1. **KentVision Code and Title of the module**

SOCI7360 (SO736) - Sociology of Religion

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

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

Level 6

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)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules and/or module restrictions**

None

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

Cultural Studies and Media BA

Cultural Studies joint-honours BA degrees

Sociology BA

Sociology joint-honours BA degrees

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

8.1 Consolidate knowledge about how religion shapes human identities and social relationships

8.2 Demonstrate in-depth appreciation of how religion constitutes a basis for the creation, reproduction and transformation of society and culture

8.3 Conceptualise the relationship between practice and belief in the contemporary era

8.4 Demonstrate systematic understanding of some of the major sociological theories which have explored the relationship between religion and society

8.5 Apply knowledge about how religious practices might be implicated in the construction, maintenance and reproduction of social inequalities

8.6 Critically evaluate the area of ‘religious body pedagogics’ as explored through competing notions of the habitus

8.7 Conceptualise the relationship between religious experience and different modes of materiality and media

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

9.1 Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation

9.2 Interrogate and integrate diverse sources of sociological and cultural analysis and information and produce distinctive knowledge

9.3 Analyse case studies with the assistance of interdisciplinary resources,

9.4 Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting

9.5 Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format

1. **A synopsis of the curriculum**

This module covers key issues and debates in the sociology of religion in order to interrogate the significance of religious faith and belief in the modern world. After an introductory lecture, the module is organised into two closely connected parts. Firstly, it explores classical statements on the sources, meaning and fate of religion in modernity by examining the writings of Karl Marx, Emile Durkheim, Max Weber and Georg Simmel, and using their analyses to interrogate current events (e.g. ‘prosperity Pentecostalism’ and also violent responses to transgressions of what religions consider to be sacred). The emphasis here is on developing in students the knowledge and skills necessary to appreciate and engage critically with the significance of religion for the development of sociology, and with key statements about the modern fate of religion in and beyond the West. Second, the module explores in some detail core issues concerned with and associated with the secularisation debate. Here, we look not only at conventional arguments concerning secularisation and de-secularisation, but also at the significance of ‘the return of the sacred’ in society, civil religion, the material experience of religion, and the manner in which religious identities and habits are developed in the contemporary world. This enables us to develop new perspectives on the viability of religion in current times.

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

Butler, J. et al. (2011) *The Power of Religion in the Public Sphere*. New York, Columbia University Press.

Casanova, J. (1994) *Public Religions in the Modern World.* Chicago: Chicago University Press.

Davie, G. (2013) *The Sociology of Religion. London*: Sage. Chapter 1.

De Vries, H. (2008) (ed.), *Religion. Beyond a Concept*. New York: Fordham University Press.

Mellor, P.A. and Shilling, C. (2014) *Sociology of the Sacred*. London: Sage.

1. **Contact hours**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework – essay (2250 words) - 50%

Examination (2 hours) – 50%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X | X | X |  |  |
| Seminars | X | 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 | X |
| Examination | X | X | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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**

The discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**DIVISIONAL 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) |
| N/K | N/K | January 2016 | N/K | N/K |
| 09/2021 EAP | Minor | September 2021 | 13, 14 | No |

Revised FSO Feb 2018