Japanese Tradition, Vol 2*, New York: Columbia University Press.

Earheart, H. Byron (2014), *Religion in Japan: Unity and Diversity*, 5th Edition, Boston: Wadsworth.

Josephson, Jason (2012), *The Invention of Religion in Japan*, Chicago: University of Chicago Press.

Tanaka, Stefan (1995), *Japan’s Orient: Rendering Pasts into History*, London and Berkeley: University of California Press.

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 20%
* Essay 2 (2,000 words) – 30%
* Examination (three hours) – 50%

Level 5 and 6 students will be given different essay questions and exam paper reflecting the level of their study. Level 6 will be required to demonstrate a more in-depth critical analysis and systematic understanding of their chosen questions.

* 1. Reassessment methods

This module will be reassessed by 100% examination.

* Reassessment Examination (three hours) – 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1 / 8.4* | *8.2 / 8.5* | *8.3 / 8.6* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Essay 2 |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **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**

This module provides an introduction to the study of Japanese culture and traditions and contributes directly to the internationalisation of curriculum offering within SECL by extending beyond the study of Europe. The module involves training students in being able to examine the world from a non-European point of view and to broaden their cultural horizons.

**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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