

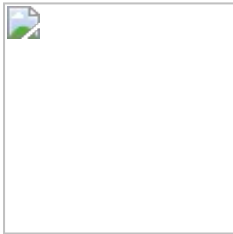
## FICHA TÉCNICA DE LA ASIGNATURA

<b>Datos de la asignatura</b>	
<b>Nombre completo</b>	Christianity and World Religions
<b>Código</b>	TEO-SAP-123
<b>Cuatrimestre</b>	Semestral
<b>Créditos</b>	3,0 ECTS
<b>Carácter</b>	Optativa
<b>Departamento / Área</b>	Departamento de Teología Dogmática y Fundamental Departamento de Teología Moral y Praxis de la vida Cristiana
<b>Responsable</b>	Marta Medina Balguerías
<b>Horario de tutorías</b>	Appointment by email.
<b>Descriptor</b>	The course addresses some of the main world religions (Hinduism, Buddhism, Islam, Judaism and Christianity), focusing a little bit more on Christianity and its relation to Spanish culture, and then includes some reflections about current issues such as sociology of religion, violence and religion, science and religion, etc.

<b>Datos del profesorado</b>	
<b>Profesor</b>	
<b>Nombre</b>	Marta Medina Balguerías
<b>Departamento / Área</b>	Departamento de Teología Dogmática y Fundamental
<b>Despacho</b>	OD 318
<b>Correo electrónico</b>	mmedina@comillas.edu

## DATOS ESPECÍFICOS DE LA ASIGNATURA

<b>Contextualización de la asignatura</b>
<b>Aportación al perfil profesional de la titulación</b>
<p>The course helps to acquire basic knowledge about the major world religions and to critically reflect about their proposals.</p> <p>This is basic to have a better understanding of the plurality of humankind, to respect it and to be able to dialogue about beliefs and worldviews, as well as being able to reflect about own ideas and religious beliefs.</p> <p>Openness to difference and respect of it is vital in any workplace one may be.</p>
<b>Prerequisitos</b>



No prerequisites are required.

## Competencias - Objetivos

### Competencias

#### Generic Skills

##### *Instrumentals*

- Capacity for analysis and synthesis of the religious reality.
- Understand and properly structure the knowledge acquired.
- Organizational skills and planning.
- Ability to manage information: collection, analysis and retrieval of information from different sources.

##### *Interpersonal*

- Critical and Self-critical.
- Ability to Develop Ethical Commitment.
- Ability to dialogue about different ideas and beliefs.

##### *Systemic*

- Recognition and Respect for Diversity and Multiculturalism.

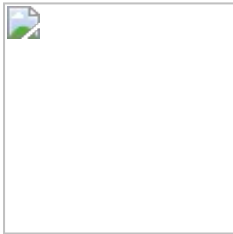
#### Specific Skills

##### *Conceptual (Knowledge)*

- Analyze the religious phenomenon in contemporary society as anthropological and cultural (religious sociology approach to) reality.
- Describe the religion in its unity (structure of religion) and diversity (Christianity, Islam, Hinduism, Judaism, Buddhism).
- Analyze the most important implications of religion in today's world and its problems.
- Recognize the different answers that have been given and continue to give to the various issues raised.

##### *Procedural (know how)*

- Interpret religious trends apparent in today's society and detect the basic features of contemporary religiosity from an analysis of social reality.
- Discerning the elements of these various religious manifestations that respond to an authentic



religiousness of those who manifest perversions of religion (religious fundamentalism, sectarianism, etc).

- Establish a constructive and critical dialogue on the different religious expressions, their social impact, their phenomenological structure and their anthropological and theological foundations.
- Compare characteristics of different religions.
- Analyze texts of scientific character on religious and social issues with a critical attitude.
- Watch videos about religions and draw conclusions from them.

*Attitudinal (how to be)*

- Recognize and accept the diversity of customs, beliefs and existential answers posed to the same subject.
- Be able to discuss, to formulate own convictions and listening to others.
- Situate with analytical skills and critical judgment to the religious reality.
- Assess the importance of the religious dimension as a configurator fact of the identity of the person.

## **BLOQUES TEMÁTICOS Y CONTENIDOS**

### **Contenidos – Bloques Temáticos**

#### I. INTRODUCTION TO THE STUDY OF RELIGIONS

- Studying religion (approach to the main sciences that study religion from different perspectives).
- Diversity of religions (overview and main classifications of religions).

#### II. STUDY OF THE MAIN WORLD RELIGIONS

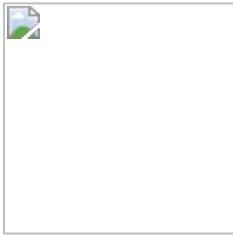
- Hinduism
- Buddhism
- Islam
- Judaism

#### III. CHRISTIANITY

- Overview of Christian theology.
- Introduction to Sacred Scripture, its books and its interpretation.
- Christianity and Spanish culture.
- Different Christian denominations.

#### IV. CURRENT RELIGIOUS ISSUES

- Religion today (fundamentalism, sects, violence, interfaith dialogue, etc.).
- Science and religion.



## **METODOLOGÍA DOCENTE**

### **Aspectos metodológicos generales de la asignatura**

#### **Presencial Methodology: Activities**

- Lectures which will provide theoretical explanations and guidance necessary for the study of each topic.
- Following the guidelines of the teacher, the student will complete the explanations with their personal work.
- In explanations of lectures various means will be used (PowerPoint presentations, videos, board...).
- Group work and presentation by students of the outcome of their work.
- Gamification: games to make the students engage with the content of the course.
- Debates about the different topics discussed in the class.

\*In case of **confinement** due to the covid-19, all the activities (or at least the majority of them) would continue in an online format using the different resources that are available for the teacher and the students in the Moodle platform of the University. Lectures would be taught through Blackboard Collaborate and students would be able to do and upload their activities online, as well as to ask for a meeting with the teacher if needed.

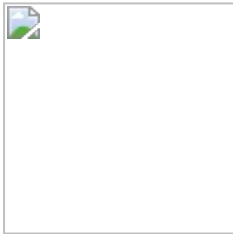
#### **Methodology No face : Activities**

- Reading articles and / or books or book chapters to allow greater understanding of the issues discussed. Write summaries and personal assessments of them.
- Viewing documentaries and / or films related to the contents of the subject and write a reflection about them.
- Organize the information provided in the class in charts. For example, writing a table in which the student compares the different religions.
- Study of the theoretical contents of the subject.
- Group work processing and synthesis of a topic proposed by the teacher.

## **EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN**

This subject will be assessed with **four grades**, which count for **25% each** of the final grade. They will be **four different activities** related to the issues that will be discussed in the class. Activities may include, for example:

- watching and critical assessment of a **TED talk or video**,
- reading and critical assessment of an **article**,
- comparing a **reflecting on the information** learnt in the class,
- a **test** about part of the contents,



## GUÍA DOCENTE 2020 - 2021

- a small **presentation** of a topic that students would previously have prepared in groups
- a task that students would have to complete through **gamification**.

The teacher may give the students the opportunity of choosing between some of the activities.

### Calificaciones

There will be **four grades**, corresponding to the **four activities** with which the subject will be assessed. Each will count **25% of the total grade of the course**.

Students will have the possibility of getting **extra grades** with an **optional activity** that will be indicated when the course starts.

Instructions for assignments will be provided via Moodle.

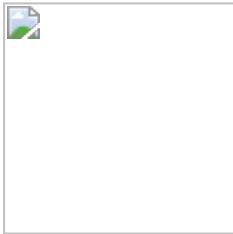
\*Those students who don't pass will have to **repeat the failed activities** or do **new similar ones** (that will be indicated by the teacher).

## BIBLIOGRAFÍA Y RECURSOS

### Bibliografía Básica

#### Books and articles:

- Antony Flew, *There is a God: How the world's most notorious atheist changed his mind* (HarperCollins).
- Damien Keown, *Buddhism. A Very Short Introduction*, Oxford University Press, Oxford-New York, 1996.
- Evelyn Underhill, *Mysticism* (Oneworld Oxford)
- João Simão, "Some Tensions between Capitalism and Buddhism: A Reflection from McMindfulness", *International Journal of Religion & Spirituality in Society* 9 (2019) 75-88.
- Karen Armstrong, *A history of God* (Anchor books)
- Karen Armstrong, *The great Transformation* (Anchor books)
- Kent D. Miller, "Responding to Fundamentalism: Secularism or Humble Faith?", *Academy of Management Perspectives* 33 (2019) 307-322.
- Mohammed Arkoun, *Rethinking Islam. Common Questions, Uncommon Answers*, Westview Press, 1994.
- Nancy Wilson Ross, *Three Ways of Asian Wisdom: Hinduism, Buddhism, and Zen and their significance for the West*, A Clarion Book published by Simon and Schuster, New York, 1968.
- Nibert Bella, *Habits of the heart* (Univ of Calif Press)
- Peter Berger, *A rumor of angels* (Doubleday Anchor Book)
- Richard Lennan, *An introduction to catholic theology* (Paulist Press)
- Ronald Rolheiser, *The Holy Longing* (Doubleday)
- Salvino Azzopardi, *Epistemology and Phenomenology of Religions. Creative Insights into Intercultural and Interreligious Dialogue*, Pune, India: Jnana-Deepa Vidyapeet; New Delhi: Christian World



Imprints, 2018.

- Salvino Azzopardi, *Epistemology and Phenomenology of Religions. Creative Insights into Intercultural and Interreligious Dialogue*, Pune, India: Jnana-Deepa Vidyapeet; New Delhi: Christian World Imprints, 2018.
- William James, *The varieties of Religious Experience* (Penguin)

**Web resources:**

- [www.vatican.va](http://www.vatican.va) (Catholic documents, news, events, press releases)
- [www.religion-online.org](http://www.religion-online.org) (religion news and links)

**"El Mundo" newspaper's religion charts:**

- <http://estaticos.elmundo.es/aula/laminas/religiones.pdf>
- <http://estaticos.elmundo.es/aula/laminas/hinduismo.pdf>
- <http://estaticos.elmundo.es/aula/laminas/buda.pdf>
- <http://estaticos.elmundo.es/aula/laminas/islam.pdf>

**Videos:**

- [https://www.ted.com/playlists/519/faith\\_in\\_the\\_modern\\_world](https://www.ted.com/playlists/519/faith_in_the_modern_world)
- Monotheism: <https://www.youtube.com/watch?v=djFAxvZ20qQ>
- Zoroastrianism: <https://www.youtube.com/watch?v=F2tgV9u9vzY>
- Islam: <https://www.youtube.com/watch?v=SAyY7Cq1V5A>
- [https://www.youtube.com/watch?v=4NT\\_btkLlho](https://www.youtube.com/watch?v=4NT_btkLlho)
- <https://www.youtube.com/watch?v=xoC1fRavjUU>
- <https://www.youtube.com/watch?v=ojSkGvxFi4M>
- <https://www.youtube.com/watch?v=sDSTgKIQAzE>
- Hinduism: <https://www.youtube.com/watch?v=vTko0gJGmcs>
- <https://www.youtube.com/watch?v=INv2gdpfXPQ>
- <https://www.youtube.com/watch?v=UWTdCorvOWU>
- <https://www.youtube.com/watch?v=WhTpJxIjI2I>
- <https://www.youtube.com/watch?v=v8sj8pHSFuE>
- [https://www.youtube.com/watch?v=16S\\_XjHqcZM](https://www.youtube.com/watch?v=16S_XjHqcZM)
- Buddhism: <https://www.youtube.com/watch?v=X-cJU-pFwQ>
- <https://www.youtube.com/watch?v=aCA6ioTLw-Q>