



## DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

### **RT2325 Theological Aesthetics: Art and Theory of Art in the Christian Tradition, 7.5 credits**

Teologisk estetik: konst och konstteori i kristen tradition, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Literature, History of Ideas, and Religion on 2020-06-18 to be valid from 2021-01-18, spring semester of 2021.

*Field of education:* Arts 100%

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

#### **Position in the educational system**

The course is offered as a freestanding course.

The course can be part of the following programme: 1) Master of Theology (H2RTM)

*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*

- account for historical and contemporary perspectives on the role of aesthetics in theology
- understand different theological approaches to art

*Competence and skills*

- critically and constructively discuss different contemporary formulations of theological aesthetics and their relation to contemporary art and art theory
- express oneself orally and in writing in a stringent and linguistically correct way with respect to the problems treated in the course

*Judgement and approach*

- evaluate various approaches to aesthetics in theological traditions and their consequences for the formulation of central theological doctrines
- reflect independently on the challenges and possibilities that different historical way of understanding art in the Christian tradition offer

**Course content**

Art and theology have always been intertwined. This course provides historical and contemporary perspectives on theological aesthetics, in relation both to concrete artistic expression and to the formulation of theory. Several historically significant issues are dealt with, such as the prohibition against images and early iconography, the Byzantine iconoclasm and the theology of icons, naturalism's understanding of religious art, and the return of theological aesthetics in the twentieth century. The course also deals with contemporary topics, such as the limits of a didactic understanding of art, the relation between religious iconography and religious art, and the relation between aesthetic experience and religious experience. This is intended to facilitate an ability to relate aesthetics and theology with a view to their mutual dependence.

**Form of teaching**

Teaching is in the form of lectures and/or seminars.

*Language of instruction:* English

**Assessment**

The course is assessed through substantial participation in discussions as well as through individual written home assignments.

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.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

For the final grade Pass with distinction, it is required that a student, in a particularly productive, critical, and reflective way, has shown knowledge and proficiency in accordance with the intended learning outcomes of the course.

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 handed in within the teacher's stipulated time.

### **Course evaluation**

The department is responsible for carrying out course evaluations systematically and regularly and for seeing to it that they are compiled in accordance with the regulations for course evaluations at The Department of literature, history of ideas and religion.

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

**Additional information**

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