

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIAL HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	W-S-078	SEMESTER	H
COURSE TITLE	ANTHROPOLOGICAL APPROACHES OF RELIGIOUS FUNDAMENTALISM		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>			
		3	
		CREDITS	
		6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

During this course the students will familiarize with the concept of religious fundamentalism on the basis of an anthropological approach and through the presentation of various case studies they will integrate it in the contemporary modern context and in its globalizing dimensions. Furthermore, in the end of the course the students are expected:

- to develop e critical thinking concerning matters of extreme religious expression as is perceived from the point of view of the subjects who perform it.
- to develop e synthetic thinking through the understanding of the multidimensional character of religious fundamentalism and its articulation with various cultural areas such as sexuality, politics, nationalism and technology.
- to deconstruct stereotypical representations which collectively attributed to specific

religious groups/communities through an abusive use of the term of 'fundamentalism' in which is attributed to them the characteristics of violence and aggression which however are not prerequisites in order for a group/community to be characterized as fundamentalist.

- to cultivate in the context of a multicultural society respect and tolerance towards religious choices that may be even extreme but also simultaneous readiness to recognize when they become invasive concerning the wider society outside the boundaries of the group/community that bears them.

<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>	
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Working independently</i></p> <p><i>Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Production of new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Production of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Others...</i></p> <p>.....</p>

The course aims to:

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Working independently*
- *Team work*
- *Respect for difference and multiculturalism*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

During this course the students will have the opportunity to be acquainted with the theoretical frame of religious fundamentalism in order to understand its content and analytical background. Will be presented case studies of fundamentalistic expression in various religious and national contexts and more specifically in the islamic, judaic and christian context with the latter to include its protestant and orthodox versions in United States and in Greece respectively. On the basis of these case studies will be developed concerns in relation to religious fundamentalism and its articulation with various thematic areas such as sexuality, nationalism and technology. Furthermore will be discussed matters on the stereotypical use of religious fundamentalism and its political uses in academia and in general contexts. The topics and the concerns which will be developed during this course will be accompanied by 1) discussions on relative scientific texts 2) commentary of related films and documentaries and 3) tasks on relative fieldwork and internet areas.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	FACE-TO-FACE	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	USE OF ICT IN TEACHING AND COMMUNICATION WITH STUDENTS	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Seminars	27
	Field trips	12

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Personal Study	83
	Essay writing	18
	Fieldnotes writing	10
	Course total	150
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>LANGUAGE OF EVALUATION: GREEK</p> <p>WRITTEN WORK/ESSAYS</p> <p>PRESENTATIONS IN CLASS</p>	

(4) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Appleby, S. και M. Marty (επιμ.), 1991, *Fundamentalisms Observed*. Chicago, London: University of Chicago Press.

Appleby, S. και M. Marty (επιμ.), 1993, *Fundamentalisms and Society: Reclaiming the Sciences, the Family and Education*. Chicago, London: University of Chicago Press.

Appleby, S. και M. Marty (επιμ.), 1993, *Fundamentalisms and the State: Remaking Politics, Economies and Militance*. Chicago, London: University of Chicago Press.

Appleby, S. και M. Marty (επιμ.), 1994, *Accounting for Fundamentalisms: The Dynamic Character of Movements*. Chicago, London: University of Chicago Press.

Appleby, S. και M. Marty (επιμ.), 1995, *Fundamentalisms Comprehended*. Chicago, London: University of Chicago Press.

Antoun, R., 2001, *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Boston: Rowman & Littlefield.

Almond, G., Appleby, S. και E. Sivan, 2003, *Strong Religion: The Rise of Fundamentalisms Around the World*. Chicago: University of Chicago Press.

Marty, M. και S. Appleby (επιμ.), 1997, *Religion, Ethnicity and Self-Identity: Nations in Turmoil*. Hanover, London: University Press of New England.

Riesebrodt, M., 1993, *Pious Passion: The Emergence of Modern Fundamentalism in United States and Iran*. Berkeley, Los Angeles, London: University of California Press.

Weinberg, L. και A. Pedahzur (επιμ.), 2004, *Religious Fundamentalism and Political Extremism*.

London, Portland: Frank Cass.

Caplan, L. (επιμ.), 1987, *Studies in Religious Fundamentalism*. Houndmills, Basingstoke, Hampshire, London: The Macmillan Press.

Herriot, P., 2009, *Religious Fundamentalism: Global, Local, Personal*. London, New York: Routledge.

Marcovitz, H., 2010, *Religious Fundamentalism*. San Diego: Reference Point Press.

ter Haar, G. και J. Busuttil (επιμ.), 2003, *The Freedom to Do God's Will: Religious Fundamentalism and Social Change*. London, New York: Routledge.

Related academic journals:

Religion State and Society
Journal of contemporary religion
Religion and Society