World Religions

7.1   Module Overview

Module Number		Module Title	World Religions						
Stage of Principal Programme			2/3	**Semester**	2	**Duration** **.** *(Weeks F/T)*	12	**ECTS**	5
Mandatory / Elective (M/E)	E Core	**Hours of Learner Effort / Week**	2						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other:		
• Independent, self-directed reading	✓	42
• Preparation and completion of assessments	✓	44
• Exam Preparation	✓	15
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Theology or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	**40%**	**Proctored Exam – in person**	**60%**	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	**N**	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #

1. Explain the traditional Christian approaches to the understanding of other religions.	1
2. Summarise key teachings of major religious traditions.	8
3. Discuss the ways in which interreligious understanding can be developed.	2
4. Identify commonalities, differences and complementarities between Christianity and other religious traditions.	3

7.3   Indicative Module Content, Organisation and Structure

This module enables the learner to identify and appreciate the specificity and diversity of the world's major religions and their scriptures. It will introduce the learners to both comparative and dialogical approaches to the study of religions by focussing on their geographical, historical and soteriological dimensions. The module aims at developing the learner's interpretative skills and cultivating insights into how to do Christian theology in today's pluralist world. In that, the module will make the learner familiar with the key belief systems, worldviews, truth claims, rituals, scriptures, etc. of Buddhism, Hinduism, Islam and Judaism. The learner will be equipped with conceptual and practical skills in interfaith dialogue that are needed by a good citizen with the aim of promoting peaceful co-existence, mutual enrichment and common witness among the various traditions in a pluralist society.

Below is an indicative structure of the module content:
- Exclusivism;
- Inclusivism;
- Pluralism;
- Vatican II and the doctrine of Revelation in non-Christian religions;
- The Buddhist understanding of *no-self* with the Christian notion of *kenosis;*
- New Evangelization and Cultural Exchange
- Otherness and the 'theology of hospitality'

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5   Specific module resources required *(if applicable)*

N/A

7.6   Application of programme teaching, learning and assessment strategies to this module

Lectures will be delivered in two-hour lectures over a twelve-week period. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Lectures will facilitate the development of individual skills through critical reading and interpretation of recommended religious texts and scriptures, theological and interreligious documents, and group discussion of key concepts and terminology. In keeping with the principles of UDL, there are multiple means of engagement in terms of lecture visual aid and resource type (VLE audio-visual/apps/podcasts), in addition to hard copy and on-line reading.   In-class activity will include collaborative close, active reading of theological texts.

Assessments:

Reflective Essay:

The Reflective Essay allows learners to draw on their experiences of a visit to places of workshop in both Carlow and Dublin, and, in so doing, reflect and apply a theological text on the topics of 'otherness' and 'hospitality.' This use of authentic assessment reduces the likelihood of the misuse of AI and is in line with the programmes focus on UDL. (MIMLOs 2 and 3).

Exam:
The two-hour proctored exam examines the learners understanding of the core concepts and theories studied in the course. This form of assessment encourages learners to learn the skills of explaining concepts and analysing theological texts studied in the module. (MIMLO1, 2, 3, and 4).

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
2, 3	**Reflective Essay** This assignment will combine theory and practice in the form of an essay based on a given topic that will evaluate the learner's grasp of content covered in the module *in light* of their experience of a visit to places of worship. Learners are required to write a reflective essay on two or more religious traditions based on a visit to places of worship, *and* on a close reading of a text from either Perry Schmidt-Leukel or Marianne Moyaert.	**40%**
1-4	**Written Exam** Two questions in two hours, linked to the close readings of texts during lectures; and required readings.	**60%**

7.8	Sample Assessment Materials

Reflective Essay (40%)
In light of Marianne Moyaert's discussion of 'otherness' and 'hospitality,' discuss the religious traditions you encountered during your visit to two places of worship.

Written Exam (60%)
Out of 4 questions the learner has to answer 2 questions in writing within a 2 hour period. Questions will be designed to assess the learner's familiarity with specific faith traditions, their basic teachings, popular expressions and conflictual interpretations. Sample questions:
1. Critique the model of Exclusivism as a framework for contemporary inter-religious dialogue.
2. Critique the Second Vatican Council's position on the doctrine of Revelation in non-Christian religions.
3. Compare and contrast the Buddhist understanding of *no-self* with the Christian notion of *kenosis.*
4. Discuss the topic of 'New Evangelization and Cultural Exchange' in light of a contemporary study of mission.
5. 'There are certain dimensions to our own identity that we do not choose ourselves and are beyond our control…As long as identity and otherness are thought of as opposites, openness for the strange other will be difficult.' Marianne Moyaert. Discuss this statement in light of the 'theology of hospitality' you explored in the module.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Lane, Dermot A., *Stepping Stones to Other Religions – A Christian Theology of Inter-Religious Dialogue* (New York: Orbis Books, 2011)

Moyaert, Marianne, *Fragile Identities: Towards a Theology of Interreligious Hospitality* (Amsterdam: Brill, 2011)

Schmidt-Leukel, Perry, *God Beyond Boundaries – A Christian and Pluralist Theology of Religions* (Muenster: Wasmann Verlag, 2017)

Indicative Other Reading:

Barnes, Michael, *Interreligious Learning – Dialogue, Spirituality and Christian Imagination* (Cambridge: Cambridge University Press, 2012)

De Lange, Nicholas, *An Introduction to Judaism*, 2nd edn *(*Cambridge: Cambridge University Press, 2010)

Ramadan, Tariq, *Introduction to Islam* (Oxford: Oxford University Press, 2017)

Patridge, Christopher, *Introduction to World Religion (*Minneapolis: Fortress Press, 2013)

Prebish, Charles S. and Damien Keown, *Introducing Buddhism* (New York and London: Routledge, 2006)

Rodrigues, Hillary, *Introducing Hinduism* (London: Routledge, 2006)

Web sources:

Interreligious Dialogue and Cooperation | World Council of Churches (oikoumene.org)

A Common Word Between Us and You | An Interfaith Initiative

Churches Together In Britain and Ireland