

World Religions

Section A: Headline Information	
Module title	World Religions
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr. Jude Lal Fernando
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Religions, Conflict and Peace'
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars and field trips
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	Note: learners who are taking 'Catechetics and Placement' must take this module at either Stage 3 or 4.
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room, white board, computer and projector.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10			8 (Field Trip)			52 (Directed and self-directed)	41 (Exam prep., & continuous assessment work)		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The module enables the learner to identify and appreciate the specificity and diversity of the world's major religions (meta-cosmic traditions) and primal traditions (cosmic traditions) 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 contributes to the Programme aims of developing critical and analytic skills, and in particular addresses the IPLOs 1, 2, 4 and 8.
Module Aims and Objectives	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 as a good a good citizen with the aim of promoting peaceful co-existence, mutual enrichment and common witness among the various traditions in a pluralist society.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Explain the traditional Christian approaches to understanding of other religions. (MIPLO 1) 2. Summarise key teachings of major religious traditions. (MIPLO 2) 3. Propose the ways in which interreligious understanding can be developed. (MIPLO 4) 4. Identify commonalities, differences and complementarities between Christianity and other religious traditions. (MIPLO 1, 2, 8) 5. Critique and evaluate the traditional Christian approaches to understanding of other religions. (MIPLO 1, 2, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Christian approaches to other religions: Exclusivism, Inclusivism and Pluralism The paradigm shifts of both the Roman Catholic and Protestant churches in their approach to other faiths through the analyses of the texts of Vat II and the WCC. The three phases of progression of major religious traditions: i) the primordial experience (nirvana, resurrection, etc.), ii) communication with culturally conditioned specific words and institutions (sangha, umma, etc.), iii) the historical development of doctrine, popular practices and ideological interpretations (cultural and political).</p> <p>Analysis of basic texts in scriptures of world religions and their specific historical, geographical and soteriological contexts.</p> <p>The historical interactions of Christianity and other religious traditions (parting of ways of Christian and Jewish communities, Islam’s recognition of Jesus as a prophet, Hinduism’s Unknown Christ, Jesus as a bodhisattva in Buddhism and the Buddha as a saint in Christianity) and the ways in which misunderstandings can be overcome.</p> <p>Various interfaith initiatives of the churches and other religious traditions (<i>Nostra Aetate</i> and <i>A Common Word Between Us and Them</i>).</p> <p>Exposure to different faith traditions in Ireland through a guided visit to places of worship in Dublin.</p> <p>Exploration of the ways in which religions can practically contribute to address common ethical concerns in the public sphere through interfaith dialogue (This will be done through a one day seminar in Trinity College Dublin with the support of the scholar/practitioners in the field.)</p>
Module Teaching and Learning Strategy	<p>The content of the module is delivered in lectures with powerpoint presentations. Short films on different religious traditions and their practices will be shown to</p>

	<p>overcome the dryness of the written texts and to help the imagination of the learner to grasp religious diversity. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. Tutorials are reserved for close reading of recommended texts, or application of theory to particular problems where learners will require more individual attention to improve their skills of reading and comprehension.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	Notes and readings will be made available to learners on Moodle.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Continuous assessment – 30%. This will constitute three components; an in-class oral presentation based on a given key text that will assess comprehension, memorisation and articulation (5%), a written piece (15%) based on a given topic that will evaluate grasp of the content of the module and a reflective written piece (10%) on the experience of the visit to places of worship which will combine theory and practice. The learner's achievement of MIMLOs 1 and 2 will be evaluated by these forms of assessment. These will be both formative and summative assessments.</p> <p>Proctored Written Exam – 70%. 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. This is a summative form of assessment and will assess learner's achievements of MIMLOs 1, 3, 4, and 5.</p>
Sample Assessment Materials	<p>Examples of continuous assessment reading comprehension questions:</p> <ol style="list-style-type: none"> 1. Discuss the ways in which <i>Nostra Aetate</i> adopts an inclusivist approach to understanding of other religions (5%). 2. In what way does <i>A Common Word Between Us and Them</i> enhance Muslim-Christian dialogue (5%)? <p>Examples of exam questions:</p> <ol style="list-style-type: none"> 1. Identify the ways in which Christians can overcome Supersessionism against the Jewish people. 2. Write a short essay on 'Jesus and Mohammed belong to the prophetic tradition in the Semitic religious traditions'. 3. In what way Spirit Christology can facilitate Christian-Hindu dialogue? 4. Compare and contrast the Buddhist understanding of <i>no-self</i> with the Christian notion of <i>kenosis</i>.
Reading Lists and Other Information Resources	<p>Essential Reading: Lane, Dermot A., <i>Stepping Stones to Other Religions – A Christian Theology of Inter-Religious Dialogue</i> (Maryknoll, New York: Orbis Books, 2011)</p>

	<p>Schmidt-Leukel, Perry, <i>God Beyond Boundaries – A Christian and Pluralist Theology of Religions</i> (Muenster: Wasmann Verlag, 2017)</p> <p>Other Reading: Patridge, Christopher, <i>Introduction to World Religion</i>, (Minneapolis: Fortress Press, 2013)</p> <p>Rodrigues, Hillary, <i>Introducing Hinduism</i> (London: Routledge, 2006)</p> <p>Prebish, Charles S. and Damien Keown, <i>Introducing Buddhism</i> (New York and London: Routledge, 2006)</p> <p>De Lange, Nicholas, <i>An Introduction to Judaism</i>, 2nd edn (Cambridge: Cambridge University Press, 2010)</p> <p>Ramadan, Tariq, <i>Introduction to Islam</i>, (Oxford, Oxford University Press, 2017)</p> <p>Barnes, Michael, <i>Interreligious Learning – Dialogue, Spirituality and Christian Imagination</i> (Cambridge: Cambridge University Press, 2012)</p> <p>Web sources: http://www.acommonword.com/ http://www.oikoumene.org/programmes/interreligiousdialogue.html http://www.buddhist-christian-studies.net/?page_id=44 http://escholarship.bc.edu/scjr/ http://www.culturalsurvival.org/ http://www.ctbi.org.uk/CD/16</p> <p>Other media: DVDs Earth, Gandhi, Le Grand Voyage, Praying with Lior</p>
Module Physical Resource Requirements	Lecture hall to accommodate up to 120 learners, white-board, computer and projector.

