1. **Title of the module**

RSST8760 (TH876) – Religion, Media and 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 7

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**

Compulsory for MA Religion

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

8.1 Demonstrate an advanced and systematic understanding of key debates in the field of media, religion and culture (for example: the way in which the experience of religion is shaped by modern media);

8.2 Display critical awareness of how to situate a discussion of a specific issue in this field in the context of those wider debates in the field of media, religion and culture (for example: the rise of spiritualism in the context of the invention of the telegraph);

8.3 Demonstrate a comprehensive understanding of key concepts within this field (e.g. mediation, mediatisation) and use this understanding to critically evaluate a specific case or issue concerning the role of media in relation to religion;

8.4 Give a critical, systematic and original analysis of the ways in which the use of media in a particular religious context is shaped by factors such as the nature of media technologies, religious traditions, religious aesthetics and embodied practice and social, cultural and political context.

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

9.1 Undertake careful and critical scholarship and research at an advanced level;

9.2 engage in independent research and writing;

9.3 Present an argument and communicate coherently and critically;

9.4 Take responsibility for personal and professional learning and development and manage their time effectively;

9.5 Deploy a range of IT skills effectively;

9.6 Produce work which is appropriately presented and referenced;

9.7 Harness and develop their academic performance from the feedback and advice given by tutors and other students in essays and presentations.

1. **A synopsis of the curriculum**

There is an increasing recognition within the study of religion that understanding social and cultural forms of religion necessarily involves paying attention to the media through which people engage with religion or perform their religious lives. Growing out of early work on religion and film, and new forms of religious media (e.g. televangelism), academic work in this field has broadened out from studying the representation of religion in media texts to thinking more broadly about the significance of media in relation to religion. This has opened up tdiscussions about the ways in which religion is always mediated as well the implications of different media forms for this process. Whilst still maintaining an interest in the context of media ‘texts’, this work is therefore opening up questions about the role of practice, aesthetics and the senses in media use as well as broadening what we might think of as ‘media’ in religious contexts.

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

Campbell, H.A. (2010). *When Religion Meets New Media*, Abingdon: Routledge

Deacy, C. and Elisabeth Arweck, (2009). *Exploring Religion and the Sacred in a Media Age*, Farnham: Ashgate

Lynch, G. and Jolyon Mitchell, with Anna Strhan (eds.), (2012). *Religion, Media and Culture: A Reader*, Abingdon: Routledge

Mazur, E. Michael Mazur and Kate McCarthy (eds.), (2001). *God in the Details: American Religion in Popular Culture*, 2nd edition, Abingdon: Routledge

Morgan, D. (ed.), (2008). *Key Words in Religion, Media and Culture*, Abingdon and New York: Routledge

Wagner, R. (2012). *Godwired: Religion, Ritual and Virtual Reality*, Abingdon: Routledge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (5,000 words) – 100%
	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* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **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 come to this MA module from the full range of departmental sub-disciplines and global foci, as well as from a wide range of international and multidisciplinary backgrounds. The learning outcomes and scheduled meetings for the module alike encourage students to develop skills and knowledge so that they can address themselves to the international, colonial and globalising contexts within which religion has come to be a driving force in the development of infrastructures of communication, international media conglomerates, and the form or content of popular cultural production. Regular discussions with lecturers and other students will reinforce the global dimensions of our research as well as the international implications of our various projects. Students will be encouraged to develop practical and conceptual implications of their research for ongoing questions of the historical, international, and globalising contexts of the discourses of religion and media.

**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 |