

## Examination guide for RESA4101 “Samtidsreligion”

The course RESA4101 provides an overview of different topics in the study of contemporary religion. Accordingly, the course comprises manifold topics (e.g. lived religion, secularization, gender and religion, climate change and religion). The two tasks in the exam place an emphasis on two of the studied topics.

Students undertake a three-days home exam. Responses are delivered as a text based on one of the two tasks. The text should be between 3000 and 4000 words long. Importantly, only one of the two tasks should be answered.

The English wording of the exam is:

“Choose **one** of the two tasks and undertake all the subtasks in them

Task 1:

All states have policies on religion. Fox names different ways through which states support religions. (a) Describe these and provide examples for them. (b) Based on these, analyze the case of Norway: What types of support of religions do we find in Norway? (c) After that discuss potential advantages and challenges of having these types of support for religions in Norway.

**Or**

Task 2:

In recent times, academic debates on climate change and sustainability increasingly perceive religion as an important factor for addressing environmental challenges. (a) Explain why religion is receiving increasing attention in these debates and in what ways religion can be relevant for addressing environmental challenges. (b) Moreover, take the example of Muslim organizations and discuss to what extent there is evidence for a rising engagement of these organizations in addressing climate change.”

Each of the two tasks involves a part in which the student needs to summarize knowledge from the readings in the course.

The first task places a focus on the topic “religion and politics” in the course. The central reading is Fox, Jonathan. 2018a. «Government religion policy 1. official policies and supporting religion.» S. 127–49 i *An Introduction to Religion and Politics: Theory and Practice*. Bd. 9. Abingdon, Oxon: Routledge. Here, Fox summarizes different ways through which states support religions.

The second task places a focus on the topic “religion and climate change” in the course. The reading is Koehrsen, Jens. 2021. «Muslims and climate change: How Islam, Muslim organizations, and religious leaders influence climate change perceptions and mitigation activities». *Wiley interdisciplinary reviews. Climate change* 12(3):e702–n/a. doi: 10.1002/wcc.702. Here, Koehrsen describes in what way religion can be relevant for addressing environmental challenges and places a focus on Muslim organizations.

Important criteria for the evaluation should be:

In terms of the tasks, the readings and use of knowledge

- Within the selected task, all subtasks must be answered. If one subtask remains unanswered, examiners may consider lowering the grade.

- The response needs to focus on the task: If the response answers questions that are not in the scope of the given task (e.g. related to other topics) and show no clear relationship to it, examiners may consider lowering the grade.
- Responses need to consider the readings that are relevant for the given task from the reading list. They can also take into account additional readings if they want. This may be positively considered by the examiners.
- The response should summarize the relevant readings in a correct way.
- The response should be well-structured: To what extent is there a clear structure and a red line in the argument?
- Relevant questions for the examiners are also: To what extent does the student show the ability to summarize a given argument, idea or knowledge in a concise and understandable way?

In terms of formal criteria and consistency:

- The response needs to include correct and consistent references of the given readings.
- Writing style must be clear and use the given terms in a correct and consistent way.
- Responses need to be in the set word range of 3000 to 4000 words. For longer or shorter responses, examiners may consider lowering the grade.

In terms of critical reflection:

- Well-explained critical reflections on the readings and course content should be positively considered by the examiners. Potential questions that the examiners may ask with regard to this are (not all of these questions need to be answered positively for a good grading):
- To what extent does the student show the ability to reflect the text/knowledge/arguments and asks critical questions about it?
- To what extent does the student employ the learned knowledge to ask critical questions about issues, institutions and practices (e.g. political structures) in current societies?
- To what extent does the student show the ability to relate different texts, concepts or arguments to each other, to compare and weigh these?