

## Religion in a Changing Context (TMM48920)

---

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To enable students to identify and critique the shifting and migrating of spiritual practice out of traditional religious spaces, wittingly or unwittingly, willing or unwillingly.

To enable students to apply and critique methods drawn from cultural studies, anthropology, sociology, theology and Christian spirituality to examine spiritual practices today.

Content:

In-depth exploration of secularisation and the migration of traditional spiritual practices (from Christianity, other faiths and other spiritual traditions) outside of typical religious contexts, such as in the Sunday Assembly.

An examination of what it means to be 'spiritual but not religious' today particularly with regard to Christianity and the possibility of being Christian without institutionalised religion.

A consideration of the movement to online resources for access to spiritual wisdom, for example in podcasts, online prayer groups or daily meditations by figures such as Richard Rohr.

Learning Outcomes: By the end of this module students will be able to:

**Subject Knowledge [SSK 1]**

Demonstrate a systematic knowledge of secularisation theory and new contributions to our understanding of the movement and changes of religious sensibilities particularly in the UK today.

Demonstrate a depth of knowledge of some key spiritual practices and how they have developed within and outside of an institutional Christian context.

**Subject-Specific Skills [SSS 1, 3]**

Appropriately apply sociological, anthropological and/or cultural methodologies alongside those drawn from theology and Christian spirituality to analysing contemporary spiritual practices outside traditional religious contexts.

Critique the shifting and migration of classically religious practices and exercise sound judgement in critically assessing future possibilities for such relocations.

**Key Skills [KS 1, 2, 3]**

Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness and imagination

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks

Exercise their independent learning skills to pursue further professional development or academic study

Modes of Teaching and Learning	Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.
Learning Hours	Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.
Formative Assessment	Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.
Summative Assessment	Summative assessment to be specified by each TEI using the published guidance on assessment patterns for postgraduate modules.

Indicative Reading:

Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.