

THE RELIGIOUS EXPERIENCE OF HUMANKIND CONTEXT

Religion can be defined in various ways. Some of these definitions of Religion express the people's belief in the supernatural being. This highlights the spiritual dimension of Religion. Because religious people believe in the supernatural being, they try to express their religiosity through observable behaviour. This gives rise to Expression in Thought, Expression in Fellowship, and Expression in Action. This course will examine various definitions of religion and the methods of study. Classical and contemporary theories of religion will be examined.

Course Title	The Religious Experience of Humankind						
Course Code	EBS 315	Course Level:	100	Credit Value:	3	Semester	2
Pre-requisite	Students who are believers or practitioners of the various religious traditions like Christianity, Islam, African Traditional Religion, etc. would have a better understanding of the expression of religious experience.						
Course Delivery Modes	Face to face	Practical Activity	Group Work [x]		Assignment [x]	Independent Study [x]	e-learning opportunities [x] Tutorial [x]
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	This course will introduce students to the study of religion by examining various definitions and coming out with their own definition of Religion. It will help students to review classical and contemporary theories of religion. Students will examine the forms and manifestations of religion, as experienced by various practitioners. They will also examine the various methods used to study religion. These methods will include anthropological, phenomenological, and historical.						
Course Learning Outcomes : including INDICATORS for each learning outcome	Outcomes 1. Demonstrate knowledge and understanding of the concepts: <i>Expressions in Thought, Expression in Fellowship, and Expression in Action</i> (NTS 1a; NTECF Pillar 1, page 20).				Indicators 1.Explain the concepts <i>Expressions in Thought, Expression in Fellowship, and Expression in Action</i> 2. Discuss the methods used for the study of religion;		

	<ol style="list-style-type: none"> 2. Demonstrate knowledge and understanding of the methods used for the study of Religion (NTS 2c; NTS 3e NTECF Pillar 1, page 20) 3. Examine the adequacy of various definitions of Religion (NTS 2c; NTECF Pillar 1, page 20) 4. Evaluate some classical and contemporary theories of religion (NTS 1g NTECF Pillar 3) 5. Propose your own definition of Religion (NTS 1g NTECF Pillar 3, page 27) 6. Provide justification for the adequacy of your definition of Religion (NTS 2c; NTECF Pillar 1, page 20) 	<ol style="list-style-type: none"> 3. Examine the adequacy of various definitions of Religion. 4. Evaluate some classical and contemporary theories of religion. 5. Propose your own definition of Religion. 6. Provide justification for the adequacy of your definition of Religion. 		
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	Introductory Issues	<ul style="list-style-type: none"> • Overview of the Study of Religion • Related Disciplines • Brief History 	<ul style="list-style-type: none"> • Tutorials: Tutor uses tutorials to get student-teachers to understand key issues involved in the study of religion. • Assignment: Tutor gives an assignment to students to find the history of their own indigenous religions. • Group Work: Tutor puts student-teachers into groups and assigns them tasks to perform. • Use of ICT: Tutor uses PowerPoint presentation to explain key concepts involved in the expression of religious experience.
	2	Theories of Religion	<ul style="list-style-type: none"> • What is Religion? • The Dilemma of Definition • Review of Classical Theories of Religion 	<ul style="list-style-type: none"> • Discussion: Tutor discusses with students the theories of Religion, and its pedagogic implications. • Tutorials: Tutor uses tutorials to get student-teachers to understand key concepts that relate to the course. • Assignment: Tutor gives an assignment to students to examine the various theoretical perspectives regarding the study of religion.

				<ul style="list-style-type: none"> • Group Work: Tutor puts student-teachers into groups and assigns them tasks to perform. • Use of ICT: Tutor uses PowerPoint presentation to explain the various theories of religion.
	3	Methods of Studying Religion	<ul style="list-style-type: none"> • Phenomenological • Anthropological • Historical • Thematic • Enumerative • Comparative • Particularistic • Unity 	<ul style="list-style-type: none"> • Discussion: Tutor discusses with students the methods of studying Religion, and its pedagogic implications. • Tutorials: Tutor uses tutorials to get student-teachers to understand key methodological concepts that relate to the study of Religion. • Assignment: Tutor gives an assignment to students to examine the various methodological perspectives of the study of religion. • Group Work: Tutor puts student-teachers into groups and assigns them tasks to perform. • Use of ICT: Tutor uses PowerPoint presentation to explain the various methods of studying Religion.
	4	Making Religion Tangible	<ul style="list-style-type: none"> • Expression in Thought • Expression in Fellowship • Expression in Action 	<ul style="list-style-type: none"> • Discussion: Tutor discusses with students the meaning of Expression in Thought, Expression in Fellowship and Expression in Action, which relate to religious experience of believers. • Tutorials: Tutor uses tutorials to get student-teachers to understand key philosophical concepts like pluralism and Fanaticism that relate to the study of Religion. • Assignment: Tutor gives an assignment to students to examine the various ways by which people express their religiosity or faith in society. • Group Work: Tutor puts student-teachers into groups and assigns them tasks to perform. • Use of ICT: Tutor uses PowerPoint presentation to explain how people express their religiosity or faith in society.

	5	Religion and Society	<ul style="list-style-type: none"> • Functions of Religion in Society 	<ul style="list-style-type: none"> • Discussion: Tutor discusses with students the values that are developed through the study of Religion.
			<ul style="list-style-type: none"> • Religious Pluralism, Fanaticism and Tolerance • Religious Values for Development 	<ul style="list-style-type: none"> • Tutorials: Tutor uses tutorials to get student-teachers to understand key philosophical concepts like pluralism and Fanaticism that relate to the study of Religion. • Assignment: Tutor gives an assignment to students to examine the various functions of Religion in society. • Group Work: Tutor puts student-teachers into groups and assigns them tasks to perform. • Use of ICT: Tutor uses PowerPoint presentation to explain the role of Religion in society.
Course Assessment Components ⁹ : (Educative assessment of, for and as learning)	<p>Component 1: Formative Assessment (Individual and Group Presentation) Summary of Assessment Method: Individual and Group Presentations to assess student-teachers' Subject and Curriculum Knowledge (SCK) Weighting: 30% Assesses Learning Outcomes: CLO 1,</p> <p>Component 2: Formative Assessment (Quizzes and Assignments) Summary of Assessment Method: Quizzes and Assignments to assess student-teachers' Pedagogical Knowledge (PK) Weighting: 30% Assesses Learning Outcomes: CLO 2,</p> <p>Component 3: Summative Assessment (End of Semester Examination) Summary of Assessment Method: End of Semester Examination is conducted to assess student-teachers' learning outcomes in the development of critical thinking and creativity skills. Assessment will be based on student-teachers' Subject and Curriculum Knowledge (SCK), Pedagogical Knowledge (PK) and Professional Practice (PP). Weighting: 40% Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3</p>			

<p>Instructional Resources</p>	<ul style="list-style-type: none"> • Textbooks • Journal articles • Resource Persons • Audio Aids • Visual Aids • Audio-visual Aids • Power Point Presentation
<p>Required Text (core)</p>	<p>Some Classical Works</p> <p>Barnhart, J. E. (1977). <i>The study of Religion and its meaning</i>. NY: Mouton.</p> <p>Durkheim, E. (1978). <i>The elementary forms of religious life</i> (J. W. Swain, Trans.). London: Allen & Unwin.</p> <p>Freud, S. (1946). <i>Totemism and Taboo</i>. NY: Vintage Books.</p> <p>James, W. (1958). <i>The varieties of religious experience: A study in human nature</i>. NY: New American Library.</p> <p>Otto, R. (1923). <i>The idea of the holy</i>. Oxford: Oxford University Press.</p> <p>Owen, C. T. (1969). <i>Attitude towards other religions</i>. London: SMC Press.</p> <p>Tyler, E. B. (1920). <i>Primitive Culture</i>. London: John Murray.</p>
<p>Additional Reading List ¹⁰</p>	<p>Some Contemporary Works</p> <p>Asare-Danso, S. (2019). <i>African Traditional Religion</i>. Cape Coast: Beret Outlook Press.</p> <p>Dubuisson, D. (2003). <i>The western construction of religion: Myths, knowledge and ideology</i>. Baltimore: John Hopkins University Press.</p> <p>Fritzgerald, T. (2000). <i>The ideology of religious studies</i>. Oxford: Oxford University Press.</p> <p>McCutcheon, R. T. (2005). <i>Studying religion: An introduction</i>. London and Oakville: Equinox.</p> <p>Nye, M. (2008). Religion, post-religionism, and religioning: Religious studies and contemporary cultural debates. <i>Methods and Theory in the Study of Religion</i>, 12(3), 447-476.</p> <p>Nye, M. (2008). <i>Religion: the basics</i>. London and New York: Routledge.</p> <p>Smart, N. (2000). <i>Worldviews: Cross-cultural explorations of human beliefs</i> (3rd. Ed.). New Jersey: Prentice-Hall.</p> <p>Staussberg, M. (ed.) (2009). <i>Contemporary theories of religion: A critical companion</i>. London and New York: Routledge.</p>