

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: Political Science

FHEQ Level: 6

Course Title: Religion, Identity and Power

Course Code: PLT 6425

Course Leader: Professor Alex Seago

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

The recent emergence of a number of religious movements in many parts of the world has raised important questions about the role of religion in political and social life. This course explores the relationship between religion, political identity and its expression between and across nation-state borders. By focusing on a number of religious movements, such as various Islamic revivals and the new Christian right, this course will examine the various ways in which religious traditions are used as identity-building vehicles, particularly at times of cultural transition and social change. It examines how the internet and other communication networks serve as mediums for Religious identity formation.

Pre-Requisites: DEV 4100 or HST 4110 or INR 4100 or PHL 4100 or PLT 4100 or SCL 4110

Aims and Objectives:

- To introduce students to the classical sociological literature on religion and social theory and the secularization thesis.
- To examine some of the 'religious revivals' of the past few decades and discuss their implications for the secularization thesis.
- To explore the meaning of 'fundamentalism' and its relationship to other forms of identity such as nationalism.
- To examine contemporary issues in relation to religion and power, especially religion and gender, religion and science and different patterns of religion-state relations.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

6A(ii); 6B(iv); 6C(i); 6C(iii); 6C(iv); 6D(ii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theoretical approaches taken in the study of religion, identity and power
- Demonstrates a systematic insight into the key contemporary political and academic debates taking place with regard to questions of religion, identity and power
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course

Indicative Content:

- Theoretical conceptions of religion and identity-formation in political sociology.
- Debates surrounding the 'secularisation thesis'.
- 'Fundamentalism' and related academic debates
- Case studies of religious fundamentalism
- Religion and gender
- Religion and science: historical perspectives and current controversies.
- Religion and state in comparative perspective.

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating**. The seminars provide an opportunity for discussion of contentious issues,

