

## TH5117 WORLD RELIGIONS

1.	<b>Module code:</b>	TH5117
2.	<b>Title:</b>	WORLD RELIGIONS
3.	<b>Credit points:</b>	10
4.	<b>FHEQ level:</b>	5
5.	<b>Semester:</b>	<i>Onsite: Semester? Distance: Semester?</i>
6.	<b>Module leader:</b>	Tim Lim
7.	<b>Accredited by:</b>	MDX
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>  To enable understanding of some of the religious traditions worldwide, appreciate the diversity of religious practices, and develop an awareness of and respect for the views of others in religious spheres. To build on study of historical and contemporary cultural contexts within which the Church operates and Christian theology is practiced at Level 4, complement related study at Level 5, and lay foundations for further study at Level 6.	
10.	<b>Learning outcomes:</b>  <b>Knowledge</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>critically describe and explain the core doctrines, key practices, and spiritual and religious experiences of two or more non-Christian religions (A3)</li> <li>compare and contrast the teachings, practices and experiences of two or more non-Christian religious traditions (A3)</li> <li>critically investigate and evaluate different approaches to the study of religion (A2, A3)</li> <li>explore Christian theological responses to and practical relationships with non-Christian religious traditions (A2, A3)</li> </ol> <b>Skills</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>analyse and interpret key aspects of the teachings, practices and experiences of two or more non-Christian religions in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3, B4)</li> <li>engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)</li> <li>organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8)</li> </ol>	
11.	<b>Syllabus:</b>  A survey of two or more non-Christian world religions - such Buddhism, Hinduism, Islam, Judaism and Sikhism - focusing on their core teachings, key practices and the spiritual and religious experiences of their adherents. The selection of the specific religious traditions to be studied will be guided both by the	

	expertise and research interests of module tutors and by key issues of contemporary apologetic, missional, ethical and theological concern in Christian communities in general and evangelical Christian communities in particular.																							
12.	<b>Learning and teaching strategy:</b>  Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. <b>Onsite education</b> will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). <b>Distance education</b> through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. <b>Both onsite and distance students</b> will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.																							
13.	<b>Assessment scheme:</b> <b>1. Formative assessment scheme</b>  Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.																							
	<b>2. Summative assessment scheme</b>  <div> <b>Task: Seminar Participation</b>   Distance: participation means submitting original post of no more than 300 words per post for each of minimum 8 units. In each of the posts, students are expected to engage with the contents of the module materials and readings. </div> <table> <tr> <th>Weighting</th><th>Specification e.g., word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr> <tr> <td>15%</td><td><i>Seminar Participation</i></td><td><i>All LOs</i></td><td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes </td><td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module </td></tr> </table> <div> <b>Task: Practical Observation and Reflective Paper</b>  An 800-word paper pertaining to either your visit to a worship site of a religion (not of your religious persuasion and religious belonging), or your observation to a public religious event (organized for adherents of a religious persuasion that is different from your religious belonging). </div> <table> <tr> <th>Weighting</th><th>Specification e.g., word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr> <tr> <td>25%</td><td><i>Practical observation and reflective paper (800 words)</i></td><td><i>All LOs</i></td><td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes </td><td> <input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes – individual student  <input type="checkbox"/> Yes – group approval  <input type="checkbox"/> Yes – whole module </td></tr> </table> <div> <b>Task: Essay</b> </div>				Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	15%	<i>Seminar Participation</i>	<i>All LOs</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	<i>Practical observation and reflective paper (800 words)</i>	<i>All LOs</i>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
60%	Essay (2000 words)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p><b>The marking scale is as follows:</b></p> <ul style="list-style-type: none"> <li>00-34 is considered a fail.</li> <li>35-39 is considered a compensatable pass (where appropriate and after re-assessment).</li> <li>40-49 is considered a third-class pass</li> <li>50-59 is considered a lower second-class pass.</li> <li>60-69 is considered an upper-second-class pass.</li> <li>70+ is considered a first-class pass.</li> </ul> <p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.</p> <p>Therefore, please delete the statement which <b>does not</b> apply to this module:</p> <ol style="list-style-type: none"> <li><del>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except where compensation applies (if appropriate).</del></li> <li>In order to pass the module, the student will be required to achieve <b>an aggregate mark of 40+ across all module elements</b>, except where compensation applies.</li> </ol> <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p>				
Seen examination		%		
Unseen examination		%		
Coursework (no examination)		100%		
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
15.	<b>Length of exam</b>			
16.	<p><b>Learning materials</b></p> <p><b><i>Essential</i></b></p> <p>Beckerlegge, G., <i>The World Religions Reader</i> (London: Routledge, 2000)</p> <p>Gwynne, P., <i>World Religion in Practice: A Comparative Introduction</i> (Oxford: Blackwell, 2003)</p> <p>Muck, T., Netland, H., and McDermott, G., eds., <i>Handbook of Religion: A Christian Engagement with Traditions, Teachings, and Practices</i> (Baker Academic, 2014)</p> <p><b><i>Recommended</i></b></p>			

	<p>Burke, T., <i>The Major Religions: An Introduction with Texts</i> (Oxford: Blackwell, 2004)</p> <p>Cheetham, D., Pratt D., Thomas D., eds., <i>Understanding Interreligious Relations</i> (Oxford University Press, 2013)</p> <p>Chryssides, G., Zeller, B., eds., <i>The Bloomsbury Companion to New Religious Movements</i> (Bloomsbury Academic, 2016)</p> <p>Coward, H., <i>Sin and Salvation in the World Religions</i> (Oxford: OneWord, 2003)</p> <p>de Lange, N., <i>An Introduction to Judaism</i>, 2<sup>nd</sup> ed. (Cambridge University Press, 2000, 2010)</p> <p>Knitter, P., <i>Introducing Theologies of Religions</i> (Orbis, 2008, 8<sup>th</sup> ed., 2008)</p> <p>Lewis, J., and Tollefsen, I., eds., <i>The Oxford Handbook of New Religious Movements</i>, vol. 2 (Oxford University Press, 2016)</p> <p>Markham, I., <i>A World Religions Reader</i> (Oxford: Blackwell, 1999)</p> <p>Mbiti, J., <i>Introduction to African Religions</i>, 2<sup>nd</sup> ed. (Waveland Press, 1991, 1975, rpr., 2015)</p> <p>Neill, S., <i>Crises of Belief: The Christian Dialogue with Faith and No Faith</i> (London: Hodder &amp; Stoughton, 1984)</p> <p>Onnudottir, H., Possamai, A., and Turner, B., <i>Religious Change and Indigenous Peoples: The Making of Religious Identities</i> (Routledge, 2013)</p> <p>Parrinder, G., <i>Encountering World Religions: Questions of Religious Truth</i> (Edinburgh: T. &amp; T. Clark, 1987)</p> <p>Rahman, F., <i>Islam</i> (Chicago, IL: University of Chicago Press, 2002<sup>2</sup>)</p> <p>Rose, J., <i>Zoroastrianism: An Introduction</i> (London: I.B. Tauris, 2011)</p> <p>Sarwar, G., <i>Islam: Beliefs and Teachings</i> (Nottingham: Muslim Educational Trust, 1994<sup>3</sup>)</p> <p>Sharma, A., <i>Hinduism and its Sense of History</i> (Oxford University Press, 2003)</p> <p>Sharpe, E., <i>Understanding Religion</i> (London: Duckworth, 1983)</p> <p>Sigal, R. (ed.), <i>The Blackwell Companion to the Study of Religion</i> (Oxford: Blackwell, 2006)</p> <p>Smart, N. &amp; Hecht, R., <i>Sacred Texts of the World</i> (London: Quercus, 2007)</p> <p>Strange, D., <i>Their Rock is not Like Our Rock</i> (Grand Rapids: Zondervan, 2014)</p> <p>Taylor, M., <i>After God</i> (Chicago University Press, 2007)</p> <p>Young, S., eds., <i>The Wiley-Blackwell Companion to Chinese Religions</i> (Wiley-Blackwell, 2015)</p> <p>*available as eBook</p>
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Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):