



DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

RT2214 Religious Fundamentalism and Violent Extremism, 7.5 credits

Religiös fundamentalism och våldsbejakande extremism, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Literature, History of Ideas, and Religion on 2017-07-03 and was last revised on 2021-11-15 to be valid from 2022-01-17, spring semester of 2022.

Field of education: Arts 80% and Science 20%

Department: Department of Literature, History of Ideas, and Religion

Position in the educational system

The course is given as a freestanding course at the second cycle level.

Main field of studies

Religious Studies and Theology

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Degree of Bachelor or completed courses of at least 180 credits at first cycle level, of which at least 90 credits with progression in some main field of study where it is included a bachelor's thesis of at least 15 credits. Qualified are also those that have equivalent foreign education or that have equivalent prior knowledge according to earlier study regulation. Furthermore, knowledge corresponding to English A/English 5. is required

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- understand and in a qualified way critically discuss central questions in research about religious fundamentalism and violent extremism

Competence and skills

- identify, discuss and formulate current and relevant scientific problems in research about religious fundamentalism and violent extremism

Judgement and approach

- show consciousness, handle as well as make independent assessments regarding current ethical questions, dilemmas and choices as research in the area of religious fundamentalism and violent extremism can give rise to.

Course content

The course includes religious fundamentalism and violent extremism in different religious traditions. In the course, particularly relationships between fundamentalism and modern processes are highlighted as social differentiation, the privatisation and globalisation of the religion. The course treats also based on current sociology of religion research religiously justified violence and radicalization processes in different religious traditions and groups.

Form of teaching

During the course normally the following types of instruction are used: lectures, seminars as well as practical exercises. Students are expected to be prepared according to instructions and participate actively in the teaching. The digital Learning management system of the university is used within the scope of the course.

Language of instruction: English

Language of instruction is normally English, but if all students understand Swedish can the teacher choose Swedish instead. The examinations are written normally in English, but if the teacher understands Swedish can Swedish be chosen instead.

Assessment

The course is assessed through individual assignments in the form of oral presentations and written home assignments. Active attendance is required at the compulsory course components which are specified in the instructions that the student receive at the beginning of the course. At any absence, the student should make a supplementary assignment in accordance with teachers' instructions.

In teaching that contains oral or written assignments of assessing character is participating compulsory to pass. Good diction and good presentation technique are required at both oral and written presentations. At the beginning of the course, detailed information about how each individual module is assessed is given.

The student is required to retain a copy of home assignments until they are graded and returned. The one who submits a home assignment after the stipulated time has not the right to have it assessed, but must submit it at the next reexamination or obtain a re-examination at another occasion.

For a student who has failed examination, possibility for new test at no more than four occasions is given.

If a student, who has failed the same examined component twice, wishes to change examiner for the next examination, a written application shall be sent to the department responsible for the course and it shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22, Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student will normally be guaranteed at least three opportunities to take the examination (including the ordinary examination) during a period of at least one year from the last time the course was given.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U). The grade Pass cannot be changed to Failed on the student's request. A student who has passed an examination may not participate in a re-examination for higher grades. The person concerned has neither the right to revoke a submitted examination to avoid grading. The examiner has the possibility to request in supplementary qualifications of examination for the grade Pass. The supplementary assignment should in such cases be communicated the student in writing and be made in of the teacher exposed time.

For the final grade Pass with distinction, it is required that the student in a particularly productive and critical reflecting way has shown knowledge and skills in accordance with the aim of the course.

Course evaluation

The department is responsible for that course evaluation is carried out systematically and regularly and is compiled in accordance with the regulations for course evaluation at Department of literature, history of ideas and religion (www.lir.gu.se/om-oss/styrdokument).

The results of the evaluation and possible changes to the course will be shared with students who participated in the evaluation and new students who are starting the course.

Additional information

In addition to stated expected learning outcomes, the student in the course should, when so are relevant, be encouraged to make assessments with regard to gender equality and equality aspects as well as sensitise and problematise ecologically economically and socially sustainable development.